



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

www.ijiemr.org

COPY RIGHT



2022 IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works.

No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 29th April 2022.

Link: <https://ijiemr.org/downloads/Volume-11/Issue-04>

DOI: 10.48047/IJIEMR/V11/I04/88

Title **WAYS TO DEVELOP PRACTICAL COMPETENCIES OF FUTURE TECHNOLOGY TEACHERS**

Volume 11, Issue 04, Pages 535-538

Paper Authors: *Gadaymuratov Shuhrat Mamayusupovich*



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

WAYS TO DEVELOP PRACTICAL COMPETENCIES OF FUTURE TECHNOLOGY TEACHERS

Gadaymuratov Shuhrat Mamayusupovich

Pedagogical Institute of Termez State University

Teacher of the Department of Technological Education

Annotation: The article provides an in-depth understanding of the essence of pedagogical processes, the content of a separate and integrated study of the pedagogical process and laws of their systematic study. The article discusses the knowledge and competencies that a future technology teacher needs to develop.

Keywords: “System approach”, “Integrated approach”, “Regulation”, “Regulation”, pedagogical process, competence, tools, professional activity, methodological training.

INTRODUCTION

In the development of Uzbekistan, it is important to build a perfect education system based on the rich spiritual potential of the people and universal values, as well as the latest achievements of modern culture, economy, science, engineering and technology. Today, special attention is paid to the higher education system, which is an important stage in the system of continuing education. This places great demands on the quality and effectiveness of teacher training¹.

Pedagogical phenomena in the educational process are interconnected according to certain laws. Knowing them is very important for mastering the scientific basis of education. Every pedagogical event occurs for a specific reason and leads to a specific result. Identifying the causes of this or that pedagogical process or event allows us not only to know them, but also to use the influence of the positive, to prevent

the negative. As a result, the ability to manage the pedagogical process on a scientific basis will increase. An in-depth understanding of the nature of pedagogical processes, their systematic study has made it necessary to study the pedagogical process and its laws separately and as a whole.

MATERIALS AND METHODS

The application of a systematic approach to the educational process in pedagogical research can be seen in the research of TA Ilina, M. Ochilov, N.A. Muslimov, J.A. Hamidov. Experiences in implementing a systematic approach to the education system can be seen in the research of pedagogical scientist ST Turgunov. He stressed the importance of a systematic approach, a reflexive approach, a person-activity approach, a situational approach, a coordinated approach, and results-based management in the development of an integrated learning process. In his research, K. Zaripov acknowledged the development of pedagogical processes as a whole system in the form of causes and consequences of interrelated events.

¹ Dilova N.G. (2017). Opportunities of Pupils 'Complex Development on the Bases of Modernization of the Content of Primary Education. Eastern European Scientific Journal. No. 1, pp. 1-4.

Based on the article methodology, we will consider these stages of systematic analysis below in the example of the training of future technology teachers. In the process of training future teachers in higher education institutions on the basis of a systematic approach to determine the system of pedagogical conditions and tools on the basis of substantive indicators of professional activity, to determine the forms and methods of effective and correct organization of the educational process required. To do this, first of all, it is necessary to substantiate the essence of the pedagogical system, to identify the features of the systematic approach, the main characteristics (structure and functions), the factors influencing them².

The implementation of a systematic approach requires the formation of educational goals and methods, the identification of the elements of the system (forms and means of organization of education) and their relationship that ensure the proper functioning of the system. The systematic approach is a branch of scientific knowledge and methodology of social practice, which requires the consideration of objects as a system. The process of training future teachers is a systematic approach to the object, revealing its integrity, determining the relationship between the organizers (components), determining the conditions for its implementation, the problem of training future technology teachers on the basis of a systematic approach. The problem of covering the application of lim methods has been identified as the next task of our article.

RESULTS AND DISCUSSION

In pedagogy, scientific and methodological research of educational process systems and

their use in process management allows to find solutions to many important problems:

- in-depth analysis of the planned educational process;
- creation of a set of elements and components of the planned educational process, quality indicators and their division into classes;
- It is easy to solve problems such as studying the relationships between indicators, establishing the laws of relationships and distinguishing between primary and secondary.

Based on the article methodology, we will consider these stages of systematic analysis below in the example of vocational education teacher training. In the process of training future technology teachers in higher education institutions on the basis of a systematic approach to determine the system of pedagogical conditions and tools on the basis of substantive indicators of professional activity, forms and methods of effective and correct organization of the educational process identification is required. To do this, first of all, it is necessary to substantiate the essence of the pedagogical system, to identify the features of the systematic approach, the main characteristics (structure and functions), the factors influencing them³.

The process of training future technology teachers - a systematic approach to the object, revealing its integrity, determining the relationship between the organizers (components), determining the conditions of implementation, problematic in the training of future technology teachers on the basis of a systematic approach. The next task of our article is to highlight the problem of applying the methods of teaching methods.

² Rasulova Z.D. (2020). Pedagogical peculiarities of developing socio-perceptive competence in learners. European Journal of Research and Reflection in Educational Sciences. 8: 1, pp. 30-34.

³ Kulieva Sh.X., Rasulova Z.D. (2016). Formation of professional and pedagogical competence of future specialists on the basis of information technology. Young third, №8 (112), p. 977-978.

The problem of training technology teachers on the basis of a systematic approach covers all aspects of the acquisition of professional and pedagogical knowledge, ie content, form, methods and tools, ways of organizing professional activities, monitoring learning outcomes, quality assessment and can be viewed as an integrative process involving management. At the same time, the integration of the main components of technological education (formation of professional knowledge, skills and abilities), the unity of personality-oriented axiological-developmental (based on experience of creative activity) and educational functions (based on a sense of reality) .

The quality of training of future technology teachers depends mainly on the efficiency of the education system, which includes:

- the scale and alternative nature of a systematic approach to education;
- Demonstration of education, clear and purposeful teacher's explanations;
- quality of collaborative learning technology (teacher and learner).

CONCLUSION

The systematic approach is implemented through a system of education aimed at the formation of methodological knowledge and professional-practical skills and competencies based on the theoretical foundations of methodological training of future technology teachers. The methodological training of future technology teachers in pedagogical higher education institutions forms an integrated system and retains the following characteristics of large systems: integrity, structure, interconnectedness with other systems, fundamentality. At the same time, given that educational activity is a complex process with many unique dynamic features, each link in the training of future teachers of technology as a

separate system the study makes it necessary to introduce a unique approach to each link. Thus, the systematic approach has a universal description as a methodology of scientific knowledge and a branch of pedagogical practice, and is widely used in pedagogy. Applying a systematic approach to the educational process allows to consider each link of the educational process as a separate pedagogical system, and the interrelationships between them lead to the overall effectiveness of education.

REFERENCES

1. Dilova N.G. (2017). Opportunities of Pupils 'Complex Development on the Bases of Modernization of the Content of Primary Education. Eastern European Scientific Journal. No. 1, pp. 1-4.
2. Rasulova Z.D. (2020). Pedagogical peculiarities of developing socio-perceptive competence in learners. European Journal of Research and Reflection in Educational Sciences. 8: 1, pp. 30-34.
3. Kulieva Sh.X., Rasulova Z.D. (2016). Formation of professional and pedagogical competence of future specialists on the basis of information technology. Young third, №8 (112), p. 977-978.
4. Dilova N.G. (2014). Znachenie protsessa pedagogicheskogo sotrudnichestva v formirovanii lichnosti uchashchixsya nachalnyx klassov. Sborniki Conference NITs Sociosphere. № 26, p. 190-193.