

THE FORMATION AND IMPROVEMENT OF PROFESSIONAL COMPETENCE OF FUTURE TECHNOLOGICAL EDUCATION TEACHERS

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Abstract

In the article, there is a vivid demonstration of mechanisms aimed at enhancing the professional competence of future technological education teachers. The development of theoretical and practical forms of professional activity is based on fostering creative thinking, abilities, a penchant for creativity, interest, and the expression of distinct characteristics tied to intellectual, subject-specific, and motivational factors in professional situations.

Keywords: competence, learning, intellectual, intellectual-corporate, technological, social-psychological competence, pedagogical situations.

Introduction

The education system in our republic is receiving significant focus on enhancing students' preparation not only for work but also for living purposefully, imparting knowledge, transforming this knowledge into belief and a guide for action, and nurturing individuals who are well-rounded, mature, independent thinkers, strong-willed, active, initiative-driven, and contributing to a civilized society.

The evolving socio-economic changes in our country and worldwide are prompting updates like education and the attention devoted to it. In the contemporary landscape, the modernization of production techniques and technologies, coupled with the rapid advancements in science and technology, necessitates that specialists independently and regularly deepen, update, supplement, and expand their knowledge.

Students' personal development in higher education institutions is marked by situations fostering creative thinking, independence, the enrichment of active relationships, the broadening of worldview, and the cultivation of self-control and educational needs. For prospective technological education teachers, the educational period in educational institutions represents the most optimal phase for development and self-improvement. This is based on criteria such as professional knowledge, quality of education, competence, and level, all deemed crucial for the successful execution of labor activities. Throughout this process, future technology education teachers engage in activities such as accumulating, storing, and transferring their knowledge. They also focus on creating a logical structure of competencies and utilizing them effectively in organizing their professional activities for the future. Theoretical and practical forms of professional activity are crafted by fostering the development of creative thinking, abilities, a propensity for creativity, and the interests of future technological education teachers. In this scenario, the nature of practical activity is characterized by its direct focus on altering specific situations. In contrast, theoretical activity is geared towards determining methods of transformation and discovering underlying laws rather than achieving immediate goals. Theoretical

activity experiences growth and development under the influence of practical activity tasks, contributing to more effective solutions for these tasks.

Competence necessitates a continuous enrichment of knowledge, learning new information, sensing the demands of the present era, actively seeking fresh knowledge, and applying it in practical work. A competent specialist possesses skills in utilizing mastered methods to solve problems tailored to specific situations. They know how to select and apply methods suitable for the current scenario, discard those unsuitable, and approach problems with a critical perspective.

To effectively fulfill professional duties, individuals require essential personal qualities such as interactivity, an innovative approach, technical thinking, self-confidence, ongoing enhancement of professional skills, the ability to manage pedagogical processes with emotional resilience, and the development of competence. By elucidating the essence, content, and structure of expert methodical competence, we establish the foundation for examining the methodical competence of technology teachers. Nonetheless, the development of professional-methodical creativity in a specialist is also influenced by psychological and pedagogical conditions.

The rules outlined in psychology provide a theoretical foundation for categorizing three groups of fundamental competencies. Following these principles, an individual as a subject of communication, learning, and work, exhibits competence in professional skills, aligning with the acmeological development vector of human competence.

Based on the aforementioned considerations, the following competencies can be delineated:

1. Competencies related to self-perception as an individual, as a subject of life activity.
2. Competencies associated with interpersonal interactions.
3. Competencies related to all types and forms of human activity.

The development of professional competence in future technological education teachers is evident in the manifestation of their distinct traits tied to intellectual, subject-specific, and motivational factors within professional situations. Simultaneously, these factors also share numerous common aspects. Specialized research in this field indicates that students' professional competence significantly influences their professional activities.

Creating essential pedagogical conditions is crucial for fostering the professional competence of future technology education teachers and ensuring their professional and personal development in higher education institutions. Establishing pedagogical foundations, determining psychological and pedagogical conditions, and developing professional competence are essential in forming the basis for future vocational education teachers. It is also important to substantiate criteria that determine the level of competence formation.

Competence necessitates a continuous enrichment of knowledge, learning new information, sensing the demands of the present era, and the ability to actively search for, process, and apply new knowledge in practical work. A competent specialist possesses problem-solving skills and knows how to employ methods suitable for specific situations. They selectively utilize methods appropriate for the current scenario, discard unsuitable ones, and approach problems with a critical perspective.

Ensuring the quality of professional education involves shaping the competence of future technological education teachers and fostering professional pedagogical creativity. This stands as one of the crucial tasks in the modernization of professional education.

A cornerstone of the professional competence of future technology education teachers is regarded as the factor determining the quality of knowledge, skills, and personality. This is evident in their capacity to self-reflect, enhance knowledge, and creatively address, and adapt to each pedagogical situation, thereby maintaining constant motivation for the educator.

The competency approach is considered a fundamental aspect of enhancing technology education. Nowadays, the emphasis extends beyond mere professional skills for specific operations; it encompasses competence, a fusion of professional and personal qualities including professional skills, social ethics, teamwork ability, and initiative.

In today's age of information technology, future technology education teachers, who must navigate a society marked by rapid technological advancements, should possess the following fundamental qualities:

-having an ability to make independent critical observations and aptitude for recognizing challenges in their life and utilizing modern technologies to find successful solutions, moreover, proficiency in implementing new ideas and being creative thinkers.

- to be able to independently acquire the necessary knowledge to find one's place in life in the future and skilfully apply it to solve various problems in practical work, additionally, the ability to quickly adapt to changing life situations is crucial;

- to possess the capability to work with information, including the ability to gather relevant issues and facts for research, analyse them, formulate hypotheses for problem-solving, generalize essential information, compare similar or alternative options, identify statistical laws, and draw conclusions, furthermore, to be able to identify and solve new problems based on these findings.;

- to have the ability to independently work on enhancing one's personal, moral, intellectual, and cultural levels;

- to be adept at seamlessly engaging in communication within diverse social groups, preventing various conflict situations, and rational problem-solving in such scenarios. Additionally, the ability to collaborate effectively across different fields is essential.

Also, in the context of the modernized content-based educational system, there is a necessity for the effective utilization of modern pedagogical technologies. This enables each prospective teacher to apply the theoretical knowledge acquired in the field of education and cultivate professional competence in shaping a mature generation.

In summary, enhancing the professional-methodical creativity of future technology education teachers involves distinct types of professional creativity: teaching competence, educational competence, proficiency in modern educational methods, prioritizing the human factor, and the ability to objectively assess and control knowledge. Each component serves specific purposes and tasks, possessing its content, and requires adept use of certain methods and tools in the educational process

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