

Modern Requirements for Future Elementary Technology Education Teachers

Kuttibekova Guljan Tulepbaevna – Associate Professor of Jizzakh State Pedagogical University named after A. Qadiri kuttibekova80@mail.ru
Jo‘raboeva Dilnoza Suyunovna – JDPU II-bosqish magistr

Annotation. Scientific and methodological work on developing the competence of prospective teachers to receive information involves integrating information-related subjects with public science, creating integrated programs and textbooks.

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A number of didactic tasks will be solved in the process of preparing a technology education teacher. The most important of these is to reveal the responsibilities of school technology education, the content of school programs, their ideas and organizational principles. Its importance is that both the functions of school technology education and the content of school programs are constantly changing. The teacher should be prepared for this: During his pedagogical career, he will also be forced to review the content of technology education several times and work with newly developed programs. This is prohibited by the development of science and technology. Therefore, it is important to know and remember the functions and content of technology education, which is unique for a certain period of school development, but also to know the reasons for their origins and what methodological and pedagogical guidelines they have at the time. Only then will it be easy to understand and explain any fundamental changes in the functions and content of technology education.

The functions of Technology education and its content are complex dialectically related. It is important to remember that the tasks of teaching technology are set and solved to varying degrees.

For example, the most important task of a general secondary school is to foster a positive attitude toward work and profession in students. Without exception, all educational subjects carry out this task, which is related both to the learning processes and to the extracurricular activities of the entire pedagogical community.

Employment training solves tasks such as the way students choose a career in many academic subjects, in conjunction with technology education. Technology education will be a major factor in solving these tasks because in the course of technology education, there will be favorable conditions for attracting students to work effectively, introducing them to the basics of modern manufacturing, instilling love for modern workshops, and so on.

In addition to the tasks outlined, secondary tasks will also be assigned, which will be decided primarily within the framework of technology education, or they will be the responsibilities of a general secondary school and will be implemented using their own special tools. For example, the development of technical creativity and participation in experimental work take place primarily in the teaching process of technology and in extracurricular activities organized on its basis. The same can be said about the formation of practical knowledge and skills related to materials processing, machine servicing, and so on.

Physical activity in the teaching process is involved in mental activity. Students will have to develop the technology of designing, preparing items, and solve a number of other creative tasks. Thus, technology education is accompanied by thought activities, allowing students to develop mentally.

Technology education creates conditions for aesthetic discipline. If students make beautiful items, they will be spiritually satisfied with the benefits of society and will also enjoy aesthetics. Thus, they are also trained in artistic taste, and accurate concepts of the harmony of forms are composed.

A number of requirements should be set for the content of Technology education:

1. Approach the tasks of technology education taking into account the age characteristics of students.
2. Providing the technology education process with as much productive work as possible and incorporating it into academic activities.
3. Differentiate the content of technology education, taking into account the age of the students and the manufacturing environment of the school.
4. Arming each student with polytechnic knowledge and skills of the same size.
5. To ensure that the education of technology is connected with other school curriculums.

Secondary tasks arise from the requirements for the content of technology education as a curriculum:

1. It is intended to divide the content of technology education into phases, taking into account the age characteristics of the students and the tasks set out in the teaching process.

2. The content of the curriculum should consider the consistency between the teaching phases. To do this, you need to create programs for all classes in a single structure. The work experience of schools demonstrates the need to include such a structure: studying theoretical information about the properties of materials in the process of experiments; the processing of materials and the weapons of mass destruction used therein; processing of materials in production process and conditions; descriptions of the main professions related to the processing of these materials.

3. To provide it in a variety of options to ensure that the content of technology education is differentiated. It is necessary to determine at what stages of technology education is intended to disseminate its content and what to follow in its implementation.

4. Students can be taught on a variety of programs, but their perceptions of the basics of modern manufacturing must be the same in size, for which some stable volumes of knowledge and skills must be included in all programs. This, in turn, allows students to ensure that polytechnic training is in the same level.

Today, there are the following uncertainties and conflicts in solving its scientific, theoretical and practical, material, technical, social and pedagogical problems and reforming its traditional content:

- the uncertainty of the scientific, methodological, pedagogical, and material-technical well-being of labor education carried out in general secondary schools with changes in socio-economic political and spiritual sphere;

- scientific and technological circles, advanced manufacturing technologies are not adequately reflected in the tools and styles of new forms of modern economics and management and the content of labor education;

- the traditional content, purpose tools, and styles of labor education today do not reflect the national ethnic, territorial, historical characteristics of the Republic and the criteria for oriental thinking;

- insufficient development of the pedagogical, psychological, physiological and didactic foundations of the mechanisms for its implementation, taking into account the peculiarities of labor education;

- The uncertainty of the professional qualifications of pedagogical personnel prepared in higher pedagogical schools with the most promising aspects of non-performing vocational education in general secondary schools.

The aforementioned shortcomings and inconsistencies are the main reasons for the radical renewal and reform of labor education.

The observations showed that the system of general secondary schools in the republic is currently insufficient focusing on students' technological education. The main reason for this is that existing programs for preparing students for work cannot meet the demands and interests of the

younger generation, who are growing in current socio-economic conditions.

(Matthew 24:14; 28:19, 20) In today's rapidly developing world of science, technology, and technology, we believe that the system of preparing schoolchildren for life and work is intended to be improved in the following ways.

Future technology education teacher:

– to have systematic knowledge of the worldview, to know the foundations of humanitarian and socio-economic sciences, the current issues of government policy, and to analyze social problems and processes independently;

– to know the history of the country, to be able to express and scientifically base their opinions on issues of spiritual, national and ethnic values, and to have an active life-style based on national idea;

– to have a holistic understanding of the processes and events taking place in nature and society, to have an active life view based on the idea of national independence;

– to know the legal and spiritual criteria that determine a person's attitude toward another person, society, the environment, and to take them into account in the professional hierarchy;

– to have mastered the methods of collecting, storing, processing and using information, and to make groundbreaking independent decisions in their professional activities;

– to acquire new knowledge independently, to work on themselves, to organize their work on a scientific basis.

Therefore, a technology education teacher is the person who informs students of general secondary schools about new technology and technology. He needs to be a knowledgeable man in all respects, gifted in his profession. To do this, he must acquire deep knowledge of public science in higher pedagogical institutions and apply them in his hierarchy.

The Bible's Viewpoint

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