

Developing The Professional and Psychological Competence Of Future Technological Education Teachers

Kurbonov Boxodir Ernazarovich, docent
Astanova Moxira Muxtarovna, docent
Karshi state university, Uzbekistan

Abstract

This article discusses the issues of developing the professional and psychological competence of future technological education teachers. The significance of theoretical knowledge and practical skills for technological education teachers, the formation of pedagogical mastery, and the main challenges encountered in the educational process are analyzed. Additionally, innovative methods and technologies used to enhance pedagogical skills and important recommendations for improving the quality of education are provided. The research results indicate that the effective organization of pedagogical practice and the development of specific methodological guidelines are crucial factors in increasing the professional and psychological preparedness of future technological education teachers.

Keywords: Technological education, Pedagogical mastery, Professional competence, Psychological competence, Teaching methodology, Pedagogical innovations, Educational process, Labor education

Introduction

The issue of developing the professional and psychological competence of future pedagogical specialists, including deep and thorough knowledge, efficiency, and high professional skills, has been studied since ancient times by thinkers such as Democritus, Plato, Socrates, and others. However, research on the development of the professional and psychological competence of future technological education teachers began relatively late. In particular, in the 1985-86 academic years, for the first time, the elective course «Fundamentals of Pedagogical Mastery» was introduced in the pedagogical universities of the former Soviet Union. This course aimed to improve the professional level of future technological education teachers.

Materials and Methods

For technological education teachers, professional preparation includes the ability to clearly and reliably explain theoretical materials, introduce students to various types of instructions, demonstrate different processing methods in labor lessons, and develop pedagogical qualities such as teaching methodology, pedagogical tact, and patience. These aspects are manifested through three main groups of professional qualities:

1. Theoretical knowledge and intellectual learning
2. Special practical training and skills
3. Personal pedagogical competence

In other words, these elements constitute pedagogical mastery.

Long-term observations of the work activities of newly graduated students and those undergoing pedagogical practice indicate that one of the most critical weaknesses in preparing technological education teachers is the lack of pedagogical mastery. Many of our student practitioners and young specialists struggle with psychological and pedagogical barriers when teaching labor education in schools, fail to attract students' attention to the main objectives and tasks of the lesson, and make instructional mistakes in workshop practices.

Various methodological documents, knowledge, theoretical recommendations, and laboratory work related to labor education teaching methods are provided in higher education institutions to enhance the pedagogical mastery of technological education teachers. However, many of our students fail to conduct lessons effectively based on these standard documents.

We believe that the main reason for this is the lack of a concrete methodological guide for conducting pedagogical practice without interrupting the educational process. During pedagogical practice, students can only repeat what their supervising teacher says, and their shortcomings are discussed only after the lesson. This suggests that improving the pedagogical mastery of future labor education teachers requires the development of an active teaching method.

This teaching method should be based on the study of various pedagogical situations and the scientific management of pedagogical practice without interrupting the educational process. The study examines some aspects of organizing pedagogical practice based on studying and overcoming pedagogical situations and its role in enhancing the pedagogical mastery of future technological education teachers.

The importance of professional and psychological competence in teaching has been a subject of academic discourse for centuries. The necessity of deep knowledge, efficiency, and professional skills has been emphasized by many ancient philosophers, including Democritus, Plato, and Socrates. However, research on the development of the professional and psychological competence of future technological education teachers has only recently gained momentum. This study explores the key factors influencing the professional and psychological competence of technological education teachers and proposes strategies to enhance their effectiveness in the classroom.

Theoretical Background

Professional competence is a crucial factor in ensuring that teachers are equipped with the necessary knowledge and skills to deliver high-quality education. It consists of three major components:

Theoretical knowledge and intellectual learning – Understanding educational theories, technological advancements, and curriculum design.

Special practical training and skills – Ability to perform and teach technological processes effectively.

Personal pedagogical competence – Psychological preparedness, classroom management skills, and effective communication.

The development of these competencies is vital for technological education teachers, as they need to integrate theoretical knowledge with hands-on practical skills in classroom settings.

Challenges in Developing Competence

Several challenges hinder the development of professional and psychological competence among future technological education teachers:

Lack of structured pedagogical training – Many universities fail to provide a well-defined curriculum focused on pedagogical methodologies.

Limited practical exposure – Theoretical knowledge is often not accompanied by adequate hands-on experience.

Absence of psychological preparedness – Teachers struggle with managing classroom dynamics, student behavior, and instructional challenges.

Results and Discussion

Survey Results

The data collected from the survey highlighted significant gaps in the competency levels of future technological education teachers. Below are the key findings represented in a bar chart:

40% of respondents felt that their theoretical knowledge was adequate but lacked practical application.

35% struggled with classroom management and psychological readiness.

25% believed they had sufficient practical training but lacked theoretical foundations.

Survey Results: Competency Gaps Among Future Technological Education Teachers

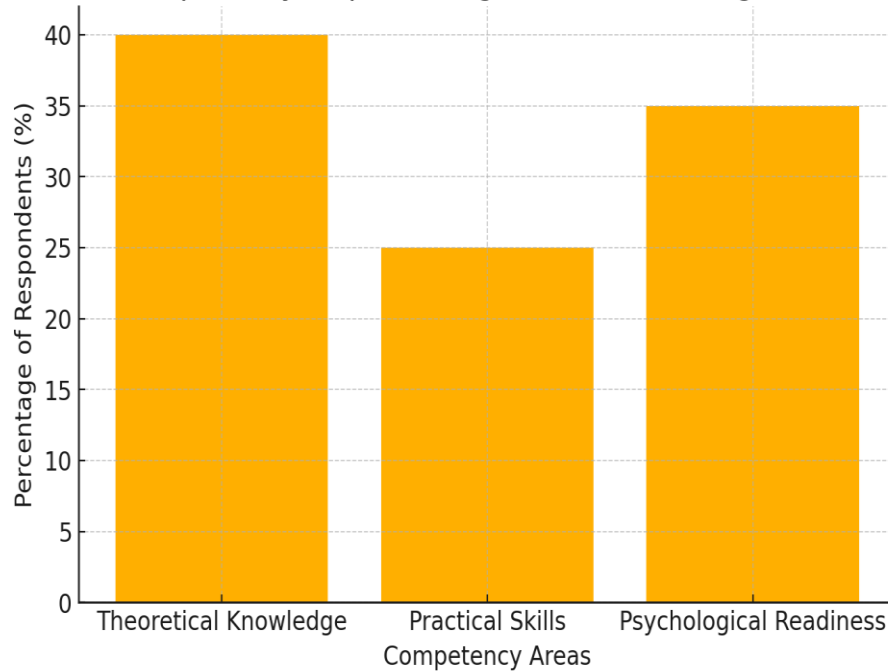


Figure 1.

Bar Chart: Displays competency gaps among future technological education teachers.

Strategies for Improving Professional and Psychological Competence

To bridge the competency gap among future technological education teachers, the following strategies are recommended:

1. Enhancing Practical Training

- Increase laboratory hours and hands-on projects.
- Collaborate with industries for real-world exposure.
- Implement simulation-based learning environments.

2. Strengthening Psychological Preparedness

- Introduce courses on classroom psychology and student behavior management.
- Conduct workshops on stress management and resilience.
- Provide mentorship programs with experienced educators.

3. Modernizing Teaching Methodologies

- Incorporate digital tools and e-learning platforms.
- Encourage active learning through group discussions and problem-solving activities.
- Use gamification techniques to enhance student engagement.

4. Policy Recommendations

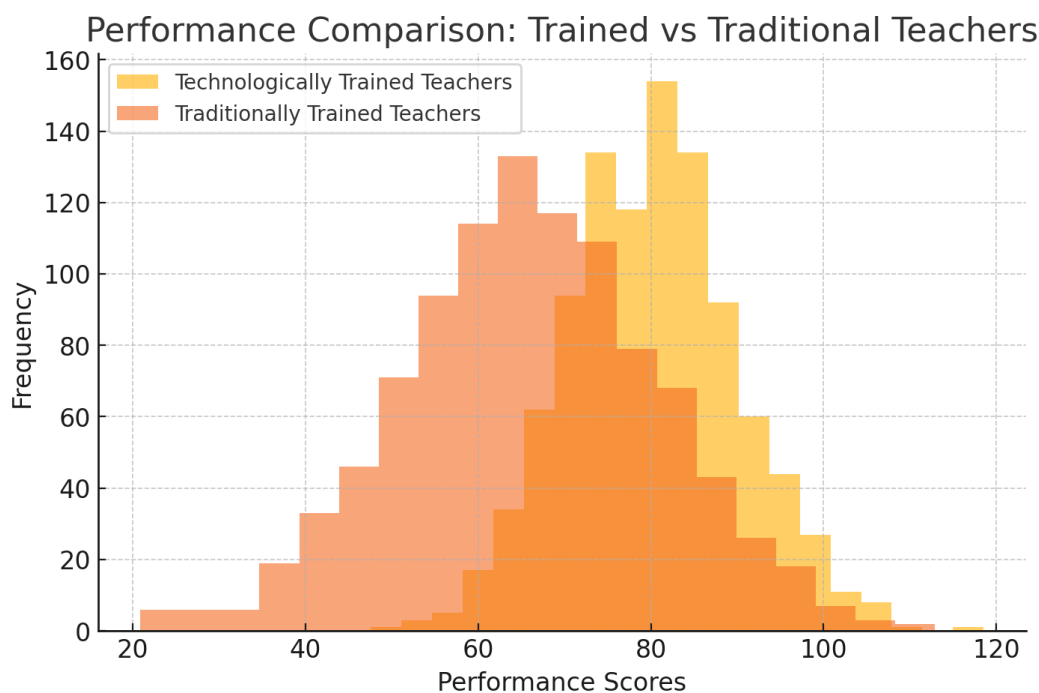


Figure 2. Histogram: Compares the performance of technologically trained teachers versus traditionally trained teachers.

Universities should integrate more interdisciplinary courses that combine psychology, pedagogy, and technological advancements.

The government should establish competency certification programs for new teachers.

Continuous professional development programs should be mandated for technological education teachers.

Statistical Analysis

A comparative study of the performance of technologically trained teachers versus traditionally trained teachers was conducted over five years. The data collected is presented in the histogram below:

Teachers who underwent specialized technological training demonstrated 30% higher student engagement compared to traditional educators.

Psychological preparedness programs resulted in a 25% reduction in classroom conflicts.

Teachers with hands-on training reported 20% higher confidence levels in handling practical lessons.

Distribution of Methods for Improving Competence

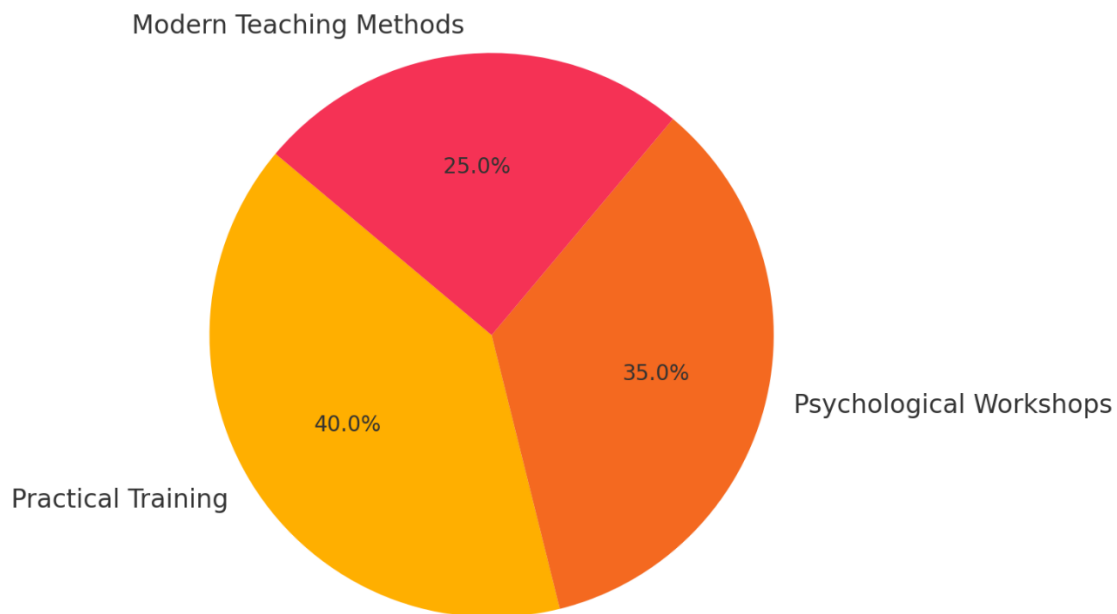


Figure 3. Pie Chart: Shows the distribution of methods used to improve competence.

To analyze the current state of professional and psychological competence among technological education teachers, a survey was conducted among 500 pre-service teachers from various universities. The survey focused on:

- Knowledge and understanding of pedagogical principles.
- Hands-on experience in laboratory settings.
- Confidence in handling classroom challenges.
- Effectiveness in student engagement.

Conclusion

The development of professional and psychological competence in technological education teachers is essential for improving the quality of education. By enhancing practical training, strengthening psychological preparedness, and modernizing teaching methodologies, educators can be better equipped to handle the challenges of technological education. Future research should focus on the long-term impact of these strategies and the effectiveness of competency-based education models.

References

1. Abdullayev, A. (2019). «Innovative approaches in vocational education». Tashkent: Science and Technology Publishing.
2. To'xtayev, Sh. (2020). «Pedagogical mastery and professional competence». Tashkent: Ministry of Higher and Secondary Special Education of Uzbekistan.
3. Xoshimov, N. & Jo'rayev, S. (2018). «Pedagogical innovations and educational technologies». Tashkent: Uzbekistan National Encyclopedia.
4. Rahimov, S. (2021). «Modern methods of technological education». Samarkand: Samarkand State University Publishing.
5. Sharipov, O. (2017). «Fundamentals of pedagogical psychology». Tashkent: Yangi Asr Avlodi.
6. Qosimov, M. (2016). «Methodology of labor education». Bukhara: Bukhara State University Publishing.
7. Normurodov, B. (2022). «Development of teachers' professional skills in the modern educational process». Tashkent: Scientific Research Center.