

Future Technological Education Developing Professional Skills for Teachers

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Abstract: This article discusses different approaches to defining the concepts of “competence”, “competence”, and “competency-oriented education” in the scientific and pedagogical literature. The article reveals the basic rules of competency-oriented training of future primary school teachers in the university environment. The author discusses different approaches to the definition of “competency-based education” in the scientific and educational literature. The article describes the basic rules of competency-based education of future primary school teachers. The main analysis is the views and comments on the development of professional skills of future teachers of technological education, first of all, to improve their skills and abilities.

Keywords: competency-based approach, education system, future educator, technological education, vocational system, skills development.

At present, the search for ways to increase the effectiveness of vocational education is associated with a competency-based approach. The relevance of the competency-based approach is emphasized in the materials of education modernization and is considered as one of the important rules of updating the content of education. This is because professional activity is characterized by increasing complexity and dynamics, the main task of competency-based training is to form a specialist who can solve professional problems in new situations.

Forming future teachers of technology education “A set-based approach is an outcome-oriented approach that focuses on a person's ability to act in a variety of problem situations, not on the amount of information learned. A competency-based approach is an approach in which outcomes are recognized as important outside the education system. as an assimilated authority”).

The formation of technological education and the use of these educators in the scientific and pedagogical literature are synonymous with the concepts of "competence" and "competence". Let us now turn to J. Raven's “Competence in Modern Society,” where the author provides a detailed interpretation of competence. This phenomenon, according to the scientist, “consists of a large number of components, many of which are relatively independent of each other. some components are more cognitive, while others are more emotional. these components can replace each other as components of effective behavior. The term “competence components” means “those qualities and abilities that enable people to achieve important goals in person” and that “competence includes only abilities”. This also implies that internal motivation is not included in the concept of ability.

In particular, there are attempts in the scientific literature and for the development of technological education to distinguish between the use of these concepts. Competence is a parameter of social role, which manifests itself in the individual sense as ability, that is, the suitability of the individual. In the scientific and pedagogical literature, the term "competence" is used in two senses: acquired in the learning process knowledge, experience, general ability to act in a particular situation based on values, and a specific standard, training. It is advisable to increase the knowledge and personal development of teachers of technological education. The concept of “competence” is much broader than knowledge, skill, because it refers to the ability to apply generalized knowledge and skills to solve specific situations and problems that

arise in real activity. In addition to the concept of "competence" in the scientific literature, there is the concept of "competence", which is sometimes used as a synonym.

Over the past decade, forums, conferences, scientific and pedagogical publications, journals have been actively discussing the design of competency-based training technologies for future professionals, improving the educational process at the university on the basis of a competency-based approach. In these processes, such seminars are held to gain the knowledge and practical experience of teachers of technology education.

Thus, the transition of the pedagogical idea to the task of shaping the competencies of the future specialist, in particular, the primary school teacher, has been normally strengthened and proclaimed in the standards of the new generation. In this regard, it is becoming increasingly important to study the didactic possibilities of competency-oriented training of students - future primary school teachers and to put these ideas into practice. It is well known that changes in education and development goals require changes in both the content and the actual teaching methodology. The competency-based approach to the work of university professors requires serious changes. We need to move from designing learning outcomes in the form of competencies to designing the scope, level, and content of theoretical and empirical knowledge. In other words, the design of the curriculum, work programs, internship programs, final attestation program, curriculum, assessment fund should begin with the design of learning outcomes expressed in the format of competencies. Identifying the main ways of successful organization based on competence For pedagogical-oriented education, it is first necessary to identify and disclose the principles of such work.

It is expressed in the form of knowledge about the essence, content, structure of education, its laws and regulations, norms of activity, regulations for practice. Thus, the principles reflect the basic requirements of the organization of any activity, indicate its direction and help a creative approach to building a particular process. Analysis of the pedagogical literature, our own pedagogical experience has allowed us to identify the following principles of competency-oriented training of students in pedagogical universities - future primary school teachers. The principle of the developmental nature of education implies that it is aimed at the comprehensive development of the personality and individuality of the student, as well as the general cultural and self-development of the future teacher.

The principle of student activity and the reduction of the share of pedagogical management of student activities. The learning process should be structured in such a way that the main focus is on the teacher's planning of the teaching process, asking questions, setting and evaluating tasks - teaching in the broadest sense. learning activities are based on students' own initiative and creativity. That is, students need to become active participants in both the implementation and evaluation of the learning process. It is in this situation that, in our view, the spirit of continuous learning reigns, ignorance of something is a natural state of man and a source of constant personal and professional development.

Use of active teaching methods: problem-based lectures, lectures with analysis of specific pedagogical situations, discussions, debates, mutual education and mutual consultation are required. The principle of science requires content that reflects the scientific facts, theories, laws, introduced to the purpose of vocational education students in modern sciences. Combining scientific knowledge, it is important for us to have a deep understanding of the nature of problems in primary education from the perspective of various scientific disciplines (e.g., psychology and pedagogy, psychology and private methodology, mathematics and mathematics teaching methodology). The principle of linking education with practice allows the educational process at the university to apply the acquired knowledge in professional pedagogical activities.

Use of methods aimed at the practical application of professional knowledge and skills: design, presentation and analysis of lessons in elementary school science and extracurricular activities, micro-education, master classes, etc. In the implementation of the latter principle, we attach great importance to pedagogical practice, the purpose of which is the practical preparation of students for independent professional and pedagogical activities as a primary school teacher in secondary schools.

Encourage student activities that involve the use of such forms, methods, and teaching aids that increase students' interest in learning new knowledge, developing skills and competencies, and applying them in practice. The focus is on professional self-improvement. In the process of pedagogical practice,

taking into account the professional interests and desires of students, propaedeutic work with students, the organization of various scientific and methodological activities on modern problems of primary education, pedagogical culture, their inclinations and interests in order to increase students' knowledge.

In short, an important component of the competency-oriented training of future teachers of technological education is to change the order of current, intermediate and final certification of students. Assessment of the quality of student training, in our opinion, should be carried out in two directions: assessment of the level of mastering the subject (cognitive component).

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