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FORMATION AND IMPROVEMENT OF PROFESSIONAL COMPETENCE OF FUTURE TECHNOLOGICAL EDUCATION TEACHERS

Nurmamatov Zukhriddin Shavkat oglu
Shakhrisabz State Pedagogical Institute
Head of the Department of Preschool Education,
p.f.f.d (PhD). Shakhrisabz, Uzbekistan
E-mail: zukhriddinnurmamatov50@gmail.com
Tel: + 998 91 214 42 26

Annotation: The article presents a vivid demonstration of mechanisms aimed at increasing the level of professional competence of future technological education teachers. The development of theoretical and practical forms of professional activity is based on the expression of creative thinking, abilities, a tendency to creativity, interest and specific features associated with intellectual, scientific and motivational factors in professional situations.
Keywords: competence, learning, intellectual, intellectual-corporate, technological, socio-psychological competence, pedagogical situations.

Introduction. The education system in our republic pays great attention to increasing the readiness of students not only for work, but also for purposeful living, to imparting knowledge, turning this knowledge into beliefs and a guide to action, as well as to educating comprehensively developed, mature, independent-thinking, strong-willed, active, initiative and civilized individuals who contribute to a cultured society. The socio-economic changes taking place in our country and around the world are causing such changes in education and the attention paid to it. Modern conditions, coupled with the modernization of production techniques and technologies, require specialists to independently and systematically deepen, update, supplement and expand their knowledge.

The personal development of students in higher education institutions is characterized by situations that promote creative thinking, independence, enrichment of active relationships, broadening of the worldview and self-management and the development of educational needs. For future teachers of technological education, the period of study in educational institutions represents the most favorable stage for development and self-improvement. This is based on criteria such as professional knowledge, quality of education, competence and level, which are considered important for the successful performance of labor activity[2].

During this process, future teachers of technological education are engaged in activities such as accumulation, storage and transfer of their knowledge. They also focus on creating a logical structure of competencies and their effective use in organizing their professional activities for the future.

Theoretical and practical forms of professional activity are created through the development of creative thinking, abilities, creative inclinations and interests of future teachers of technological education. In this scenario, the nature of practical activity is characterized by its direct focus on changing specific situations. On the contrary, theoretical activity, instead of achieving direct goals, is aimed at identifying methods of transformation and discovering basic laws. Theoretical activity experiences growth and development under the influence of practical activity tasks and contributes to a more effective solution of these tasks.

Competence requires constant enrichment of knowledge, learning new information, sensing the requirements of the current era, actively searching for new knowledge and applying them in practical work. A competent specialist has the skills to use the acquired methods to solve problems adapted to specific situations. They know how to select and apply methods that are

appropriate for the current scenario, discard inappropriate methods, and approach problems with a critical perspective[3].

To effectively perform professional tasks, individuals are required to have such important personal qualities as interactivity, an innovative approach, technical thinking, self-confidence, continuous improvement of professional skills, the ability to manage pedagogical processes with emotional stability, and the development of competence. By revealing the essence, content, and structure of the methodological competence of a specialist, we create a basis for studying the methodological competence of technology teachers. However, psychological and pedagogical conditions also affect the development of professional and methodological creativity in a specialist. The rules outlined in psychology create a theoretical basis for classifying three main groups of competencies. Following these principles, a person demonstrates competence in professional skills as a subject of communication, learning, and work and corresponds to the acmeological vector of development of human competence.

Based on the above considerations, the following competencies can be distinguished:

1. Competencies associated with the perception of oneself as a person as a subject of life activity.
2. Competencies associated with interpersonal interactions.
3. Competencies related to all types and forms of human activity[8].

The development of professional competence in future teachers of technological education is evident in the manifestation of their specific characteristics associated with intellectual, subject-specific and motivational factors in professional situations. At the same time, these factors also have many common aspects. Specialized studies in this area show that the professional competence of students significantly affects their professional activity. It is very important to create the necessary pedagogical conditions for the development of professional competence of future teachers of technological education and ensure their professional and personal development in higher educational institutions. In creating the basis for future teachers of vocational education, it is very important to create pedagogical foundations, identify psychological and pedagogical conditions and develop professional competence. It is also important to substantiate the criteria that determine the level of competence formation. Competence requires the ability to constantly enrich knowledge, learn new information, perceive the requirements of the current era, and actively search for, process and apply new knowledge in practical work. A competent specialist has problem-solving skills and knows how to apply methods appropriate to specific situations. They selectively apply methods that are appropriate to the current situation, reject inappropriate methods, and approach problems from a critical perspective. Ensuring the quality of vocational education involves the formation of the competence of future teachers of technological education and the development of professional pedagogical creativity. This is one of the important tasks of the modernization of vocational education. The main foundation of the professional competence of future teachers of technological education is considered to be a factor determining the quality of knowledge, skills and personality. This is evident in their ability to self-analyze, improve knowledge, find creative solutions and adapt to each pedagogical situation, thereby maintaining constant motivation for the teacher. The competency approach is a key aspect of improving technology education[4].

Nowadays, the emphasis goes beyond professional skills for specific operations; it encompasses competence, a combination of professional and personal qualities that include professional skills, social ethics, teamwork, and initiative.

In today's information technology era, future technology education teachers who must operate in a society characterized by rapid technological progress must possess the following key qualities:

- have the ability to make independent critical observations and recognize life difficulties and use modern technologies to find successful solutions, in addition, have the skills to implement new ideas and be a creative thinker.
- to independently acquire the necessary knowledge to find one's place in life in the future and skillfully apply it in solving various problems in practical work, in addition, the ability to quickly adapt to changing life conditions is very important;
- have the ability to work with information, including collecting relevant issues and facts for research, analyzing them, formulating hypotheses for solving problems, summarizing important information, comparing similar or alternative options, identifying statistical patterns and drawing conclusions, in addition, having the ability to identify and solve new problems based on these findings;
- have the ability to work independently to improve one's personal, moral, intellectual and cultural level;
- to be able to communicate seamlessly within different social groups, prevent various conflict situations and be adept at rationally solving problems in such situations. In addition, the ability to effectively cooperate in different areas is very important[6].

Also, in the conditions of a modernized content-based education system, there is a need for the effective use of modern pedagogical technologies. This will allow each future teacher to apply the theoretical knowledge gained in the field of education and develop professional competence in the formation of a mature generation.

In conclusion, increasing the professional and methodological creativity of future teachers of technology education includes various types of professional creativity: teaching competence, educational competence, knowledge of modern educational methods, prioritizing the human factor, and the ability to objectively assess and control knowledge. Each component serves its own goals and objectives, has its own content and requires the skillful use of certain methods and tools in the educational process.

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