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TRANSFORMING THE TEACHING OF SPECIALIZED SUBJECTS FOR FUTURE TEACHERS OF TECHNOLOGY EDUCATION

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Annotatsiya

ushbu maqolada bo‘lajak texnologik ta’lim o‘qituvchilariga mutaxassislik fanlarini o‘qitishning pedagogik aspektlari hamda uni transformatsiyalashning zamonaviy tendensiyalari haqida so‘z boradi. Shu bilan birga, mutaxassislik fanlarini tanlashning o‘ziga xos xususiyatlariga ham to‘xtalib o‘tiladi.

Kalit so‘zlar

texnologik ta’lim, mutaxassislik fanlari, transformatsiya, ta’lim jarayoni.

Аннотация

В данной статье говорится о педагогических аспектах преподавания предметы специальности будущим учителям технологического образования и современных тенденциях его трансформации. При этом обсуждаются особенности выбора предметов специальности.

Ключевые слова

технологическое образование, предметы специальности, трансформация, образовательный процесс.

Abstract

this article talks about the pedagogical aspects of teaching specialized subjects to future teachers of technological education and the modern trends of its transformation. At the same time, the specific features of choosing specialty subjects are also discussed.

Key words

technological education, specialized sciences, transformation, educational process.

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The educational process today is not only a field rich in new developments and modern technologies, but also a complex, systematic and constantly evolving environment. Therefore, in preparing future personnel for the process today, it is important not only to provide them with modern knowledge, but also to form competencies to effectively use it. In particular, it is assumed that future pedagogical personnel, along with being organizers of the educational process, will be able to apply modern educational technologies and resources to this process, thereby increasing the effectiveness of the quality of education.

According to most scholars, transformation is understood as a significant structural reworking of systems that change with changes in the connections, relationships, organization and functions of the initial formation. The concept of transformation itself, as a theoretical tool for analyzing modern social changes, has significant heuristic potential. Since this concept is neutral from the point of view of assessing the dynamics of the social process, it allows us to analyze not only its progressive tendencies, but also the entire range of tendencies of social change, such as reversible and irreversible, progressive and regressive, evolutionary and revolutionary, purposeful and spontaneous, systematic and partial, etc.

If we consider education as the only mechanism capable of radically transforming society, then the constant reformation of this mechanism directly affects its quality and speed of development. This constant increase in speed gives the educational process a rapid development load, and we directly get a solution by organizing the process in cooperation with the "transformation".

According to K.I. Korchak, in modern transformational conditions, the educational process is increasingly taking place in the information and communication field, which includes the Internet, satellite television, video technologies, as well as educational mobility, that is, the ability to continue studying in different countries of the world, based on one's own interests, abilities, and motivation. The essence of modern education should not only be in the transfer of knowledge, but also in the formation of a culture of creative (reflexive and project-oriented) thinking in learners, capable of solving complex problems in any situation. High professional knowledge of specialists in a narrow specialty, as a rule, begins to become obsolete within 5-7 years. Therefore, the need for self-education, retraining, and continuing education is one of the important conditions for adapting a specialist to modern life conditions. In addition, in the modern educational space, it is necessary to clearly understand that knowledge, unlike information, implies a point of view, beliefs and intentions, and is always associated with real action. The most important thing today is to organize the

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processing of information and form a new, high-quality intellectual pedagogical product.

In particular, we believe that creating conditions for "technology-transformation" relationships at the most important stages of teaching specialized subjects to future teachers of technological education, creating a single interactive educational platform for teaching a number of specialized subjects based on the content and essence of our specialty, and introducing a platform that serves as a source of information on the specialty for students into the process can be an acceptable solution to the issues considered above. This in turn creates the following advantages:

- complete digitalization of the educational process;
- concentration of literature and resources related to the specialty in one place;
- ensuring mutual integration between disciplines;
- creation of a single, wide-ranging information environment for learners;
- ability to access the database remotely.

According to V.A. Tikhonov, transformational processes in education are primarily associated with qualitative changes in the requirements for the intellect of a specialist. From this point of view, the author notes that today many forms of information training for future specialists are outdated and practically unnecessary and even harmful. In an industrial society, the need for information is directed towards training narrow specialists who know everything or almost everything in their field. As a result, the amount of information available to one specialist has decreased as much as possible. As specialization narrows, the needs for the development of information systems have given rise to such integrated processes that require expanding the competence base of an individual specialist, which, of course, has become incompatible with the nature of his educational process and has led to the inevitable transformation of education as a whole.

The lack of scientific and methodological resources related to the technological approach in organizing educational processes in technology education, the large number of unintegrated topics and materials in existing manuals and methodological complexes, especially the fact that they do not reflect the mobility, compactness and modern technologies that are required by today's requirements, creates a number of difficulties. The creation of electronic educational and methodological complexes not only serves to modernize the educational process, but also to increase its efficiency.

In today's era of advanced information and communication technologies, our main goal is to improve the education system, modernize the educational process,

bring scientific and methodological manuals and complexes to a certain integrity, facilitate their use, expand the opportunities for students to use advanced pedagogical technologies in organizing classes, and eliminate pending problems.

In conclusion, at a time when globalization and development are showing their potential in every field, it is inevitable that we will come to the conclusion that the educational process is no exception. Therefore, in the complex processes of continuous transformation of education - the education system, it is advisable to use databases, analyze sources and solve existing problems in the process, rather than spending time-related resources on searching for information.

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