AMERICAN JOURNAL OF EDUCATION AND LEARNING
ISSN: 2996-5128 (online) | ResearchBib (IF) = 10.91 IMPACT FACTOR
Volume-3| Issue-11| 2025 Published: |30-12-2025|

DEVELOPMENT OF PROFESSIONAL TRAINING OF FUTURE TEACHERS OF TECHNOLOGICAL EDUCATION AS A PEDAGOGICAL PROBLEM

https://doi.org/10.5281/zenodo.17918600

Shaxnoza K.Mambekova
National Pedagogical University of Uzbekistan named after Nizami
Researcher
Tashkent, Uzbekistan
shaxnozamambekova@gmail.com
13.00.02- Theory and methodology of education and upbringing (technological education)

Annotatsiya

ushbu maqolada bo‘lajak texnologik ta’lim o‘qituvchilarini professional tayyorgarligini rivojlantirish pedogogik muammo sifatida yoritib berilgan. Zamonaviy o‘qituvchi tayyorlashda tayyorlashda amaliy komponentning yuqori darajada qo‘llanilishi talabaning kasbiy sifatlarini shakllantirishga ijobiy ta’sir ko‘rsatishi hamda pedogogik kompetensiyaning komponentlari yoritib berilgan.

Kalit so‘zlar

texnologik ta’lim, pedogogik kompetensiya, zamonaviy ta’lim texnologiyalari.

Аннотация

В данной статье рассматривается развитие профессиональной подготовки будущих учителей технологического образования как педагогическая проблема. Подчеркивается положительное влияние высокого уровня применения практической составляющей в современной педагогической подготовке на формирование профессиональных качеств студента и компонентов педагогической компетентности.

Ключевые слова

технологическое образование, педагогическая компетентность, современные образовательные технологии.

Abstract

This article examines the development of professional training for future technology education teachers as a pedagogical challenge. It emphasizes the positive impact of a high level of practical application in modern teacher training on the development of student professional qualities and pedagogical competence.

AMERICAN JOURNAL OF EDUCATION AND LEARNING
ISSN: 2996-5128 (online) | ResearchBib (IF) = 10.91 IMPACT FACTOR
Volume-3| Issue-11| 2025 Published: |30-12-2025|

Keywords

technology education, pedagogical competence, modern educational technologies.

Modernizing our country's education system, particularly raising the quality of teacher training to a new level, is a priority for state policy. The effectiveness of the educational process is determined by future teachers acquiring modern pedagogical competencies, prioritizing a practical approach in their work alongside theoretical knowledge, and successfully developing professional teacher training.

One of the modern trends in teacher education is the development of innovative forms, methods, tools, and technologies for advancing teacher professional training. In this regard, considerable attention is paid to developing well-rounded, mature, comprehensively developed, independent-thinking, strong-willed, active, and proactive teachers through the improvement of the education system in our Republic.

Modernization of production technology and methods, stremitelnoe razvitie nauki i tekhniki v sovremennuyu epokh trebuyut ot spetsialistov samostoyatelnogo i systematicicheskogo uglubleniya, obnovleniya, dopolneniya i rasshireniya svoix znaniy.

Based on the ideas of theoretical and empirical research, it is advisable to determine the criteria that make it possible to identify organizational and methodological factors in the development of professional training of future teachers of technological education, as well as methodological ideas and views that determine the path and direction of professional development of a teacher.

In today's educational environment, the need for technology teachers is growing significantly. This is because the training of qualified specialists in fields related to industry, manufacturing, and modern technology begins at the school level. The professional development of future technology teachers directly impacts not only the quality of education but also the technical thinking of the growing generation. Therefore, higher education institutions training teachers must take a comprehensive approach to developing professionally qualified specialists.

A high level of practical application in modern teacher training positively influences the development of students' professional qualities and develops their ability to incorporate innovations into their future teaching careers. "A practical approach is a tool that transitions students from theoretical knowledge to real-world teaching experience."

Pedagogical competence is a set of knowledge, skills, qualifications, and personal qualities necessary for a teacher in their professional work, developed

AMERICAN JOURNAL OF EDUCATION AND LEARNING
ISSN: 2996-5128 (online) | ResearchBib (IF) = 10.91 IMPACT FACTOR
Volume-3| Issue-11| 2025 Published: |30-12-2025|

through a practical approach. In modern literature, pedagogical competence includes the following components:

- methodological competence (methodological knowledge and skills);
- communicative competence (communicative culture, speech competence);
- psychological competence (knowledge of student psychology);
- reflective competence (analysis and improvement of one's own work);
- innovative competence (use of modern technologies).

In a practical approach, each of these competencies is developed in real-life situations. For example, when students participate in a real school setting as observers or teaching assistants, they develop their communicative and psychological competencies through practical experience.

Methodological competence is a component of professional training that encompasses a future teacher's ability to design lessons, select teaching methods, manage the learning process, and organize learning content in accordance with the psychological, age, and individual characteristics of students. This competence is closely linked to the teacher's level of knowledge, skills, qualifications, and pedagogical thinking.

In the practical training of future teachers, methods such as educational simulations, role-playing, pedagogical situational analysis, case study methods, problem-based learning, participation in social projects, and participation in real-life educational processes are widely used. These methods allow students to experience being a teacher and understand the inner workings of teaching in practice.

Learning management is an important competency that helps future teachers develop skills in monitoring student activity, ensuring the effectiveness of lessons, and making pedagogical decisions.

Additional components:

Monitoring and motivating student activity:

The student monitors student participation during the lesson, motivates their participation, and uses active learning strategies. Research shows that active management significantly increases student interest in the lesson and develops self-management skills.

Pedagogical Decision-Making:

The teacher makes pedagogical decisions quickly and effectively based on situations that arise during the lesson. Current research shows that the decision-making process is inextricably linked to reflective and methodological competencies.

Use of technology: Digital platforms, interactive whiteboards, and electronic assessment tools are used to manage the learning process. The integration of technology improves the efficiency of the learning process and allows for real-time monitoring of student activity.

Reflective analysis and feedback:

After each lesson, the teacher and student analyze their work, identify successes and shortcomings, and develop a strategy for future activities. A reflective approach increases the effectiveness of lesson management and helps improve pedagogical decisions.

Lesson management is an essential professional skill that integrates the methodological, reflective, technological, and communicative competencies of future teachers. Current research shows that effective lesson management improves the quality of pedagogical decisions, promotes active student participation, and strengthens the professional development of future teachers.

It can be concluded that practical teaching methods significantly enhance students' methodological, communicative, reflective, and innovative competencies. Experimental analysis confirmed that a practical approach is the primary mechanism for the effective development of teacher training.

REFERENCES:

1. Имамназаров Э.Д. ОСНОВЫ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ ИНЖЕНЕРОВ С ПОМОЩЬЮ ЦИФРОВЫХ ТЕХНОЛОГИЙ// Образование наука и инновационные идеи в мире (2023).№35.-С 168-171.

2. Расулова Н.Ю. МЕТОДИКА РАЗВИТИЯ ЦИФРОВОЙ КОМПЕТЕНЦИИ БУДУЩИХ ИНЖЕНЕРОВ-ПЕДАГОГОВ ПРИ ВЫПОЛНЕНИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ.// Олий таълим.С.12-22// https://doi.org/10.34920/so/vol_2024_issue_2_2

3. Мамбекова Ш.К. SOCIO-PEDAGOGICAL NEEDS OF DEVELOPING THE PROFESSIONAL TRAINING OF FUTURE TECHNOLOGICAL

EDUCATION TEACHERS//INTERNATIONAL BULLETIN OF APLIED ESCIENCE AND TECHNOLOGY.(2025).№5.P.191-194. https://doi.org/10.5281/zenodo.15093797

4. Оришев Ж.Б. БЎЛАЖАК ТЕХНОЛОГИК ТАЪЛИМ ЎҚИТУВЧИЛАРИ КАСБИЙ КЎНИКМА ВА МАЛАКАЛАРИНИ ШАКЛЛАНТИРИШ ЛОЙИҲАСИ.// Таълим ва инновацион тадқиқотлар (2022 йил №11) ISSN 2181-1709 (Р)Б.284-290