



## **ANALYSIS OF THE PROFESSIONAL COMPETENCE OF TECHNOLOGY TEACHERS IN HIGHER EDUCATIONAL INSTITUTIONS AND THE WORK IMPLEMENTED**

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### **Annotation**

This article is about the formation of professional competence of technology teachers in higher education institutions and the analysis of the work done. In the pedagogical literature today, the terms “competence” and “competence” are widely used and stabilized. However, so far there is no single and correct idea of the concept of "competence" that can be applied to the optimal image of graduates of this or that stage of education.

**Keywords:** thought, competence, teacher, higher education, dedication, science.

### **Introduction**

By improving the education system in our country, great attention is paid to the training of mature, well-rounded, independent-minded, strong-willed, dedicated and enterprising personnel. At the present time, the modernization of equipment and technology in production, the rapid development of science, requires professionals to independently and regularly deepen, update, replenish and expand their knowledge. Therefore, in the implementation of the updated education system, it is important that every teacher of technology has the skills to form professional competence in their subject and the education of young people and to apply them consistently in pedagogical activities[1]. The radical improvement of the quality of professional and pedagogical training of technology teachers is directly related to its content. In order to significantly improve the quality of teacher training, it is necessary to ensure the synthesis of pedagogical and technical knowledge. The professional formation of a technology teacher helps to ensure the effectiveness of the educational process by integrating pedagogical and technical knowledge based on changes in science, education, engineering, technology and industrial economics[20]. This process underscores the importance of making certain changes in the development of technology to justify the content of technology teacher training and build professional competence.





## Research Methodology

Many sources use the terms "competence" and "competence" to describe a person's qualities such as knowledge, skills, abilities, abilities, diligence, and professionalism. We use the term "competence" in this work.

N.A.Muslimov, Q.M.Abdullayeva, O.A.Kuysinov, N.S.Goipova -NNKarimova, M.Kadyrov's monograph "Technology of formation of professional competence of teachers of technology" is a pedagogical problem in the formation of professional competence of teachers of technology. analysis of the work done on the formation of professional competence, the creation of pedagogical and psychological conditions to ensure the professional and personal development of teachers of technology in higher education, modernization of the content of the process of training technology teachers on the basis of a competency approach; Features of the formation of professional competence and the role of creative activity, the design of educational technologies in the formation of professional competence and the substantiation of criteria determining the level of formation of professional competence[2].

The monograph is intended for teachers, undergraduates, senior researchers and researchers engaged in pedagogical and scientific-pedagogical activities in the system of continuing education.

Maxkamova.S.X, Shoyusupova.A.A, Kamalova.S.R "Skills and competencies assessment" This textbook is recommended for university students. However, the textbook can be used by researchers, graduate students and researchers interested in the subject "Skills and Competencies Assessment".

N.Muslimov, M.Usmonboyeva, D.Sayfurov, A.To'rayev

"Fundamentals of pedagogical competence and creativity" Educational-methodical manual A-1-141 "Development and implementation of electronic information educational resources on the basis of modular Web technology for the system of retraining and advanced training of teachers of higher education institutions was created on the basis of a grant project on It discusses the essence of the concept of "pedagogical competence", the qualities of pedagogical competence, ways to develop them, the structural foundations of pedagogical skills, the importance, place and role of pedagogical creativity in teaching[21]. Particular attention is paid to the development of professional competence and pedagogical creativity in students and trainees during practical training. This manual is intended for educators working at all stages of the system of continuing education, teachers who want to develop their professional competence, as well as those interested in the use of Web technologies in education[3].





## **Analysis and Results**

R.M. Yusupov, S.Y. Temurov. "Theoretical foundations of professional competence formation in future mathematics teachers" This monograph is devoted to the formation of professional competence in future mathematics teachers in the information-communication educational environment. The monograph is intended for undergraduate and graduate students of mathematics and pedagogical higher education institutions and researchers conducting research in this area, which is implemented on the basis of grants from the Center for Science and Technology of the Republic of Uzbekistan[22]. Includes scientific results obtained in the framework of the research project "Creation of scientific and methodological bases of the organization of teaching mathematics in the environment of information and communication education."

Azamjon Valiyev, Ikboljon Rakhmatova. "The role of design in the development of creative thinking in students" The article describes the role and practical importance of design and creative research in the development of creative thinking in schoolchildren. Also, the content of the design problems in the science of drawing, the scientific basis, methodological recommendations for the development of students' spatial imagination and creative thinking in the process of teaching it[4].

Abdurahmonova Dinora, Doniyarov Mavlonbek. "Considerations on the organizational and structural form of professional competence of future primary school teachers" and their application in practice at a high level.

Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan Kokand Kokand State Pedagogical Institute named after Muqimi in the scientific-methodical collection (Kokand-November 18, 2020) professors and teachers of higher educational institutions of the republic, teachers of vocational schools, general secondary schools, independent researchers, masters and methodological materials aimed at modernizing the educational process in the field of technology by gifted students, that is, raising the system of continuing education to new levels. Also, in this collection, T.J. made recommendations to students to form knowledge on the effectiveness of the use of graphical schemes to increase efficiency[5].

A number of articles were published in the Proceedings of the scientific-practical conference "Current issues of training highly qualified personnel in the field of labor and vocational education" (Termez. May 23-24, 2014), organized by Termez State University. In this conference proceedings A. Umirov and others. In the article "Organization and study of manual woodworking" the acceleration of scientific and technological progress in the country requires an increase in the skills, general education and training of workers, personnel[23]. The role of mental labor in the daily







work of workers is growing, allowing them to read drawings and diagrams, understand operational-technological maps, plan their work, adjust and adjust equipment, monitor and analyze the progress and results of their work. is coming. During the course, teachers and industrial educators were given a number of recommendations on how to use manual tools for woodworking, woodworking, and planning methods[6].

An important factor in improving the education system is the high level of professional competence of technology teachers in higher education. Therefore, one of the important tasks is to create a theoretical and practical basis for the process of formation of professional competence of technology teachers based on the effective use of modern educational technologies and the created educational and methodological complexes.

From this perspective, it is clear that the important task is to scientifically substantiate new approaches that provide the level of professional competence required from the time of training technology teachers in higher education.

In terms of the requirements for the level of professional training of teachers of technology, competence demonstrates the ability of students to apply a set of knowledge, skills and methods of activity in a specific situation.

Competence is the ability of a student to acquire and apply the knowledge, skills and competencies necessary for the implementation of professional activities of personal and social significance[7]. Here, the essence of the concept of "competence" is fully revealed, which is manifested in two ways: competence as a set of personal qualities of students and the basic requirements of the profession. Since the content of education is grouped in the curriculum as blocks of subjects (for all subjects), interdisciplinary (for a set of subjects) and subject (for a particular subject), we recognize the competence, which reflects the following three levels :

- BASIC competence (according to the humanitarian, socio-economic content of education);
- Interdisciplinary competence (according to a certain range of subjects and educational blocks of general vocational training);
- Competence in one subject (subject) (according to the availability of specific and specific opportunities in the field of special education)[24].

This basic competence is defined at the level of educational blocks and academic disciplines for each stage of higher pedagogical education. In determining the order of basic competence, the essence of social and personal experience in accordance with the main objectives of professional pedagogical education, the main types that allow





to acquire life skills in the process of organizing professional activity in a social society[8]. In this regard, they are divided into the following types of competencies:

-uniform meaningful competence. It is related to the value areas of the student, his ability to feel and understand the social being, to find an independent way of life, to understand his role and place in society, to set a clear goal in the organization of action and decision acceptance skills, worldview-related competencies, it provides the student with a mechanism for self-determination in learning and other situations. The individual direction of the student's education and the general program of his life activity depend on this competence[25].

-Socio-cultural competence. The scope of knowledge and experience that the student needs to master in depth is the characteristics of national and universal cultures, the spiritual and moral foundations of human and human life, the cultural foundations of family and social traditions, the role of science and religion in human life, their impact on material wealth, knowledge of life and leisure, for example, knowledge of ways to effectively organize leisure time[9].

-Cognitive competence is a set of independent thinking competencies, consisting of elements of logical, methodological and social activities of the student related to the specific objects being studied. knowledge and skills in planning, content analysis, reflection, and personal evaluation of activities. Students acquire creative skills in relation to the objects under study, that is, the direct acquisition of knowledge, methods of action and heuristic methods of solving problems in non-standard situations.

-Information competence. The ability to independently research, analyze, and select, modify, store, and transmit information using audio-visual media and information technology is developed. This competence enables the student to master the basics of academic science based on important information[26].

-Communicative competence. Interaction with students, their methods, mastering the language, which is a priority in the communication process, the ability to work in groups, the ability to organize and conduct various spiritual and educational activities in the team[10].

-Social-social competence citizenship (citizen, observer, voter, acting representative), social-labor sphere (consumer, buyer, customer, producer rights), family relations and obligations, economic and legal issues, professional, as well as acquisition of knowledge and experience in determining one's personal position (in particular, the analysis of the current situation in the labor market, the ability to act in the pursuit of personal and social interests, the ethics of labor and civil relations).



-Practical competence is the ability to move from one state of movement to another, to apply actions and actions in new situations, to quickly navigate within new information[11].

At the same time, graduates of higher education institutions with the qualification of a teacher in the field of technological education: readiness to conduct pedagogical activities in accordance with the requirements of state educational standards, a high level of theoretical and practical training use modern teaching technologies, participate in the development of educational programs, be responsible for their full implementation in accordance with the curriculum and the learning process, the knowledge and skills of students and organize the control of skills, prepare them for the practical application of the acquired knowledge and control the independent work of students, create a basis for teaching and methodological equipment of a specific subject; Participate in the scientific and methodological activities of the educational institution, act as a class teacher, organize and conduct educational work with students, ensure the implementation of curricula and programs, ensure educational discipline, education recipients will have to respect their rights and freedoms and improve their professional skills[12].

The approach to separating the components of the teacher's activity as a relatively independent functional type of pedagogical activity prevails.

According to V.A. Slasten, teacher training involves the development of knowledge to perform these tasks: analytical-reflexive, constructive-prognostic, organizational, assessment, information, correction, adjustment. The point of view of the author, in our opinion, largely reflects the perceptions that have been decided about the structure of the teacher's work. At the same time, the study of the structure of professional competence of the future specialist is based on a thorough analysis of pedagogical work, its level of training in the context of higher and secondary special, technological education, which is currently being modernized and the concept of continuous pedagogical education to determine the requirements of the year[13].

Interdisciplinary interaction in the formation of professional competence of teachers of technology to develop students' ability to make clear decisions in pedagogical and industrial difficult situations, to have access to information on subjects in the curriculum of the educational direction development of problem-based tasks on its basis, its systematization, use of new forms of education to improve the quality of teacher training, ensuring interdisciplinary continuity and continuity in the acquisition of fundamental, in particular, pedagogical and technical knowledge, humanities, socio-economic development of pedagogical disciplines. Since the interaction with mathematics and natural sciences, as well as general and special







sciences, is a multifaceted problem, it requires scientific substantiation of its theoretical and practical aspects[14].

The documents of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan state that the purpose of modern education is not to train a narrow range of specialists for a specific field of activity, but to develop the personality of each person, increase his professional competence. To date, serious research has been conducted to reveal the multifaceted aspects of the training process for various fields of pedagogical activity. The long historical roots of professional education are reflected in the works of Eastern thinkers Abu Ali ibn Sino, Abu Rayhan Beruni, Abu Nasir Farobi, Alisher Navoi, Abdullah Avloni. In our historical heritage, many opinions have been expressed about the importance and significance of career-oriented ideas in the development of society. E.G'oziev, B.Qodirov, M.Davletshin, V.Karimova, L.S. In their research, Vygotsky, S.L. Rubinstein, and others focused on the formation of professional competence in technology teachers[15].

At the same time, it should be noted that the issues of training the professional competence of a specialist are considered in the context of training and retraining of a school teacher or a teacher of a higher education institution as an object of research. In particular, the teacher is didactic (M. Ochilov), psychological and pedagogical (E. Goziev), general pedagogical (NN Azizkhodjaeva, O.Abdullina), innovative (R.A. Mavlonova, V.A. Slastenin), creative (V.A. Kan-Kalik) On the transition to a new level of quality in the professional training of teachers of technology education NNA Muslimov, NS Gaipova, MM Kadyrov: new methods and means of mastering professional and scientific information, based on a high level of knowledge and professional skills, able to analyze their pedagogical activity and production process, to promote new non-standard ideas, to meet rational, modern requirements should be able to apply their methods in practice. Therefore, it is necessary to significantly change the nature of professional training of technology teachers. Addressing these issues will require a transition to a new level of quality in the training of technology teachers, "they said[16].

The English term "Competentse" literally means "ability", but the term competence refers to the expression of knowledge, skills, abilities and abilities.

Competence requires constant enrichment of knowledge, learning new information, understanding the demands of the present and the present, the ability to search for new knowledge, process it and apply it in practice. A competent specialist is well-versed in the use of methods and techniques that have been mastered in solving problems, to select and apply methods that are appropriate to the current situation,





to reject those that are not appropriate, to address the issue. incorporates skills such as critical thinking.

In her scientific work, BA Nazarova notes that in the philosophy of D. Dewey, U. Waller, M. Mead, K. Jung, P. Sorokin, F. Znanetsky, the concept of professional competence is defined as follows: , because a profession directs a person to it, determines a person's interests, summarizes the interests of people who work in the same profession[17].

As D.L. Thompson and D.Pristins state, "Professional competence is the sum of all the knowledge and ethical rules necessary in the workplace."

I.V. Grishina expresses these views, telling about how high a person's professional competence is in his professional activity.

Attitude to the situation, need and interest in it, aspirations, values, purpose of activity, imagination of one's social position;

assess their personal identity and status as a specialist, professional knowledge, skills and abilities, other characteristics of the profession;

be able to manage their professional development and growth on this basis.

AK Markova says that a teacher is a teacher with professional competence, when he increases his pedagogical activity, pedagogical behavior to a high enough level, achieves high results in teaching and educating young people. A competent teacher must be able to apply their professional knowledge and psychological qualities in their work[18].

According to R.Kh. Tugeshev, professionalism is a competence acquired for only one activity with the help of steps taken to improve the quality of a person. Competence refers to the qualities of a scientist, not limited to the mastery of his work, but also the ability to organize the work, to systematically understand all the problems associated with his work, to set tasks and to find solutions to specific problems. holds. Such a person is considered to be competent in a particular field.

### **Conclusion/Recommendations**

While the Arab R.H. Tugeshev notes that the concept of competence is the same as the concept of professionalism, E.F. Zeer argues that professionally oriented competence and professional ability provide a high level of professionalism[19].

Professional competence is one of the four aspects of an individual's subjective activity, and as E.F. Zeer points out, professional competence is the sum of knowledge, skills, and methods of carrying out a professional activity.

Foreign scholars L.P. Alekseeva, V.M. Basova, N.V. Scholars such as N.A. Shaydenko have cited in their work.







It is common to compare the phenomenon of professional competence with the concept of 'preparation'. According to V.A. Slasten, the concept of professional competence of a specialist is that his theoretical and practical training is part of the general system of personal training, and professional skill determines his professional level.

Based on the analysis of research on the structure and essence of the professional competence of technology teachers, we draw the following conclusions:

The professional competence of technology teachers is a complex structure of the individual, which determines his activities and provides a common cultural, professional knowledge, skills, abilities, professional creative approach, social orientation of the individual, in general, the effectiveness of professional tasks is a collection.

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