



**CONTENTS OF IMPROVING THE METHODOLOGICAL
TRAINING OF A FUTURE TECHNOLOGY EDUCATION
TEACHER BASED ON AN INNOVATIVE APPROACH**

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ABSTRACT	KEYWORDS
This article is devoted to the improvement of the methodology of developing the methodical training of future technology teachers based on an innovative approach.	Innovative pedagogical processes, educational process, knowledge, formation, creative action

Introduction

By harmonizing the education system of our country with international education standards, ensuring the quality and competitiveness of personnel training in higher education institutions, increasing the quality level of the higher education system based on world practice, developing effective methods of implementing scientific and innovative achievements by widely applying the pedagogical design process to the continuous education system. are recognized as priorities [1].

The analysis of the content of the "Technological education and teaching methodology" training course requires the acquisition of the above-mentioned knowledge by activating the cognitive activity of students in the lectures. Therefore, it is important to use training based on innovative technologies along with traditional lectures in this course.

In the lecture sessions, ways of using methods such as "Entrepreneurship" game belonging to didactic game technologies, presentation, programs belonging to modular educational technology, brainstorming belonging to problem-based educational technology, team teaching belonging to cooperative teaching technology, saw or zig-zag, teaching in small groups were developed [2 ; 117-122-b].

At this point, we should mention that "Entrepreneurial game is an active method of teaching, which ensures the effective organization of interaction between the teacher and the learner, the permanent practical significance of the knowledge and skills acquired by the learners, their transfer to new unknown conditions"

M. Kryukov emphasizes.

He distinguishes the following characteristics of an entrepreneurial game: first, it is a structured dialogue organized around a specially constructed simulation model. Such a dialogue is carried out mainly in the model's language. Secondly, the entrepreneurial game itself, in general, is a certain

picture - a model of socio-economic reality. Thirdly, the game is a dynamic model that reflects the evolving reality [3; 23-24 p].

The use of innovative technologies in lectures leads to the activation of the cognitive activity of future teachers of technological education, the emergence of enthusiasm for studying the scientific and theoretical foundations of these technologies.

By applying the concepts and knowledge that will be formed in the future technological education teachers in practice, the skills will be formed in accordance with them.

The formation of skills in future technological education teachers is mainly carried out in laboratory and practical training. The analysis of the laboratory and practical exercises included in the curriculum showed that special issues of teaching are planned in it, the analysis of the laboratory exercises conducted according to the teaching methodology of technological education subjects showed that there are laboratory and practical exercises of general and special direction in them [4; p. 92-94].

Analyzing the State educational standards, curricula and textbooks compiled for general laboratory and practical training in the subject, determining the general concepts, skills and competencies formed by students in this subject, designing lesson plans on specific topics, developing the development of laboratory and practical training , of excursions It is possible to include such things as determining the place and importance of the teacher in the educational system, organizing the cognitive activities of the future teachers of technological education, the content and essence of extracurricular activities, and determining the ways of their organization [5; 15-p].

Specific laboratory and hands-on activities are derived from academic subject content, such as observation and experimentation, for example. It should be noted that the organization and conducting of general laboratory and practical trainings at the level of demand provides an opportunity to gain the methodological training of future technological education teachers, to creatively apply the knowledge and skills acquired earlier in the training, and to acquire new knowledge and skills.

For this, the teacher should determine the goals and tasks of each laboratory and practical training, the role of future technological education in the pedagogical activity of teachers and the skills that will be formed in them, the ways of organizing and managing students' cognitive activities [6; 16-p].

For this, it is assumed that the methodology of conducting laboratory and practical training should be developed from simple to complex, for example, the special issues of teaching the subject "Technological Education Teaching Methodology" should consist of educational tasks of a creative nature, which students will independently perform according to the instructions of the teacher.

In the teaching of the "Technological Education Teaching Methodology" training course, it is necessary to establish the independent education of students in order to form methodological knowledge and skills necessary for future pedagogical activities and to raise them to the level of qualification.

For this purpose, the independent education plan of future technological education teachers should be developed in harmony with the contents of lectures and laboratory sessions, attention will be paid to the creative application of the knowledge acquired in the lecture, the skills formed in the laboratory sessions in the process of independent education [7; - 21 b].

As a result of the updating of the content of the course "Technological education teaching methodology" and the creation of appropriate pedagogical conditions, the following skills will be achieved in teachers of technological education:

1. Analysis of State educational standards, curricula and textbooks compiled from technological education.
2. To determine the types and types of lessons in the teaching of technological education.
3. To determine the general and specific concepts, skills and qualifications to be formed in future technological education teachers for a specific chapter.
4. Use of effective means, methods and forms of teaching in technological education classes, excursions, extracurricular activities.
5. Arming future teachers of technological education with knowledge about the basics of technological science, achieving educational efficiency by choosing the content, means, methods and forms of spiritual and moral education.
6. Design ways to organize, manage and activate cognitive activities of future technological education teachers.
7. Educate future teachers of technological education in the spirit of national independence and loyalty to the Motherland, acquire the skills to define and implement ways to develop their spiritual and moral qualities.
8. To give an understanding of professions based on technological education.

Based on the requirements for the professional and pedagogical training of teachers in the main ideas of the "National Personnel Training Program", the requirements for the methodological training of the future technological education teacher were developed.

Therefore, in forming the level of methodological training of teachers of future technological education, the following were determined by them:

- methodological knowledge, skills and qualifications necessary for the use of innovative technologies in the teaching of technological education;
- skills and qualifications necessary to ensure the continuity of education, to know the content, means and methods of teaching and educating students, to harmonize them;
- skills of using effective means and methods of education to inculcate the ideology of national independence in the minds and hearts of students;
- ways of forming knowledge, skills and competencies related to the purposeful organization and management of students' cognitive activities, activation;
- skills to develop students' educational motivations;
- skills of formation of students' academic, practical, work, creative and independent thinking, practical application skills.

In conclusion, the content of improving the methodological training of future technological education teachers requires consideration of teaching tools and methods in accordance with it:

In the type of higher pedagogical education:

- preparation of a textbook for the technological education teaching methodology course;
- equipping a classroom that meets modern requirements, ensuring the effective conduct of laboratory and practical training;
- development of scientific-theoretical and methodical bases for the use of innovative technologies in the teaching of technological education.

In the form of retraining and professional development of pedagogical personnel:

- organization of targeted courses on the use of innovative technologies in the teaching of technological education;

- development of recommendations for analysis and determination of professional training of teachers by methodological associations;
- to improve the methodical training of technological education teachers, it is necessary to introduce distance learning and create methodical support for this process.

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