



The Importance of Professional-Pedagogical Competence in the Training of Future Technology Teachers

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Abstract: Establishing an excellent education system based on the rich spiritual potential of the people and universal human values, as well as the latest achievements of modern culture, economy, science, technique and technology is of urgent importance in the development of Uzbekistan. Today, special attention is paid to the higher education system, which is an important stage of the continuous education system. This places great demands on the quality and efficiency of the training of future students

Key words: competence, professional competence, personal experience, technologies, practical activities, development.

In our country, all conditions and opportunities have been created for bringing up young people who are active, aspiring, talented and have high spiritual and moral qualities, who have acquired modern knowledge and professions - who are the decisive force of our today and tomorrow. Today, the development of science and technology requires a fundamental change in the requirements for education and its results. Based on this, the creation of new generation standards is an important task for pedagogues. The state education standards created until now were based on a systematic and active approach, that is, it consisted in clarifying the purpose of educational institutions in the way of mastering knowledge, skills and abilities. Therefore, it is required to define new state educational standards based on the competent-active approach aimed at self-development. Because the essence of the educational process organized in higher education is not to develop the needs and abilities of students, but to convey knowledge in an information-verbal way, to form skills and qualifications. Information acquired in such a reproductive way does not allow the listener to develop practical experience. As a result, there are differences such as the fact that students accumulate a lot of information in vain, the effectiveness of education is low and it does not correspond to the real reality. More precisely, it seems that the student is far away from real life, and the goal is to learn only the previously collected information.

The imperative in recent years about improving student outcomes is also about improving the quality of the teaching workforce. In recent years, however, recruiting and retaining quality teachers has become a challenge among some OECD countries. In addition to the ageing of the teaching workforce, some countries experience high rates of attrition among new teachers and a shortage of quality teachers in high-demand subject areas and disadvantaged schools. There is also concern about attracting high-achieving and motivated candidates into teacher education programmes and the lowering of qualification requirements in the certification and licensing of new teachers. Issues such as these have an impact on the quality of the resulting teaching workforce that is tasked with improving student outcomes. For example, the ageing of the teacher workforce entails the loss of experienced teachers through retirement. High attrition rates among new teachers is costly to the

system and may prompt education authorities to fill teacher shortages by lowering qualification requirements for the certification of new teachers or by assigning teachers to teach subjects or grades for which they were not trained. In such cases, the quality of the teaching workforce is negatively affected. As research has shown, teacher quality is an important factor in determining gains in student achievement, even after accounting for prior student learning and family background characteristics. Predictors of teacher quality have typically included factors such as class size, certification, type of qualification, degrees earned, or years of experience. Another, less studied, indicator of teacher quality is the pedagogical knowledge of teachers. Pedagogical knowledge refers to the specialised knowledge of teachers for creating effective teaching and learning environments for all students. This project focuses on the pedagogical knowledge base of teachers and the knowledge dynamics in the teaching profession in order to examine their implications for the instructional process and to derive evidence-based suggestions for educational policy.

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