



## Improvement of Didactic Competences of the Technology Teacher

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### ABSTRACT

In this article, the theoretical analysis of the concepts of "Pedagogical" and "didactic" competence of the teacher, the main levels of didactic competence are shown. Didactic competence is one of the components of professional competence. Also, the content, level and fields of qualifications that are part of didactic competence are also described

### ARTICLE INFO

Received: 6<sup>th</sup> January 2023

Revised: 6<sup>th</sup> February 2023

Accepted: 14<sup>th</sup> March 2023

### KEY WORDS:

competence, creativity,  
reproductive, didactic  
competence, heuristic,  
technological education,  
didactic competence.

**Introduction.** After the adoption of the new version of the Law "On Education" in the Republic of Uzbekistan, a number of changes and updates were made in the continuous education system. In particular, the curriculum and educational programs were developed based on the goals and objectives of the relevant educational programs, and their implementation allowed the use of modern pedagogical technologies, innovative forms and methods of teaching, and information and communication technologies [1]. Training of highly qualified personnel for our independent country is one of the urgent problems.

**Literature review on the topic.** At the same time, in connection with the transition to new educational standards of general secondary schools, a number of changes were made to the names and content of subjects in the curriculum. In order to guide students to the right choice of profession in the continuous education system, the subject "Labor Education" was changed to "Technology Education" and based on today's demand, a multidisciplinary or It was reworked based on the directions, the subjects "Etiquette", "Feeling of the Motherland", "Idea of national independence and the foundations of spirituality" and "History of world religions" were integrated into the subject "Education". It should be taken into account that scientific materials do not repeat each other, but complement each other, emphasize their importance on a global scale based on foreign experiences, and fully cover some of its aspects from science.

In the modern school, a number of requirements are set for the personality of the technology teacher, which in the future will depend more on the content of the teacher's professional competence and specialized knowledge.

One of the important aspects of the educational process in technological education is the readiness of the teacher to effectively organize the educational process (didactic process). Therefore, the purpose of this scientific research is to determine the place of didactic competence in the professional pedagogical competence of the teacher, to define the concept of "didactic competence" and to carry out a theoretical analysis of the current study of this issue.

"Competence" - the effective use of theoretical knowledge in activities, the ability to demonstrate high-level professional skills, skills and talent [page 2.4] is emphasized.

It should be noted that the formation of the professional competence of a specialist in the continuous education system is an active approach in many studies conducted by many teachers and psychologists - the unity of the individual, the unity of consciousness and activity, the interaction of activity and communication processes. is studied from the point of view of dependence.

**Research methodology.** The study of professional and pedagogical competence is a current direction of activity of a number of scientists (N. V. Kuz'mina, I. A. Zimnya, N. A. Muslimov, O. A. Qoysinov, M. H. Usmanbayeva).

In his studies, N.A. Muslimov stated that the concept of "competence" entered the field of education as a result of psychological scientific research, from a psychological point of view, competence is "how an expert behaves in unconventional situations, unexpected situations, enters into communication, and interacts with opponents in a new way. explains that it means having a plan of action in the performance of ambiguous tasks, using information full of conflicts, consistently developing and complex processes.

Kuzmina N.V. shows that professional and pedagogical competence includes five elements or types of competence: special-pedagogical, methodological, social-psychological, differential-psychological, self-psychological. Methodological competencies cover the range of methods of formation of students' knowledge and skills [6]. In his scientific research, K. Angelovsky explains the structural structure of the teacher's pedagogical competence in connection with pedagogical skills [3. page 63].

Analyzing scientific literature, many scientists studying the problem of teacher competence use the term "professional competence" in their research [pages 9, 10], the term "pedagogical competence", then both terms, and sometimes these terms unites

Currently, science does not have a single approach to define this scientific concept. For example, V. A. Slastenina, I. F. Isayeva, A. I. Mishchenko and E. N. Shiyanova show that the teacher's professional competence means readiness to perform pedagogical activities, the teacher's competence structure has many pedagogical skills that describe this preparation [page 4.9]. We paid attention to the next definition of pedagogical competence.

Thus, pedagogical competence is a systematic phenomenon, it embodies pedagogical knowledge, experience, the unique characteristics and qualities of a pedagogue, it ensures the effectiveness of pedagogical activity, the purposeful conduct of the pedagogical communication process, and also is the development and improvement of the teacher's personality [page 4.10].

**Analysis and results.** Our scientific interest is focused on didactic competence, which is an integral part of the teacher's professional competence. The main components of the future technology teacher's "professional competence" concept are didactic competence.

The essence of the didactic competence of a teacher of technological education is his knowledge of modern educational theories, the ability to use educational technologies taking into account the specific features of technological education, advanced innovative didactic thinking. The essence of didactic competence allows quick, rational, balanced and accurate decision-making, finding the shortest way to solve didactic problems, choosing methods, techniques and teaching tools that are adequate for specific conditions.

In technological education, general didactic competencies can be noted in different classifications, for example, in the production of goods, they are part of the ability to learn and acquire knowledge (setting goals, planning, analysis, reflection, self-assessment during the educational process). Zimnyaya I.A divides the

competences into three: activity competence: play, education, work; means and methods of activity: planning, designing, modeling, forecasting, research activity, orientation in various forms of activity.

From the analysis of scientific works devoted to the formation of didactic competences of the practicing teacher, it can be seen that this problem has not been studied enough. This problem S. N. Gorycheva, M. P. Endzin [3], YU. The didactic competencies of the university teacher were developed in the scientific studies of V. Makhovoy [7], V. V. Serikov [9].

The relevance of studying the didactic competences of the teacher, the number of identified scientific sources of this problem is not sufficiently developed in pedagogy, the didactic competence of the teacher is an integral part of the professional and pedagogical qualification, it is a generalized complex feature of the level of professional skill, and it is the didactic process itself. shows the subjectivity of the teacher in the organization [8].

Thus, Y.V. Makhova emphasizes that the didactic competence of a teacher in the continuous education system is an integral part of his professional competence and is a generalized complex characteristic of the level of professionalism that manifests itself in the organization of the didactic process [page 7.47].

M. N. Pevzner, O. M. Zaychenko, S. N. Gorycheva in their monograph "Scientific-methodical support of school staff: pedagogical advice and control" (2002) distinguish three levels of didactic competence: reproductive, heuristic, creative.

The **reproductive level** of the didactic competence of the teacher of the continuing education system is determined by the specific features of the organization of the educational process, for example, the stereotype of the activity (exact adherence to patterns, limited methods and forms), the use of ready-made educational technologies, limitation within the subject, low motivation.

The **heuristic level** of didactic competence is characterized by the variability and efficiency of technologies, teaching methods and techniques, the rejection of stereotypes in the activity, its improvement, and a critical review of one's own experience in the use of creative thinking methods.

The **creative level** of the teacher's didactic competence is reflected in the topics of the teacher's organization of the didactic process. The teacher uses an individual style of activity, solves pedagogical problems at the level of modern effective theories and technologies of designing and modeling the educational process (system modeling), develops and improves his own technologies, actively participates in innovative activities, is flexible to changes approach.

This situation is reflected in the use of innovations in the production process of a modern technology teacher, giving a wider degree of freedom when assigning tasks to students, using innovative methods (STEAM, STEM, STREM method, etc.).

The term STEM was included in the school curriculum in the USA for the first time, and is aimed at developing students' competencies in the fields of science and technology. Later, this direction was expanded and additional letters were added to the term. For example: adding "R" - robotics and calling it STREM- or adding "A"-art-art and calling it STEAM.

STEAM (S - science, T - technology, E - engineering, A - art, M - mathematics) is a modern approach that combines science, technology, engineering, art and mathematics [11]. These methods require integrated knowledge from the technology teacher and require engineering, technological and design knowledge in product development.

Today's demands place great tasks on world education, that is, it should prepare the child for living in society in the future. First of all, it is necessary to form the image of professionals who work actively in harmony with rapidly changing and updated information among today's students. Acquiring information, processing and using it in practice is the basis of the STEAM education program.

Based on the analysis of the presented integrative content, we emphasize that the didactic competence of the technological education teacher is, first of all, an integral part of the professional pedagogical potential that describes the scope of competence of the teacher who is ready to effectively organize the didactic process (educational process) [12].

In our opinion, the competences included in didactic competence include: special knowledge (subject), subject-didactic, psychological-pedagogical, organizational, counseling areas. This range of competences can be divided into separate areas of competences:

- knowledge of specialization in deep understanding of the subject;
- didactic knowledge of students about the subject, knowledge of assignments, how to explain them;
- technology teacher's psychological-pedagogical knowledge, knowledge of the educational process;
- know how to manage and organize a class.

The leading means of developing the didactic competence of a technology teacher is modern, interactive pedagogical technologies focused on personality and skills, modern forms, methods and tools of educational organization, pedagogical practice and the implementation of his potential as a teacher. Didactic consultation is a means of developing the didactic competence of the teacher. The didactic qualification of the teacher is also achieved as a result of the individualization of the didactic preparation of the future teacher for professional activity. The desired result is achieved by implementing a contextual approach, personal involvement of the student in the didactic activity and effective didactic interaction with the teacher. In its formation, the future teacher has reproductive, sensitive and creative didactic skills. The criteria for evaluating the didactic competence of teachers can serve the purposes of self-testing of educational institutions.

**Conclusions and suggestions.** Thus, we believe that it is appropriate to carry out scientific research on the didactic competence of the technology teacher in the continuous education system. In the future higher education institutions, it is necessary to constantly improve technology in the teacher training system, in the process of practical activity in the school and in the training system. At the same time, at present, didactic competencies are not only an integral part of pedagogical potential, but also one of the main aspects of training highly qualified teachers to work in a modern school.

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