



## Historical Basis And Present Status Of Professional Training Of Technology Teachers

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**Abstract:** This article presents the theoretical conditions for increasing the professional competence of future technologists, the role and place of the science of "technology" in the general education system, and trends in its development in its paradigms. The history and aspects of the professional training of future technologists are also considered, as well as the development of technological literacy, critical, creative and systematic thinking, the ability to make independent decisions, the ability to demonstrate their intellectual abilities, the formation of moral qualities, mature individuals information is provided.

**Key words:** Technological literacy, critical, creative, systems thinking, intellectual, engineering, production, personality, professional training, creativity.

By improving the system of higher education in our republic based on international standards, great attention is paid to the training of competent, competent, creative, creative thinking, willing, active and initiative personnel. Today, the main goal of humanity is to move from the "industrial invasion" of the scientific and technological process to the next one, in which the maximum result is achieved with every effort.

The following are the strategic goals of the development of technological education [1, 16]:  
modernization of technological education based on the requirements of the labor market, socio-economically stable development;

Graduates will be able to apply the knowledge, skills and qualifications acquired in the course of technical object and technological process operations in independent practical activities, choose a profession, be able to engage in social relations based on national and universal values, and form the necessary competencies in the labor market. ;

creating the necessary conditions for technological literacy, critical, creative and systematic thinking, the ability to make independent decisions, the ability to demonstrate one's intellectual abilities, and the formation of a spiritually mature person. Therefore, there are special requirements for the training of technologists.

It is impossible to improve the professional competence of future technology teachers without determining the role and place of the science of "technology" in the general education system, the theoretical conditions of teaching technology students in its paradigms, and the trends of its development.

Let's take a look at the history and aspect of the future technology education. According to the experience of the evolution of technological education: many of the problems of education and



# The Peerian Journal

Open Access | Peer Reviewed

Volume 28, March, 2024

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

training that we know of today have existed before. As a result of studying the state of technological education in general education schools and the level of development of educational problems in higher education institutions, we highlight five basic steps of professional training of technology teachers:

Stage I: the end of the 19th century - the beginning of the 20th century (until 1918);

II stage: 20-30 years of XX century;

III stage: 30-40 years of XX century;

IV stage: 50-80 years of XX century;

Phase V: from 2017 to the present.

Based on the retrospective analysis of editorial sources, it can be noted that until 1918, labor education was carried out in the following directions: general editorial; style; special. At the same time, there were no uniform plans and programs in the process of training specialists. The general editorial responsibility of labor education teachers is not only intended to study the history of the creation of labor education, but also to get acquainted with the theory and practice of labor education abroad, the content of teaching technology in schools of foreign countries. and methods and their views on the role and importance of science education, and the analysis of their different approaches. It consists of the study of various aspects of the organization of education in the method and training of technology teachers, evaluation of the manual labor sample, as well as the selection of teaching systems and methods, classroom equipment, organization of exhibitions [1, 15 ].

The professional training plan of future technologists includes the study of technological information about materials, tools, machines, as well as methods of working with various materials, from paper to wood and metals, and their direct application. includes mastery. Special attention is paid to mastering school programs.

The educational process for the training of future technologists is organized in such a way that students are given excursions to these industrial enterprises. This, in turn, is important for them to have a complete picture of the production process. In order to work in the production technology rooms of general education schools, it is necessary to first form students' preliminary competences regarding the types of products, their quality, and compliance with technical safety rules in handling materials. Production processes are carried out in an orderly, specific sequence, compliance with technical safety rules, correct measurements, and the use of working tools in sequence, all of these are considered professional qualifications. Practical work was aimed at improving the work of future teachers and developing their work skills, which was an obstacle to the development of the technical-technological principle in technological education. In technological education, theoretical training and practical training should be held separately [5, 81].

Therefore, the system of training and training of students in the first stage of labor education was gradually developed. The main task of training the teachers was not as a means of training the labor education classes, but as a means of educating, developing and training them. The special features of this initiative were the emphasis on mastering school programs, theoretical issues (general editorial and methodological), organization of practical training in the field of education and labor education. It was necessary to provide fundamental education within the framework of professional and labor activity after the training of teachers, as a result of which great importance was given to the training of teachers of labor education. In this evaluation process, it was determined that professional knowledge and skills, professional qualities, as well as the level of a person's



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attitude towards professional labor activity and the science of labor education at school are correct. Since 1918, the task of training technology teachers to properly organize product processing and to turn them into creative, self-sacrificing personnel who understand the basics of management [3, 94] has been set.

Since 1918, a number of reforms were implemented in the education system - the policy of general and secondary education based on the principle of role-technicism was promoted. It is worth noting that the field of labor education is based on the study of modern techniques, their development trends and relations between different production sectors based on the principle of role technology.

The schools needed teachers who were educated in the theoretical knowledge of role engineering and natural sciences, who had a broad vision of practical work efficiency and real production through direct activity in enterprises. For this purpose, short-term editorial courses, inter-faculty additional editorial departments, specialized editorial faculties and universities, including industrial and agro-edagogy higher educational institutions, were established for this purpose [4, 73].

In 1918-1937, the state of editorial skills of labor education teachers underwent significant changes. Despite the fact that more attention was paid to the acquisition of labor education by schoolchildren, the professional competence of the teachers of labor education at that time significantly increased. There were a number of reasons for this - the military actions that took place during the war required the mobilization of a large part of the population, including teachers; termination of their editorial activities of teachers who do not meet the requirements of the school; lack of quality of educational institutions employing editorial personnel.

These conditions have led to the entry of highly qualified specialists and production specialists into schools as labor education teachers.

Looking at the results of the II stage of the training of future technology teachers, it can be noted that in the 20s and 30s of the 20th century, the training of students and the professional development of future teachers in the process of formation of editorial the issue was raised. They were considered from the point of view of "combining education with effective work", which was the basis of that time, and the implementation of "technical" activities in general education and higher education institutions. According to the school educational system, the elements of knowledge about science are formed in the process of performing specific work tasks of students. Labor education in blind schools was shaped by natural environment and seasonal work. Learners acquired knowledge unrelated to the needs of industrialization. Labor skills were characterized by handicrafts, not role-technics [1, 21].

In 1937, teaching of labor education in general education schools was canceled. Although the main reason for this was the lack of qualified teachers and material and technical base, this was only one side of the coin.

The school was supposed to provide the country not with primary labor force, but with young people trained by institutes and technical schools, that is, it had the task of expanding the base of young people. The school was completely nationalized and an authoritarian education system was formed. This system did not require labor education, as it hindered the formation of the student's personality in the necessary direction at the level of the country. In this way, training of such labor teachers of general education schools in educational institutions was stopped.



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However, it was soon realized that this decision was wrong, and in 1939, work on the technical equipment of the national economy began and it was recognized that it is necessary to improve the training of graduates of general education schools. The war of 1941-1945 and its consequences delayed the solution of this problem. Therefore, due to the fact that effective work was paid more attention as a universal education and didactic tool in the III stage, in the early 30s of the 20th century, the role of labor and technical education in the general education school began to be carefully considered. Although this attack ended with the removal of labor education from the school curriculum in 1937, this situation was very successful in terms of innovative development in training students for work [1, 23].

In 1954, the curriculum of general education schools was revised and the subject of labor education was included in it. However, in the mid-1960s, the training of highly qualified specialists in higher education institutions was considered problematic due to the time limit and lack of modern technical base. To resolve this conflict, secondary vocational schools began to be established. Due to the regular allocation of special training hours and the equipping of classrooms with the necessary equipment, they had better opportunities to effectively implement advanced professional training in these educational institutions. In order to train editors in the field of production education, engineering-edagogical institutes have been increased. At the same time, in the educational institutions of higher education, the reduction of the educational directions related to technical production begins [2, 31].

Vocational training, one of the minor work specialties of schoolchildren, was carried out in private enterprises, and since 1974 in inter-school educational and production enterprises. On this basis, it was planned to increase the number of industrial-edagogical faculties in higher education with teachers specializing in "General engineering sciences and labor".

This period is characterized by training future teachers to implement the role-technical principle in school. Training in science is considered as a synthesis of general technical and special sciences independently of general educational and educational-psychological sciences, but professional training of future labor education teachers is inextricably linked with other related sciences. Therefore, the methodology of labor education is a special methodical basis for the training of future teachers.

The reforms of 1984 required vocational training of the Ukrainians, which included in the curriculum "Fundamentals of employment. The subject of "Choosing a profession" was introduced, which was supposed to be completed by the student taking a certain profession and passing the qualification exams for it. The purpose of this subject is to form students' professional competences, introduce them to the basics of production and technology, and organize the right choice of their profession in the future.

Since 1988, vocational education in general schools has been made optional, and this has led to the gradual abandonment of vocational education in the 8th and 9th grades.

Based on the analysis, the IV stage of teacher training is characterized by a qualitatively different level compared to the previous stage: implementation of the cycle of social sciences that will shape the outlook of future specialists; teaching of science is related to the method and effectiveness of teaching. The importance of this step is to pay more attention to the relevance of science and practical experience in the transition to work and to the transition to the training of labor education.



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In 2017, the change of socio-economic relations in the society became the main impetus for the implementation of the science of technology, aimed at training future specialists for independent labor activity in the conditions of the market economy, and training experienced, technical and creative young people. To develop technical creativity, ability, and thinking among students of technological science, to increase their application to the profession by teaching the methods of processing natural, metal and non-metallic materials based on technology in the course of the lesson, the basics of crafts, the basics of production and business science, electrical engineering works, the fundamentals of electronics, the technology of creative design, and the ability to apply the acquired knowledge, skills and abilities in the field of profession. Special attention is paid to the development of technical creativity and creative skills of students through the teaching of technology. The science of technology refers to the practical application of theoretical knowledge obtained from all subjects in general education schools and their use in various fields of production.

In the curriculum of general education schools, the subject "Technology" was introduced as a new subject instead of the subject "labor education". Today, with the changes in production and the rapid introduction of new technologies, it is one of the main and important tasks to encourage young people to easily adapt to these technologies [1, 25].

When we consider step V, it was found that the training of future technologists in higher education is of great importance, because it is these specialists who must solve the issues of training students for transformational activity in social development.

Based on the analysis, it should be noted that the quality of training of teachers and pedagogues in the field of technological education in higher educational institutions does not meet today's requirements, it is necessary to fundamentally revise and update the teaching of technological sciences in accordance with the needs of the times. is doing.

The analysis of the theory and practice of training future teachers shows that the need for professional training of future technology teachers has existed for a long time, but it has received attention since recently. began to focus.

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