

# METHODOLOGICAL BASES OF FORMATION OF TECHNOLOGICAL CULTURE IN FUTURE TEACHERS OF TECHNOLOGY EDUCATION

**G'ulomova Muxarram Nurkamol qizi**

Tashkent State Pedagogical University “Theory of education  
and methodology ”(technological education) 1st year master's degree

**Annotation:** This article discusses the theoretical and pedagogical foundations of the formation of technological culture in future teachers of technology education. It also provides information on the methodological basis for the formation of a technological culture.

**Keywords:** technological education, technological culture, methods, teacher, education system.

In the development of Uzbekistan, it is important to build a perfect education system based on the rich spiritual potential of the people and universal values, as well as the latest achievements of the modern education system, culture, economy, science, technology and engineering. Today, special attention is paid to the higher education system, which is an important stage in the system of continuing education. This places great demands on the quality and effectiveness of teacher training.

The role of educators, educators and teachers in the development of the younger generation is enormous. As the scholars put it, "A person who teaches and educates someone must first and foremost be perfect in all respects." Therefore, the main task is to further improve the performance of teachers, improve their professional skills and form their technological culture. Ensuring the effective implementation of the technological culture of technology educators has become a topical issue today. In all educational institutions, it is important that technology education teachers pay attention to the technological culture.

Some scholars refer to it as a “Systematic Approach” by some scholars, while others refer to it as a “Complex Approach” with terms such as “Regulation” and “Regulation”. A comparative comparison of such complex scientific concepts of social reality reveals that the "Systemic Approach" has been adopted by many. To consider the educational process, which is a specific feature of higher education, as a complex system consisting of many components in which the elements of the environment in which this process takes place are in a certain relationship and interaction with each other? possible. The systematic approach reflects not only the quantitative level of education, but also the level of quality. It also helps to diagnose education, taking into account the growing demands of society on education and qualitative changes in science, the content and methods of education at all levels.

Pedagogical phenomena in the educational process are interconnected according to certain laws. Knowing them is very important for mastering the scientific basis of education. Every pedagogical event occurs for a specific reason and leads to a specific result. Identifying the causes of this or that pedagogical process or event allows us not only to know them, but also to use the influence of the positive, to prevent the negative. As a result, the ability to manage the pedagogical process on a scientific basis will increase. An in-depth understanding of the nature of pedagogical processes, their systematic study has made it necessary to study the pedagogical process and its laws separately and as a whole.

The process of training future technology teachers - a systematic approach to the object, revealing its integrity, determining the relationship between the organizers (components), determining the conditions of implementation, technology in the training of future technology teachers on the basis of a systematic approach The next task of our research work is the formation of the technological culture of science teachers and the coverage of the application of problem-based learning methods. The problem of training technology teachers on the basis of a systematic approach covers all aspects of the acquisition of

professional and pedagogical knowledge, ie content, form, methods and tools, ways of organizing professional activities, monitoring learning outcomes, quality assessment and can be viewed as an integrative process involving management. At the same time, the integration of the main components of technological education (formation of professional knowledge, skills and abilities), the unity of personality-oriented axiological-developmental (based on experience of creative activity) and educative functions (based on a sense of reality).

**The quality of training of future technology teachers depends mainly on the efficiency of the education system, which includes:**

- the scale and alternative nature of a systematic approach to education;
- Demonstration of education, clear and purposeful teacher's explanations;
- quality of collaborative learning technology (teacher and learner).

The technological culture of future technology teachers is realized through a system of education aimed at the formation of methodological knowledge and professional skills and competencies based on theoretical foundations. In pedagogical higher education institutions, the technological culture skills of future technology teachers form an integrated system and retain the following characteristics of large systems: integrity, structure, interconnectedness with other systems, foundation. At the same time, given that educational activity is a complex process with many unique dynamic features, each link in the training of future teachers of technology as a separate system the study makes it necessary to introduce a unique approach to each link. Thus, the systematic approach has a universal description as a methodology of scientific knowledge and a branch of pedagogical practice, and is widely used in pedagogy. Applying a systematic approach to the educational process allows to consider each link of the educational process as a separate pedagogical system, and the interrelationships between them lead to the overall effectiveness of education.

A teacher is a person who has a special pedagogical and psychological knowledge in his / her specialty, is rich in professional training and high moral qualities, and works in educational institutions. The teacher must be able to optimally organize the forms of teaching in the educational process, to enrich the theory of the formation of a harmonious personality with a variety of new ideas. Today, in the pedagogical skills of teachers, didactic laws such as "Knowledge, understanding, application, analysis, synthesis assessment" are recognized as important categories of teaching. The idea of upbringing and perfect man is glorified as a noble idea of national and universal significance, which inspires the highest spiritual goodness of mankind.

Pedagogical technique is a set of general pedagogical knowledge and skills necessary for a teacher not only in the educational process, but in the whole professional activity. Important aspects of pedagogical techniques are, first of all, the professional skills that determine the skills of the teacher, that is, his ability to speak competently and expressively, to express their thoughts and knowledge in an understandable language, emotion to be able to control his voice, to have mimic and pantomime skills inherent in his personal characteristics, to have a clear gesture, a meaningful look encouraging or mocking smile, to influence the minds and thinking of students through the infinite power of words to hold, now to have the psychological knowledge of the answer. What skills and abilities does a teacher's pedagogical technique consist of, how does a teacher organize educational activities in educational institutions on the basis of modern requirements through pedagogical techniques, what is the role of pedagogical influence on students? Problems such as are still attracting the attention of scientists around the world. Currently, the concept of pedagogical techniques is studied in two groups: The components of the first group are related to the personal moral qualities and behavior of the teacher, and in the skills of self-management in the educational process (reflection). ) *appears:*

- *control their behavior in the educational process (mimicry, pantomime);*

- *be able to control their emotions and moods in the educational process and not be exposed to various side effects;*
- *excellent social perceptual abilities (attention, observation, imagination);*
- *be able to use and apply speech techniques (breathing, voice control, tempo).*

The components of the second group of pedagogical techniques are related to the teacher's ability to influence the individual and the community, and this group covers the technological side of the educational process.

#### **REFERENCES:**

1. Azizxo`jayeva N.N “Pedagogik texnologiyava pedagogic mahorat” T.: 2003y 174bet;
2. Tolipov.O’., Usmonboeva.M. Pedagogik texnologiya: nazariya va amaliyot. T.: «Fan», 2005.
3. Ismailov Tohir “CHARACTERISTICS OF KHOREZM DOSTON ART” "Экономика и социум" №3(82) 2021 [www.iupr.ru](http://www.iupr.ru)
4. Ahmedova.M “ Pedagogika nazariyasi va tarixi”. T.: “Tafakkur bo`stoni” 2011 yil;
5. T.Kh.Ismailov; “Musical currents and the formation of Russian classical music” “Вестник магистратуры” 2021. №5 (116) ISSN 2223-4047;
6. N.Muslimov, M.Usmonboyeva “Pedagogik kompetentlik va kreativlik asoslari” Toshkent – 2015;
7. TEACH ENGLISH FOR SPESIFIC PURPOSES; SK Kharatova - THEORETICAL AND APPLIED SCIENCE;
8. Кулиева Ш.Х. Методологические основы системного подхода при подготовке учителей // TheWayofScience. № 5 (39) ,2017. - С.66-67.