COMPETENCE APPROACH TO TEACHING TECHNOLOGY EDUCATION

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Annotation: This article discusses a competency-based approach to teacher training in technology education. It also describes the theoretical basis of the organization of technological learning courses in the education system.

Keywords: technological education, teacher, competency approach, education system, teaching process, pedagogy, methodology.

The role of the public education system in shaping the spirituality and decision-making of the youth of our country, in directing them to the profession is significant. Therefore, the content of general secondary education should be based on national ideology, universal values and our rich past heritage, as well as to meet the needs of the state and the nation in an independent and market economy. The content of technological science in general secondary schools and the general goals and objectives of its teaching The state educational standards in accordance with the Law of the Republic of Uzbekistan ***"On Education", the "National Training Program"*** determined based on the requirements.

The integration of our country into the world community, the development of science and technology and the competitiveness of the younger generation in a changing world require our young people to master the sciences. This will be ensured through the introduction of international standards in the teaching of technology in the education system of our country.

The development of modern science and technology places a new approach to the teaching of technology in general secondary schools, with high demands on the content and level of knowledge and skills that students need to master in this subject. Today, the proliferation of educational information requires not only educating students, but also “teaching them to read and learn”. Living and working in a rapidly changing and evolving information society requires students not only

to acquire ready-made knowledge, but also to independently search for and process information in a variety of ways and to use it effectively in a variety of life situations. . There has also been a relatively low level of mastery of technology in schools in recent years. In a sense, this can be explained by the fact that the content of technology has a certain theoretical, scientific, logical and practical structure, the content of technology is taught with less connection to vital issues, and the methodology of teaching technology is not improved. Therefore, there are modern requirements for the teaching of technology and it needs to be reconsidered on the basis of a competency-based approach.

The Republican Center for Education with the participation of scientists, specialists, practicing teachers has developed curricula for classes in grades *5-9, which are taught in groups without the division of technology. These curricula are amended by the explanatory letter of the Ministry of Public Education of the Republic of Uzbekistan dated October 31, 2017 "On the basic curriculum for secondary schools of the Republic of Uzbekistan for the 2017-2018* academic year." 343 and sent to general secondary schools. The purpose of the state education standard is to organize the general secondary education system based on the ongoing socio-economic reforms in the country, best practices of developed countries and science and modern information and communication technologies, spiritual development and is to nurture an intellectually developed individual.

Basic and general competencies in science:

Based on the priority of continuity, membership, personality and interests of students in the Republic of Uzbekistan, the following basic competencies are formed in accordance with their age characteristics.

Communicative competence - to be able to communicate in the native language and in any foreign language in social situations, to adhere to the culture of communication, to form social flexibility, the ability to work effectively in a team.

Competence in working with information - means the ability to search, sort, process, store, effectively use information from media sources, to ensure their

security, to develop the ability to have a media culture.

Self-development competence is the continuous development of physical, spiritual, mental, intellectual and creative self, the pursuit of maturity, independent learning throughout life, cognitive skills and it involves the continuous enhancement of life experience independently, the ability to alternatively evaluate one's own behavior, and the ability to make independent decisions.

Socially active civic competence - the ability to feel involved in and actively participate in events, happenings and processes in society, to know their civic duties and rights, to comply with them, to have the ability to behave and have a legal culture in labor and civil relations implies

Students will also develop science competencies based on the content of each technology subject. **Including:**

1. Knowledge of types of products and products, methods of their preparation and processing, competence in technological design and implementation.

2. Operational competence in performing psychomotor, functional, and practical activities.

3. Competence to choose the right and conscious profession, to enter into social relations.

Why has the concept of competence been introduced into the technology education process? The introduction of the concept of competence in the educational process eliminates the gap between the theoretical knowledge encountered in teaching practice to date and its application in practice, that is, when the student has theoretical knowledge, it is difficult to use it in problematic situations. This means that instead of the paradigm of knowledge, which is a priority in traditional education, the paradigm of the appropriate use of knowledge in problematic situations will become a priority paradigm.

While the concepts of "***competence" and "competence"*** originally expressed the need for communication between different nationalities, today the education system directly encompasses its content and practical nature. The requirements of these concepts, the approach to the formation of basic, interdisciplinary and

interdisciplinary competencies in the education system have been developed in Europe for some time. The problem of the process of expressing and forming the structure of basic competencies in foreign countries has been considered in foreign theory and practice by S. Sho, B. Oskarsson, A. Shelton and others, mainly in vocational education. They see basic competence as, firstly, a broad range of professional qualities of an individual's activities, and, secondly, a ***"tunnel"*** connection of knowledge and skills in any professional and business activity, ie, in the first place, an emphasis on personality traits. , the second emphasizes that skill is a priority. N. Khomsky considers the concept of competence as a ***"human ability to perform an activity",*** and in the works of IAZimnyaya, YV Pryamikova competence is considered as a paradigm of education, the role of the teacher in the educational system, in the process of its organization while focusing on the subject is shown to be a solution to existing problems, and the relationship between educator and recipient needs to be radically changed. Most of the research has been done for students in the humanities, but not in the specific sciences.

A competency-based approach to education does not negate the paradigm of cognition, but makes it a secondary paradigm that is subject to the paradigm of being able to apply it in problem situations. But a student cannot put knowledge into practice without mastering it. In order to achieve the final result of the learning process, it is necessary to determine at the beginning of the learning process what competencies the student should have. Competency education aims not only to acquire a set of knowledge, but also to develop the ability to develop, understand and create an individual.

Based on the main purpose of teaching, a competent person is a literate person who is able to think independently and develop a culture of speech and communication. Therefore, society has a task to think in the student's personality, to understand the opinion of others and to be able to express the product of thought orally and in writing, that is, to develop independent and creative thinking. Therefore, in the process of mastering the subject, students are determined to acquire competencies based on the specifics and content of the subject. The teacher

identifies the core competencies across the classroom in the selection of educational technologies to build students' core and science competencies. He then selects the method of the lesson, taking into account the topic to be studied and the competencies to be formed. The effectiveness of the lessons depends on the teacher's thorough knowledge of the teaching methods, the ability to choose the right method and apply it in their place. Method means *"research"* or "way of knowing" in Greek. The student does not become active in the classroom. The content of education is an important and leading factor. Because effectiveness is first and foremost about asking students *"What to teach?"* related to the issue. The *"How to Teach?"* The answer to the question can be found.

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