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THE SPECIFIC ACTIVITY OF THE TEACHER OF TECHNOLOGY EDUCATION

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ABSTRACT

The article gives information about the specifics of the work of a teacher of technology education and the organization of technology education and its role in the development of society. The teacher of technology education is distinguished from the teachers of other sciences by its very distinctive features: in terms of professional education and skills, level of preparation, working conditions and content. Such teachers are required to retrain their pedagogical, psychological, methodological, general-technical and ideological skills, to improve their professional skills to the level of higher education requirements.

KEYWORDS: *The Specific Activity Of Technology Education's Teacher. Education And Upbringing. Educational Events The Outside Of Classroom And School.*

INTRODUCTION

A technology education teacher is a leading professional who ensures the continuous practical application of technology education in a particular educational system. The teacher of technology education is the head unit, which ensures the education of students in this field and receives information, carries out class-lesson activities, various educational activities in this field. Currently, teachers of technology education prepared in secondary schools in the following directions operate:

1. Pedagogical institutes, universities, pedagogical colleges, such as "Physics and Technology", "Industrial Pedagogy", "Nature and Labor Education", "General Technical Sciences and Labor", "Vocational Education and Labor Education" of the named faculties in this specialty successfully completed the sections of "Teaching general technical sciences", "Teaching

agricultural machinery and drawing”, “Engineer-pedagogue” and “Technology education”, leading specialist teachers of the same subject with higher pedagogy, general technical training, education;

2. Graduated from institutes in various fields of national economy (mechanics, agriculture, construction, machinery, transport, etc.), has a degree in non-pedagogical specialties, engineers-technical specialists who teach in different directions, forms of technology education. This sphere requires retraining of people from pedagogical, psychological, methodological point of view.
3. Graduated from faculties, departments of pedagogical institutes, universities, pedagogical technical schools and colleges, educational institutions in other directions than technology education, pedagogical personnel who does not have a special education from technology education, but are now taking the lessons of technology education in addition to the basic lessons. Such teachers will need to be retrained in modern production, new techniques, modern technology and also general technical and technological skills in the field of folk crafts.
4. Personnel with secondary special education, who have graduated from various educational institutions, training courses, have a high level of practical production skills, but do not have higher education. Such teachers are required to retrain their pedagogical, psychological, methodological, general-technical and ideological skills, to improve their professional skills to the level of higher education requirements.

With a worthy assessment of the position of technology education in the development of society, the educational process in secondary schools is offered by masters of folk art, and if the basics are developed the educational, pedagogical, psychological, methodological, organizational, etc. of the teacher-student system, this important aspect of pedagogy would be further enriched, and these activities would also increase the effectiveness of the educational process.

The teacher of technology education is distinguished from the teachers of other sciences by its very distinctive features: in terms of professional education and skills, level of preparation, working conditions and content. Due to the peculiarities of the teaching method of Technology Education Science, from the admission of entrance examinations of higher educational institutions, which prepare specialists from technology education, to the graduation of a higher educational institution, it is necessary to radically reconsider the pedagogical technology, the process of training specialists before passing the state exam, to focus on the content and form to reflect the identity of the field and to update it in all its aspects. At the present time, it is a natural necessity to radically update the attention of public, private, personal enterprises, administrations, authorities, ministries and other management organizations to the work of training teachers in technology education, vocational education and to plan their solution to this problem, to implement leadership in their mutual cooperation.

In the preparation of the teacher in general secondary schools and practical pedagogical activity, the problems that they will solve, the tasks that they will perform, their knowledge, qualifications and skills and it is important to improve the tools they use, their knowledge and skills, and the ways and means, that is, the content and structure of the pedagogical activity of reading.

The system of current problems to be solved in the activity of a teacher of technology education is as follows:

1. Problems related to socio-economic changes.
2. Features of labor in society and the basics of its knowledge.
3. The purposefulness of the organization of educational events.
4. Problems related to the joint implementation of moral, national, technological, physical, environmental, economic, sophisticated, sexual, computer education of students in the educational process and others.

The types of activities of a technology education teacher in different contexts should include: Creating, organizing, interacting i.e. communicating with people, informing, developing, targeting, mobilization (in the implementation of a pedagogical activity), research, technical and technological, production activities and others.

A technology education teacher differs from other subject teachers in that he or she has a wide range of knowledge, qualification, and worldviews:

1. The scope of ideological and also political - ideological knowledge.
2. Psychological knowledge.
3. Pedagogical and methodological knowledge.
4. Natural-scientific knowledge.
5. Mathematical knowledge.
6. Technical and technological knowledge.
7. Economic knowledge.
8. Demographic and ethnographic knowledge.
9. Natural-biological knowledge.
10. Ecological knowledge.
11. Legal knowledge.
12. Perceptions of sophistication.
13. General cultural knowledge.
14. Information technology.
15. Organizational knowledge.
16. Knowledge of foreign languages, etc.

In order to conduct effective and complete technology education in general secondary schools, a teacher must have the following practical skills and competencies: mental, spiritual, intellectual, pedagogical, methodical, general, special, professional, computational, measurement, drawing and composing, various devices, tools, ability to control devices and also equipments, skills and competencies in dealing directly with the objects of labor, objects, weapons, and other areas.

The content of the pedagogical activity of a teacher of technology education in the organization of educational activities: In the main stage of the system of continuing education (grades 5-9 incomplete secondary school), the process of labor training of students involves the following objectives:

- to get acquainted with the spheres of production;
- to get acquainted with the technical means and technological processes used in production;
- productive forces and their types;
- carrying out of various technical calculations, performance of labor operations;
- participation in the productive process;
- to get acquainted with different professions and prepare for them;
- preparing students for work, profession and life;

Extracurricular and out-of-class educational activities, including labor education classes, play an important role in achieving the goals and objectives of labor training.

Extracurricular and out-of-school educational activities involving technology education aim to bring students closer together with the following key factors:

- ✓ tools of labor – objects of labor, weapons of labor, mechanisms, machinery, apparatus, equipment, tools and others;
- ✓ technological processes - physical and chemical effects on the means of labor and their transformation into a necessary product;
- ✓ labor effects - a set of human actions in the implementation of the technological process through the means of labor;
- ✓ product of labor - the product of a purposeful technological process of production;
- ✓ manual processes – it is a set of purposeful actions performed by people (workers and employees) without various mechanisms, without electrified means (For instance: manual processing of materials, manual painting, preparation of mixtures and others);
- ✓ mechanized processes - processing of labor objects using various mechanisms, machines and devices (For example: machining of materials using machines, transportation of goods and others);
- ✓ automated processes - processing of labor objects using machines and mechanisms under the supervision of workers (For example: smelting and placing metals in special furnaces, production of various chemicals in chemical plants and others);
- ✓ ancillary processes are the effects of labor that help to carry out a technological process (For example: preparation for operation, repair and maintenance of machinery and equipment, maintenance and inspection and others);
- ✓ the process of productive labor is the production of purposeful goods in which the product of labor has a commodity value as a result of exposure to the objects of labor by means of labor and tools.

In addition to technology education classes, extracurricular and out-of-school educational activities organized by technology education also play an important role in acquainting students with the above-mentioned processes and factors.

Extracurricular and out-of-school educational activities for technology education are in line with the general goals and objectives, form and content of school work training and have the following aspects. At school:

1. Practical training in workshops.
2. Practical tests on the training site.
3. Organize and look after a “live corner” at school.
4. Organize self-service work.
5. Participation of youth and students in labor events and Saturdays.
6. Participate in various technology education clubs.
7. Trips to manufacturing factories.
8. Out of school (on the basis of paternity or support enterprise).
9. As a successor to the dynasty of craftsmen in folk crafts.
10. Participate in the repair and maintenance of various items (classrooms, home, business and school) and etc.
11. Meetings with Labor Veterans and Advanced.
12. Participate in the repair and maintenance of various items (classrooms, home, business, school).

However, the role of the teacher of technology education is invaluable in the search for and implementation of educational activities rich in such educational opportunities, different views, national, local, ethnographic features.

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