

**CREATION OF A SYSTEM FOR THE CONTINUOUS
METHODOLOGICAL SUPPORT OF PROFESSIONAL ACTIVITY FOR
FUTURE TEACHERS BASED ON DIGITAL TECHNOLOGIES**

Annotation: The article considers the issue of creating a continuous scientific and methodological system for training future teachers based on digital technologies. This article can be used by those who are engaged in the problem of improving the skills of future specialists.

Key words: digital technologies; teachers; technological education; continuous; creation; scientific and methodological; support; science; technology-technology; improvement; goal; tasks; category; resources; stages; implementation; design; practice; purpose; students; stages; pedagogy; effectiveness; conclusions; recommendations; information technologies; text materials; models.

Intruduction: As is well known, in preparing specialists for professional activity in the educational process or in a specific field, the pursuit of the planned objective gives rise to a variety of new methods, techniques, technologies, and the like for the activity in question. When selecting them, one must, of course, consider the problem at hand and the objectives-viewing them from the standpoint of optimizing their resolution. This creates broad opportunities to achieve high efficiency by introducing new qualitative changes in the research process, i.e., by implementing an innovative approach. The results of our research in this area have shown that it is possible to develop a continuous scientific-methodological support system aimed at improving the preparation of future technology education teachers for professional activity [1-3]. As is evident, the problem of creating a scientific and methodological support system for preparing future technology education teachers for professional activity requires a distinctive creative and integrated approach. We began this research by defining the goals and objectives for creating

the scientific-methodological support system. We carried them out in the following sequence. Objective: To create a scientific and methodological support system designed to prepare future technology education teachers for professional activity based on digital technologies.

The tasks include the following:

1. Identify the information resources for creating a scientific and methodological support system for preparing future technology education teachers for professional activity based on digital technologies.

2. Justify the requirements for the informatization of education in preparing future technology education teachers for professional activity.

3. Formulation of a first-tier system of scientific and methodological support for the preparation of future technology education teachers for professional activity based on digital technologies.

4. Formulate a second-tier system of supplies for the scientific and methodological support of preparing future technology education teachers for professional activity.

5. Scientifically and methodologically substantiate the stages for improving the preparation of future technology education teachers for professional activity based on digital technologies.

6. Design the implementation of the developed scientific-methodological support system for preparing future technology education teachers for professional activity based on digital technologies.

7. Determining the pedagogical effectiveness of the developed scientific-methodological system for preparing future technology education teachers for professional activity based on digital technologies and developing evaluation criteria. Formulating a system of conclusions and recommendations based on the results of the conducted research.

For the first task, we identified and substantiated the information resources related to the scientific and methodological materials developed for preparing

future technology education teachers for professional activity based on digital technologies. We approached solving this task from the perspective of a comprehensive approach to improving the preparation of future technology education teachers based on digital technologies for modern professional activity. This is because in a comprehensive approach, the learners' cognitive, practical-learning, and independent activities are viewed as an organic whole in the educational process. The second task addresses the scientific and methodological substantiation of the requirements for informatization in preparing future technology education teachers for professional activity. The significance of this stage lies in the fact that a deep analytical study of the research object can serve as the initial functional basis for defining the research strategy and substantiating the working hypothesis. Normative-legal provision; informational provision; technical provision; software provision; organizational provision; methodological provision; ergonomic provision. The fourth task addresses the issue of creating a second-tier system of supplies for the scientific and methodological support of preparing future technological education teachers for professional activity based on digital technologies. In such research, methodology and the significance of its content and essence are of great importance. The fifth task addresses the scientific and methodological substantiation of the stages for improving the preparation of future technology education teachers for professional activity based on digital technologies. In this regard, only the final monitoring results of the BTTO's improvement of the KFT will be given primary consideration. They are graded according to educational quality and effectiveness, and those grades are divided into three categories. Based on these, conclusions are drawn about the future specialist's professional training. The eighth task involves developing a system of conclusions and recommendations based on the research results. In this phase, conclusions are formulated for the previously graded components in line with the assessed results. The “results→conclusions→recommendations” system at this stage can also serve as an indicator to determine how effectively the future

technological education of teachers has been carried out in preparing them for professional activity based on digital technologies.

Conclusion: As a conclusion to this research, it can be emphasized that the next technological education based on digital technologies is intended to create a continuous scientific-methodological support system for preparing teachers for professional activity, step by step. -the application of this sequence in practice, first, creates a creative environment in education; second, the future technology education teacher acquires high-quality, reliable, comprehensive, and intellectual knowledge; third, it creates broad opportunities to computerize the teaching of all subjects in preparing future technology education teachers for professional activity; fourth, it provides the future technology education teacher with full conditions for acquiring new knowledge, fifth, based on the noted sequence, the future technology education teacher prepared in this way becomes an innovative, developed, competitive, modern, and mature professional. This innovative technology can be used to improve the training of specialists in any chosen field, and most importantly, it can also serve as a crucial fundamental methodological basis for establishing a continuous programmatic-methodological system in this area.

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