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Problems in Preparing Future Technology Teachers and Ways to Eliminate Them

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Abstract: This article provides a thorough scientific analysis of the essence and nature of negative factors affecting the quality of training in technological education programs at higher education institutions in our republic. The conceptual foundations of the sources that cause these factors are identified, and ideas and suggestions for their elimination are offered. The challenges faced by graduating students in being accepted by employers are also highlighted.

Keywords: Personnel, quality, factors, qualification, talent, problematic, negative, foreign. The stability of our country's economy and its ability to compete with developed countries in all sectors depend, in turn, on the personnel in the labor market.

Introduction. The personnel who develop our country's economy are educated and nurtured in educational institutions. Therefore, a quality education system builds quality personnel, and quality personnel build a developed, prosperous society. From this perspective, investing in human capital and reforming education has become one of the priority tasks in our country today, as it has entered a new era of its development. As proof of our idea, we can point to the establishment of new higher education institutions in the regions and the newly constructed modern educational buildings as one of the great attention being paid to our youth. Classrooms are being renovated in accordance with new modern designs and equipped with educational equipment, educational laboratories, and modern ICT. Our esteemed President emphasized in his address that "Improving the quality of education is the only right path for the development of New Uzbekistan!" It was noted that great attention should be paid to supporting education, which is the biggest investment for New Uzbekistan, and that it is necessary to specifically define in the Constitution the protection of the status, honor, and dignity of teachers. This clearly places a great responsibility on us. Therefore, we must not forget that a quality education system builds quality personnel, and quality personnel build a developed and powerful society. As we all know, the most important indicator of the activity of a higher education institution has been and remains the quality of the personnel being trained. However, unfortunately, the quality of personnel training is not always up to the requirements of the times, and at the same time, there is a clear presence of a number of problems hindering the improvement of the quality of personnel training in higher education institutions and the implementation of the large-scale reforms being carried out in the

republic. The urgency of the issue being raised can also be seen from the inscription at the entrance of a university in South Africa: “It is not necessary to use atomic or long-range missile weapons to destroy a country. It is enough to lower the quality of education and allow cheating (using cribs) in exams.” Therefore, the serious attention paid to this issue by the leadership of our country can be seen in many decrees and resolutions, including the Resolution of the President of the Republic of Uzbekistan No. PP-4119 of January 16, 2019, “On Additional Measures to Improve the Education Quality Control System.” In his recent speeches, President of the Republic of Uzbekistan Sh.M.Mirziyoyev has repeatedly touched upon this issue and critically assessed the slowness of the work being carried out. “…But there are still no significant quality changes. The Ministry of Higher and Secondary Specialized Education and rectors are not paying enough attention to improving the quality of education and organizing educational work based on market demand…” - as can be seen from his remarks. One of the problems negatively affecting the quality of personnel training in the field of technological education is that in many higher education institutions, some pedagogical staff in this field are working with a level of knowledge, skills, and professional competencies that do not meet the requirements of higher education, and sometimes even secondary general education schools.

Although the positive resolution of this problematic issue largely depends on the leaders responsible for monitoring and managing the quality of education, the failure to provide scientific and methodological practical assistance to such personnel, and the failure to point out their errors and shortcomings in a timely manner, is one of the regrettable situations negatively affecting the quality of personnel. As a result, it is no secret to any of us that creating pedagogical conditions for such pedagogical staff to conduct classes, without paying attention to finding solutions to the problem, is creating an opportunity for a negative impact on the quality of personnel training in the field of technological education. One of the problems negatively affecting the quality of personnel training is that the specialized departments in higher education institutions are not studying how graduating students in the field of technological education are received by consumers (employers), and what problems they face in their pedagogical activities in schools. Although it is important for the responsible departments training specialists in this field to conduct surveys and study the opinions of consumers through questions and answers in direct interaction with them in order to determine how graduates are applying their acquired knowledge and skills in practice, and to draw necessary decisions and conclusions based on the results of the study, how can we understand the fact that none of us are thinking about the negative impact of the fact that such work is not being carried out in practice on the quality of the personnel being trained? It is known that qualification pedagogical practices are an integral part of the work of training qualified pedagogical personnel and are a process that develops students’ professional skills and competencies, but in the departments in this field, the distribution of teaching loads, the hours of pedagogical practice are sometimes assigned to intern teachers who do not have sufficient pedagogical experience, skills and competencies, which is another factor negatively affecting the quality of personnel training in the field of technological education. Also, as a result of the superficial attitude of some faculty deans and heads of departments to the organization and monitoring of pedagogical practices and ensuring their implementation, students’ failure to acquire the necessary knowledge, skills and competencies during the practice process has a negative impact on the quality of personnel training in the field of technological education.

Another important factor negatively affecting the quality of personnel training in the field of technological education is related to the management of the educational process, namely, that some individuals who lack sufficient communication skills, have not mastered management skills, do not understand the essence and content of the tasks assigned to them, and do not have prestige among teachers and students, are carrying out leadership activities. Another negative factor is that there are also shortcomings in the preparation of graduation qualification works and master’s dissertations. In many ways, their topics and quality do not meet the requirements of the BMI

Regulation and the Higher Attestation Commission (OAK). The defense process itself is often organized as if it were just for show. In some cases, graduation qualification works and master's dissertations are completed without prior defense, the day before the actual defense, or even an hour before, and then the prior defense is formalized with an earlier date. Experts are greatly concerned about the low level of introduction of new pedagogical technologies in conducting practical, seminar, and laboratory classes in higher education institutions, as well as the lack of activity of quality control and analysis commissions in many faculties. Often, the lack of scientific and methodological analysis of professors' and teachers' lessons by the heads of departments, or superficial analysis, remains one of the urgent problems related to the quality of personnel training.

Methodology

We offer the following suggestions for improving the quality of personnel training in the field of technological education:

1. Professors and teachers need to pay attention to the scientific nature and quality of publications when preparing their textbooks, teaching aids, and monographs.
2. We believe that the introduction of a system of material incentives for teachers who have published articles in prestigious scientific journals included in the Scopus and Web of Science databases, as well as published monographs and textbooks, is another important step.
3. We are convinced that it is impossible to improve the quality of personnel training in the field of technological education without strengthening scientific relations with foreign higher education institutions.
4. Local higher education institutions need to intensify their work in this area, develop effective mechanisms for attracting highly qualified teachers from other countries, and systematically implement the organization of student exchange with leading higher education institutions of near and far abroad.
5. It is also necessary to organize foreign language and information and communication technology courses to send professors and teachers to teach at foreign higher education institutions.
6. The necessity of developing an action plan to increase the participation of our teachers in foreign master's and doctoral programs has already been mentioned. In this work, we believe it is useful to use the opportunities of our specialists working or studying in foreign higher education institutions.
7. It is necessary to use the experience of the leading higher education institutions of our Republic in organizing the preparation of talented students studying in the field of technological education to write graduation qualification papers, and to appoint scientific supervisors from among the professors and teachers of these higher education institutions.
8. We recommend that information about the educational programs taught in Russian, English, and other foreign languages, as well as information about admission, living conditions, contracts, etc., be posted on the websites of our Republic's higher education institutions to increase the number of foreign students studying there. In the future, it is necessary to organize one-year Uzbek language courses for them.

If the relevant officials can make positive decisions and conclusions from the above-mentioned ideas and suggestions, it would make it possible to improve, even if partially, the quality of personnel training in the field of technological education.

Discussion and Results:

The findings presented in this article underscore the complex challenges involved in training high-quality technology teachers in Uzbekistan. The identification of both systemic and individual-level factors impacting the quality of training highlights the need for a multi-pronged approach to improvement. The analysis reveals that while government initiatives and reforms have laid the groundwork for progress, significant gaps remain in ensuring that graduates are adequately prepared to meet the demands of the modern classroom and the evolving needs of the labor market.

The results of the analysis point to a need to go beyond simply increasing resources and modernizing infrastructure. Addressing the shortcomings in pedagogical skills and practical experience among faculty is crucial. This necessitates a shift towards more hands-on training, mentorship programs, and opportunities for faculty to engage in professional development activities. Furthermore, the lack of engagement with employers in curriculum development and program evaluation represents a missed opportunity to ensure that training aligns with industry needs.The proposed recommendations offer a practical framework for addressing these challenges. The emphasis on incentivizing research publications, fostering international collaborations, and enhancing language and ICT skills among faculty reflects a commitment to promoting excellence and innovation in teacher training. The focus on leveraging the expertise of Uzbek professionals working abroad provides a valuable avenue for knowledge transfer and curriculum enhancement.Ultimately, the success of efforts to improve technology teacher training will depend on a concerted effort from government agencies, higher education institutions, faculty, and employers. By embracing a collaborative and holistic approach, Uzbekistan can ensure that its technology teachers are well-equipped to inspire the next generation of innovators and contribute to the country's sustainable economic development. Further research is needed to evaluate the effectiveness of specific interventions and to identify best practices for technology teacher training in diverse contexts.

Conclusion:

This article has presented a critical analysis of the challenges facing the training of technology teachers in Uzbekistan's higher education system. The analysis highlighted several key issues, including deficiencies in pedagogical skills, a lack of practical experience among instructors, inadequate integration of modern pedagogical technologies, and shortcomings in the supervision of pedagogical practices and the quality of graduation works. Furthermore, the analysis underscored the need for greater engagement with employers and for international collaboration to enhance the curriculum and provide teachers with opportunities for professional development.The suggestions offered in this article represent a roadmap for improving the quality of technology teacher training and, ultimately, the quality of technological education in Uzbekistan. These include incentivizing high-quality research publications, strengthening partnerships with foreign universities, developing foreign language and ICT skills among faculty, promoting participation in international graduate programs, and leveraging the expertise of Uzbek professionals working abroad. The implementation of these recommendations, coupled with a commitment to addressing the systemic issues identified, will be crucial for ensuring that Uzbekistan's technology teachers are equipped with the knowledge, skills, and competencies necessary to prepare students for the demands of the 21st-century workforce and contribute to the country's economic development. By investing in the preparation of its technology educators, Uzbekistan can pave the way for a future of innovation, prosperity, and sustainable development.

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