Technology To Develop Students' Professional Competencies

Shodmonova Shoira Saidovna TSPU professor

ABSTRACT

In the digital world, the availability of new technologies is increasing in almost every aspect of life, and technology-related skills have become a core competency only in a professional setting. Thus, schools assume responsibility for imparting these skills to their students, and hence to future generations of professionals. In so doing, teachers play a key role with their competences in using new technologies constituting an essential prerequisite for the effective implementation of such skills.

Keywords: Collaboration, pedagogically appropriate methods, technology, digital skills, curriculum integration, complex environment, realistic simulators.

There is a lot of attention focused on the development of digital competency already in early age. One of the key person is teacher. To develop teachers' digital skills, technology enhanced learning can be used in their professional development. Professional development utilizing technology should involve learning content in context and modeling pedagogically appropriate methods. This may include initial face-to-face professional development to learn new software applications and to develop shared understanding of goals for student learning. Because students are comfortable with technology, especially technology that is important to business, they will have more job opportunities and it will be easier to find work when they graduate. Through technology, students can acquire the hard and soft skills needed for their career development. Teaching and learning using information and communication technology can be organized in several different ways depending on purpose and infrastructure. Teachers will use the technology according to the students' needs and their own preference. In some cases technology will be given added value in terms of better understanding of complex concepts or a more flexible interaction and coordination of activities. Table II displays four structurally diverse ways of adopting technology in education. These arrangements are also connected to learning theory and teacher preferences on how education should be conducted. Some teachers will only select one mode, while others will combine and mix approaches according to purpose, tasks and composition of the student group.

If it is part of teaching, many decisions and plans will be made at the local school level to incorporate professional development into teachers 'daily working lives. Some reformers recommend that teachers devote at least 20 percent of their working time to vocational training and collaboration .... National Education Association ...Ideally, technological tools should be a seamless part of the school environment, requiring no more prior learning to apply than, say, electricity. Teachers and students would use technological tools-or not-in learning situations, depending on whether they helped one to learn in that context. If

research were required, students would conduct it at the school digital library or at a remote resource as needed. School administrative records and cafeteria food requirements would be updated automatically from entry-screening systems, or perhaps the attendance software on a teacher's personal digital assistant (PDA).This guide uses term professional development to represent the use of technology in the school environment, all types of activities for school staff to train them. This term includes:

•familiarization with the operation of equipment and software;

•development of proficiency in the use of the technology "tools" to carry out school tasks;

•the application of software and applications to the management of school activities, whether instructional or administrative; and

•the integration of technology into teaching, learning, and administrative processes.

Professional development, for the purposes of this chapter, is explicitly understood to extend to administrative and support staff whose jobs have changed and will continue to change due to The best teachers are qualified in the technical competencies of teaching: teaching, formative assessment, and classroom management. ... These skills should be defined as specific behaviors that teachers can master for use in the classroom. The infusion of technology in schools. Professional development includes support for teachers and staff as they apply technology to their evolving practices, from lesson plans and curriculum integration to recordkeeping and administrative functions. It is an ongoing process that cannot be satisfied with one-time training in a particular technology. There is now a vast knowledge base in schools to inform us that teachers play an important role in student learning and achievement. Research shows that what teachers give instructions and how they interact with students is the key to building effective schools. A summary of the available studies accumulated over the past 40 years on a key education driver, teacher competencies offers practical strategies, practices, and rules to guide teachers in ways to improve instruction that improves student performance and the quality of the work experience. Four groupings of these competencies can help organize and simply for teachers what they need to master to maximize their performance: classroom management, instructional delivery, formative assessment, and personal competencies. These four categories also provide the essential core around which decision makers can construct teacher preparation, teacher hiring, teacher development, and teacher and school evaluations. Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day. Few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does teaching. The transformational power of an effective teacher is something many of us have experienced. Intuitively, the link between teaching and student academic achievement may seem obvious, but what is the evidence for it?

Research confirms this common perception of a link and reveals that of all factors under the control of a school, teachers are the most powerful influence on student success. What separates effective teachers from ineffective ones, and how can this information be used to support better teaching? We can now begin to build a profile of exemplary classroom instruction derived from effectiveness research .Research tells us what can be expected from a teacher employing instructional strategies and practices that are proven to lead to increased mastery of lessons. Better learning happens in a dynamic setting in which teachers offer explicit active instruction than in situations in which teachers do not actively guide instruction and instead turn control over content and pace of instruction to students. Instead, they can be used to help teachers achieve global learning goals across multiple curricula. Technology-based projects can be easily adapted to district and state standards. ... Teachers and students can use many digital technologies to develop these

skills. Technical competencies are behaviors that are directly related to the nature of the training and the technical skills required to perform effective supervision. Job qualification requires a balance between the powers of the operator and the powers required to perform this task safely and efficiently. Should the competencies required to perform a task change, a previously competent person may no longer be able to achieve 'competence on task'. Regular assessment and recurrency training, especially using realistic simulators will ensure that previously demonstrated skills are retained, modified or added to as may be necessary. Classroom management is one of the most persistent areas of concern voiced by school administrators, the public, and teachers. Research consistently places classroom management among the top five issues that affect student achievement. How can different digital tools and formats be used to promote global education within content standards for accountability? These technologies should not be considered in addition to existing curricula or be limited to technology training courses. Instead, they can be used to help teachers achieve global learning goals across multiple curricula. Technology-based projects can be easily adapted to district and state standards. A highly qualified professional in the knowledge economy requires the ability to pose critical questions and develop defensible responses to complex challenges. In developing these skills, teachers and students can tap a host of digital technologies. Locating and manipulating information online, collaborating in virtual work teams, and presenting and publishing via digital platforms is preparation for the future in a world that increasingly runs on technology.

Teaching Competencies

Plan and organize for effective instruction, differentiation and assessment.

HIRING COMPETENCY

•Plan and prepare effective lesson plans and integrated units

•Plan and prioritize with a realistic sense of pacing and time demands

•Anticipate, prepare and evaluate lessons, technological tools and resources

•Differentiate instructional methods and assessment for students

•Select instructional strategies, technology, materials and assessments that build on prior knowledge or experience, cultural history and are relevant to students' interests

•Report achievement and progress to students and their family in a clear, timely and relevant manner

Consider and respond appropriately to the needs, feelings and capabilities of others. Being tactful, compassionate and respectful.

HIRING COMPETENCY

•Act as a role model for students, demonstrating professionalism in communication and manner

•Demonstrate clear, concise verbal and written communication skills

•Seek to understand other peoples' ideas and concerns

•Communicate with others in a non-threatening manner

•Ask questions to clarify and understand others

•Assume responsibility and creatively work with families who may be reluctant to engage in educational situations.

Conclusion,

It has never been a good time to use technology to provide and improve learning for people of all levels, places and backgrounds. From modernizing e-tariffs to increasing and adopting openly licensed educational resources, there are key components needed to make the most of the changes made in education through technology. Although the presence of technology does not ensure equity and accessibility in learning, it has the power to lower barriers to both in ways previously impossible. No matter their perceived abilities or geographic locations, all learners can access resources, experiences, planning tools, and information that can set them on a path to acquiring expertise unimaginable a generation ago. This is a time of great opportunity and development to use technology to support learning.

REFERENCE:

1. Jackson (1990)
2. https://hr.abbyschools.ca/node/11936
3. Babu and Mendro, 2003 ; Sanders and Rivers , 1996
4. https://skybrary.aero/articles/technical-competencies
5. Wenglinsky, 2002 , Hattic, 2003
6. https://asiasociety.org/education/use-technology-develop-global-competence
7. Evertson and Weinstein , 2013
8. https://www.winginstitute.org/quality-teachers-compentencies
9. https://nces.ed.gov/pubs2003/tech_schools/chapter6.asp
10. https://largescaleassessmentsineducation.springeropen.com/articles/10.1186/s40536-017-0053-7