

INNOVATIVE PROFESSIONAL ACTIVITY OF TECHNOLOGY TEACHERS: EDUCATING FUTURE INNOVATORS

Choriyeva Dilnoza Ulug'bek qizi

Termiz State Pedagogical Institute

Abstract:

This article delves into the content and essence of the innovative professional activity of technology teachers. It explores how these educators go beyond traditional teaching methods, focusing on digital literacy, project-based learning, emerging technologies, critical thinking, and ethical considerations. The essence of their work lies in fostering adaptability, inspiring innovation, and connecting education to the real world.

Keywords: Technology teachers, innovative professional activity, digital literacy, project-based learning, emerging technologies, critical thinking, ethical considerations, adaptability, lifelong learning, innovation, real-world connection, education.

Аннотация:

This article examines the content and essence of innovative professional activities of technology teachers. It explores how these educators move beyond traditional teaching methods, focusing on digital literacy, project-based learning, new technologies, critical thinking, and ethical considerations. The essence of their work is to promote adaptation, stimulate innovation and connect education to the real world.

Keywords: Technology educators, innovative professional practice, digital literacy, project-based learning, new technologies, critical thinking, ethical considerations, adaptability, lifelong learning, innovation, real-world connections, education.

Introduction:

Permanent developed going education in the landscape technology of students learning and of teachers instructions in formation important role plays. This dynamic of integration At the beginning of standing teachers between separately group available: technology teachers. These are experts only knowledge to give it's not; they are news, criticism thinking and problems solution to do culture is developing. This article technology of teachers innovative professional of activity content and essence and they are students the future problems to prepare how contribution adding learns

Main part:

Innovative professional activity content :

Digital literacy and technical skills :

Technology teachers students digital literacy according to important skills and technical with in equipment important role plays They are traditional from the sciences out out to the students digital tools management, coding their languages to understand and different different software from applications to use teaches. Technician in skills this foundation to technology more and more more relying on worker to the power entering students for very important

To the project based on education :

Technology of teachers innovative of activity indispensable aspect to the project based on to education attention is to give Students theoretical knowledge practical in scenarios used without real projects on their performance recommendation will be done. Not only that their technology about concepts strengthens, perhaps problems solution to do skills, creativity and cooperation develops - in the professional world to success reach for important features.

Developing technologies integration :

Technology teachers own in the fields the most last of achievements informed being their own study programs developing technologies integrates. Virtual reality, artificial intellect or things internet whether it is teachers students advanced tools with introducing them technology fast developed going to the future prepares

Critical thinking and analytical skills :

Technician from the field besides, technology teachers critical thinking and analytical skills to develop attention they give Students information critical assessment of resources reliability evaluation and complicated problems solution to do they learn This skills different to the sciences transfer possible and to knowledge based on in economics to success reach for very important Ethical considerations and digital citizenship :

Technology teachers from technology of use moral refer to the aspects they do They are own to his students digital citizenship feeling absorbed from technology responsible and moral to use teaches. This is privacy, security and of technology to society effect with depends problems to understand own into takes

Innovative professional of activity essence :

Flexibility and for life education :

Technology of teachers innovative professional of activity essence their flexibility and for life to education has been passion to develop from loyalty consists of Technology is dynamic and this teachers not only the facts, maybe changes acceptance who does and continuously to learn encouraging thinking will give.

Innovators generation inspire :

Technology teachers of innovators next generation in inspiration solution doer role plays. Creativity and problems solution to do appreciate environment creating them to students from the box outside thought conduct and new opportunities imagination to do enable will give. This is innovation is the essence - problems creative solutions for opportunities as to see ability

Education real the world with link :

Technology of teachers innovative activity education in the real world with connected, from the class out comes out To the industry belongs to projects in himself collected and field specialists with cooperation so they to students own of knowledge practical application about imagination will give.

Summary:

Summary by doing to say maybe technology of teachers innovative professional activity education the future in formation foundation is considered This teachers not only technical skills they teach, maybe innovations, critical thinking and moral comments appreciate thinking they absorb In this they are students technology professional landscape again in defining continue doing in the world to move they prepare To the future look throws we are fast developing global society problems answer to give ready students generation in education technology of teachers role more and more important importance occupation is doing

References

1. Honebein, P. C., Duffy, T. M., & Fishman, B. J. (1993). Constructivism and the design of learning environments: Context and authentic activities for learning. Educational Technology Research and Development, 41(3), 63–80.

2. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017–1054.

3. Jonassen, D. H. (1999). Designing constructivist learning environments. In C. M. Reigeluth (Ed.), Instructional-design theories and models: A new paradigm of instructional theory (Vol. II, pp. 215–239). Lawrence Erlbaum Associates.

4. Siemens, G. (2005). Connectivism: A learning theory for the digital age. International Journal of Instructional Technology and Distance Learning, 2(1), 3–10.

5. Dede, C. (2008). Theoretical perspectives influencing the use of information technology in teaching and learning. In J. Voogt & G. Knezek (Eds.), International handbook of information technology in primary and secondary education (pp. 43–62). Springer.

6. Rasulova, I. (2023). CONTRASTIVE LINGUISTICS AND THE PHENOMENON OF INTERFERENCE. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ЯЗЫКА, ОБРАЗОВАНИЯ, ПЕРЕВОДА, 4*(2).

7. Rasulova, I. (2021). GRAMMATICAL INTERFERENCE AND ITS NEGATIVE INFLUENCE ON LANGUAGE STUDY. Berlin Studies Transnational Journal of Science and Humanities, 1(1.6 Philological sciences).