The OSCAR PUBLISHING Services
American Journal Of Social Sciences And Humanity Research

VOLUME Vol.06 Issue03 2026
PAGE NO. 123-125
DOI 10.37547/ajsshr/Volume06Issue03-27

Digital Technologies and Their Role During the Practice Period of Future Technology Teachers

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Received: 12 February 2026; **Accepted:** 10 March 2026; **Published:** 31 March 2026

Abstract: The article discusses digital technologies and their role during the internship of future technology teachers, the use of digital technologies in the educational process, and the impact of these technologies on teachers and students.

Keywords: Process, digital, production practice, competence, integration, principles, psychological characteristics, didactics, scientific principle.

Introduction: The process of training future teachers is an important and integral part of the modern education system. As digital technologies are currently being introduced into the educational process, their role in teacher training is increasing. Digital tools and platforms help teachers develop new pedagogical strategies, attract students' attention, and improve the quality of education. Therefore, a teaching methodology that includes digital technologies is of great importance.

Currently, in accordance with modern requirements in the educational process, it is necessary to study the relationship and importance of professional competence, digital competence, and pedagogical approaches in the training of future teachers. In this regard, it is important to understand what methods and approaches should be used to improve the professional training of digital technologies teachers and make their activities in the educational process more effective.

Production practice is important for future teachers of technological education to correctly implement the theoretical knowledge they have received in their future professional activities. During the period of industrial practice, the knowledge, skills and qualifications of future teachers of technological education related to the profession they are pursuing are formed and developed. In order to prepare future teachers of technological education for professional activity at the required level, it is necessary, first of all, to provide them with sufficient theoretical and practical knowledge in this area and to achieve its acquisition at the level of requirements of State standards.

During the period of industrial practice, the future specialist is given the opportunity to deeply master his profession in practice. This will serve as the basis for the future teacher of technological education to become a master of his work in the future. During the industrial practice, the possibilities for the full formation of professional skills are realized. Industrial practice is also considered a direct educational process, and its proper organization and conduct play an important role in preparing future teachers for their future independent professional activities. Therefore, the future teacher requires a serious approach to this task from the team of the department, methodologist, pedagogue and psychologist, future teachers of technological education, production enterprises where industrial and vocational practice is carried out, and general education schools.

During the period of industrial practice, the training of future teachers of technological education in many academic subjects is continued and the foundations of the studied subject are further deepened. As a result, the level of professional training of future teachers of technological education increases. A conscious approach to the chosen profession is formed. During the industrial practice, the ability to observe educational work carried out, analyze it, summarize the

identified data and finally draw logical conclusions is established. During the industrial practice, based on the knowledge, skills and qualifications acquired in the field of methodology, pedagogy, psychology, young physiology and technological education practicum, future teachers learn methods of conducting educational work and apply them in their daily professional activities. In implementing these tasks, future teachers of technological education must have the right attitude to the work of production practice, that is, to comply with the requirements for its proper organization and conduct. This will enable the future teacher to fulfill the requirements set before him.

Today, the humanization of education requires improving the content of education in pedagogical higher educational institutions. In this case, production practice should be carried out within the framework of the requirements set by the qualification students. In this case, future technological education will effectively develop the acquired knowledge of teachers, as well as increase their abilities, activity, interests, and intellectual capabilities.

Digital tools not only increase students' motivation, but also help them to assimilate knowledge more deeply. At the same time, digital technologies provide an individual approach to the educational process, which creates the opportunity for each student to study in a way that suits their needs. For example, students have the opportunity to repeat lessons or study more deeply, depending on their personal pace.

Teachers, in turn, can organize lessons more effectively and interestingly using digital tools. They use innovative approaches and strategies to stimulate student interaction, develop group work, and problem-solving skills. Digital technologies also make it easier for teachers to monitor and evaluate the learning process, which helps to improve the quality of education. Also, the introduction of digital technologies into the educational process changes teaching methodologies and allows for the development of new pedagogical approaches. These methods help to activate students and develop their self-management skills.

Innovative approaches to the use of digital technologies in the educational process are also being implemented in Uzbekistan. All this is aimed at helping students actively participate in their own learning process and deepen their knowledge.

In general, the introduction of digital technologies into the educational process in Uzbekistan serves to adapt the country's education system to modern requirements, develop students' new-age skills, and increase its competitiveness in the global educational arena. This process also contributes to the professional development of teachers, improving the quality of education, and making the learning process for students more interesting and effective.

Research is being conducted in our country on the introduction of digital technologies into the educational process. At the same time, issues such as the implementation of digital transformation in the education system, the problems of using modern digital technologies in education, as well as the priority principles, important conditions, main tasks, and prospects for creating a digital educational environment in educational institutions have been studied. These scientists and their research are aimed at further deepening and improving the integration of digital technologies into the educational process, which will help introduce innovative approaches in the global educational environment.

Digital competence is important in the preparation of future teachers, as digital competence refers to the ability of teachers to use digital tools effectively.

Digital competence is the ability of an individual to use digital technologies, tools and resources for correct, effective and meaningful results. This competence framework includes technological knowledge, problem-solving skills, and the ability to select, evaluate and use information. Developing digital competence for teachers prepares them to use digital tools effectively in their lessons.

Digital competence also helps teachers to master new pedagogical approaches. Pedagogical approaches are methods and techniques that ensure interactivity, collaboration and interaction between teachers and students in the teaching process. When organizing lessons using digital technologies, for example, using virtual classrooms, online platforms and digital resources, teachers can make the educational process more efficient and qualitative. Teachers can use digital technologies to make their lessons more interesting and interactive, thereby increasing student motivation and improving the quality of education.

The role of digital competence in education is not only important in developing teachers' skills, but also in ensuring that students use digital resources correctly. Students have the opportunity to expand their knowledge, learn independently, and access new information in the process of using digital tools. Teaching digital competence helps students actively participate in the digital environment, solve problems, and master innovations. This process increases students' adaptability to modern life conditions and their ability to successfully operate in the digital economy. Developing digital competence also helps teachers understand how to use digital technologies,

update pedagogical methods, and apply innovative approaches in the learning process. Teachers can make the learning process more interesting and effective for students by widely using digital tools in their lessons. By developing digital competence in education, teachers can improve their skills and become competitive in the modern educational environment.

In addition, digital competence is an important factor in improving the quality of the educational process not only for teachers, but also for students, preparing students to apply their knowledge in practice, and developing the education system as a whole. Improving digital competence for teachers and students ensures the interactivity of the educational process, the use of innovative approaches, and the implementation of modern pedagogical methods. This, in turn, is important for updating the education system and training competitive personnel.

Strategies for using digital tools in the educational process are important for making the educational environment interactive and effective. Digital tools allow teachers to organize their lessons in an interesting and engaging way, encouraging students to be active. Such strategies include the following main areas:

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