EduVision: Journal of Innovations in Pedagogy and Educational Advancements
Volume 2, Issue 5, May 2026
brightmindpublishing.com
ISSN (E): 3061-6972

FORMATION OF PROFESSIONAL-PSYCHOLOGICAL COMPETENCES IN STUDENTS IN TEACHING TECHNOLOGY

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Abstract
This article covers the theoretical and practical foundations of the formation of professional and psychological competencies in students in the process of teaching technology. The role of psychological preparation, professional motivation, innovative activity-oriented training and a competency-based approach in the professional formation of a person is scientifically analyzed. The role of technology in preparing students for the labor process, the role of teacher activity in the process of psychological stability of students and professional self-awareness are revealed. The article also substantiates methods for increasing the psychological readiness of students through the use of digital and innovative technologies in education.

Keywords: Technology science, competence, psychological preparation, professional orientation, motivation, innovative education, digital technologies, personal development, professional competencies.

Introduction

In today's globalization process, one of the most important tasks of the education system is not only to arm students with knowledge, but also to achieve their formation as professionally, creatively and psychologically prepared individuals. In particular, technology plays a key role in preparing students for practical activities, production processes, labor culture, technical thinking and professional orientation.

A modern student must not only know how to use technical means, but also learn to organize his activities in a conscious, responsible and psychologically stable manner. Therefore, the formation of professional and psychological competencies in the process of teaching technology is one of the urgent pedagogical issues.

The Law “On Education”, the “Concept for the Development of the Continuous Education System” and the “National Curriculum” adopted in the Republic of

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Uzbekistan set as a priority the formation of independent thinking, professional orientation, digital literacy, creativity and responsibility in students. These requirements, in turn, require an approach that combines psychological preparation and professional competence in students.

Professional and psychological competence is a positive attitude of a person towards his professional activities, self-perception in the profession, the level of psychological preparation for labor processes, internal motivation for self-development and a set of communicative skills. The teaching process of technology should be aimed at developing these aspects.

Discussion

Professional-psychological competence is understood as a person's conscious choice of his profession, the ability to assess his abilities, psychological readiness in choosing a profession and the ability to form a positive attitude towards work. This competence includes the intellectual, emotional, motivational and social factors of the individual. From a psychological point of view, professional-psychological readiness is determined by the student's self-confidence, ability to make independent decisions, work in a team, stress tolerance and the ability to correctly set professional goals. Such qualities are acquired by the student in technology classes, especially through practical projects, design work, and production simulations.

Unlike other subjects, technology teaches students not only theoretical knowledge, but also work culture, professional thinking, technical thinking and a creative approach. During the lesson, the student expresses himself by creating something new with his own hands, finding technical solutions, modeling, designing. This process psychologically strengthens the student with a sense of confidence that “I can do it”. During their activities, students acquire such psychological qualities as learning from mistakes, patience, collective responsibility and effort to achieve results. In this sense, technology is one of the important subjects that prepares students for life professionally and psychologically.

The formation of professional and psychological readiness in students is carried out in stages:

Information stage - students are provided with information about various professions, technological areas and their compliance with the requirements of the labor market.

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Motivational stage - students' interest in the profession, the desire to determine their professional goals is increased.

Practical stage - students master the elements of professional activity through practical exercises.

Reflective stage - the student analyzes his abilities, determines his professional direction and defines a personal development plan.

At each of these stages, the teacher must use psychological support, individual approach and motivation methods.

Today, the digital learning environment is an important tool in strengthening the psychological readiness of students. For example, through virtual laboratories, 3D modeling, robotics, programming environments (Arduino, Tinkercad, Scratch, Blender), students have the opportunity to create their own projects and see the result. This process strengthens their self-confidence, psychological stability and professional motivation. Also, educational projects implemented using digital technologies develop students' creative thinking and independent decision-making competencies.

Digital technologies strengthen students' personal responsibility, the ability to analyze problems and find solutions. This, in turn, takes professional and psychological readiness to a new level.

In the professional and psychological preparation of students, the teacher plays the role of not just a teacher, but also a guide, psychologist, and motivator. The result will be effective if the teacher knows the individual characteristics of the student and chooses a teaching strategy that suits him. For example, some students are interested in practical activities, while others are inclined to design, technical drawing, or programming. The teacher must take these differences into account and create a positive psychological environment for each student. The teacher must also use methods that form positive motivation, self-confidence, and a sense of success in students. Encouragement, assessment, and recognition of success - all of this increases psychological stability. To form professional and psychological competencies, lessons should be organized based on a competency-based approach. That is, the focus of the lesson should be on student activity, independent thinking, problem solving, and teamwork.

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The following methods are effective in this process:
Project-based learning - the student develops an independent project, which helps to determine his professional direction.
Problem-based learning - the student solves a specific production or technical problem.
Interactive methods - the student tests his capabilities through methods such as "Brainstorming", "Debate", "Role playing", "Professional orientation test".
In this way, the student determines his interests, abilities and psychological readiness, and the process of choosing a profession takes place consciously.
The most important element of professional and psychological competence is psychological stability. A student must be a stress-resistant, self-controlled person in order to overcome future professional problems.
Problem situations that arise in technology classes (errors, technical failures, failure of a project) teach the student patience, research, problem-solving, and the ability to manage emotions. This strengthens the individual's mental readiness.
By involving students in technology, they develop feelings of awareness of their abilities, conscious choice of their profession, and appreciation of their work. This process is an important stage in their personal growth.
In technology classes, students have the opportunity to choose an activity that suits their interests. This process psychologically prepares them to consciously choose their life path.

Conclusion

The formation of professional and psychological competencies in students in teaching technology is not just about imparting technical skills, but a complex pedagogical process aimed at the personal, psychological and professional development of the student. This process forms such qualities as self-confidence in the student, independence in choosing a profession, diligence, creative approach, ability to work in a team, and tolerance for problematic situations. As the main participant in this process, the teacher must know the individual psychological characteristics of students, use methods that form motivation, and integrate innovative and digital technologies into education. A student with professional and psychological readiness will quickly adapt to the labor market in the future, love his profession, and approach

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it creatively. Therefore, the content of technology should be focused not only on labor skills, but also on ensuring the psychological well-being of the individual.

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