

FORMATION OF FUTURE TECHNOLOGICAL EDUCATION TEACHERS' KNOWLEDGE ON CLOTHING CONSTRUCTION DURING PRACTICAL TRAINING

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Abstract: *This thesis analyzes the process of forming future technological education teachers' knowledge of clothing design and the importance of practical training.*

Keywords: *Technological education, clothing construction, practical training, future teachers, design, constructive approach, methodological approaches, educational process, skills, aesthetic approach.*

INTRODUCTION

The process of forming the knowledge of future technological education teachers about clothing design plays an important role in the modern education system. The main goal of technological education is not only to give students practical skills, but also to develop their creative thinking, technical and constructive approaches.

The need to integrate technical, aesthetic, and creative skills was seen in the process of teaching clothing design. Through practical exercises, teachers learned to apply new technologies, select materials, and develop constructive approaches to creating clothing designs. This thesis analyzes the process of forming knowledge of future technological education teachers about clothing construction and the effectiveness of practical training. Through training, teachers acquire the skills of creating clothing designs and implementing clothing construction based on technical drawings. Based on the essence of the pedagogical-psychological service established in the education system, its use in general secondary schools will allow for the study of the internal capabilities of each student, extensive research, identification and determination of the levels of creative abilities manifested in them in a particular direction, and the creation of development programs that serve to further enrich the creative abilities of students in accordance with the current situation [1].

At the heart of it all lies the special education provided to the younger generation in the family, in educational institutions, and in other branches of the public education system. It is especially desirable that a broad outlook, scientific potential, and independent and creative thinking be formed in each student-youth.

Building knowledge about clothing design is essential, especially in teacher training, to effectively teach students design and technical approaches.

Methodological approaches, modern methods and didactic materials play an important role in the formation of knowledge of technological education teachers in

clothing design. Through practical training, teachers are provided with in-depth knowledge of modern constructive approaches, design and construction of clothing. This process allows teachers to develop their own methodologies and provide excellent education to students [2].

The organization of the educational process of technological education lessons is of great importance, as technological lessons not only serve to equip students with skills and knowledge in a specific technological subject, but also play a very important role in developing their intellectual and creative abilities and cultivating their interest and attitude towards technological education lessons.

There are several scientific studies on the importance of teachers' competence and methodological approaches in the formation of knowledge about clothing design during practical training. Clothing design and construction processes not only develop technological skills, but also teach children a creative approach. As in other areas, the combination of theoretical and practical knowledge is important in clothing design [6].

Also, introducing teachers to modern technologies and materials in clothing design, and teaching them how to use them in practical classes, increases the effectiveness of the process. An integrative approach to clothing design, that is, combining technological and aesthetic aspects, helps to expand students' technical knowledge and develop their creative abilities [3].

A methodology combining practical and theoretical aspects of the educational process was used to form the knowledge of future teachers of technological education in clothing design. The study assessed the knowledge and skills of future teachers in clothing design based on practical training sessions. The training sessions aimed, first of all, to familiarize teachers with the basic principles of clothing design, technical drawings, theoretical knowledge on the selection of fabrics and calculating their sizes.

During the practical sessions, teachers were given tasks to design and develop clothing. The sessions were conducted interactively, where teachers, divided into groups, applied their knowledge in practice in the process of creating clothing designs and constructing them. It was considered important to provide students with clear and understandable recommendations about the constructive processes and to increase their experience in creating clothing through practical sessions [5].

The results obtained in the formation of knowledge of future teachers of technological education in clothing design showed that through practical training, teachers' skills are significantly developed. During the training, teachers used not only a technical, but also an aesthetic approach to the process of creating clothing designs. This, in turn, increased their readiness to teach students a wide range of knowledge and skills in clothing design.

Teachers' knowledge of constructive approaches was expanded through practical training, and they learned how to successfully combine creative and technical aspects in creating various clothing designs. During the training, teachers gained new information about design and technological approaches and had the opportunity to apply them in their own methods.

There were also some challenges during the training. Some teachers had difficulty understanding some of the complexities of technical drawings and clothing construction. However, during the training, they were given support and the opportunity to solve these problems using new methodologies.

Thus, the formation of knowledge of future technological education teachers on clothing design during practical training was effective, and further development of these approaches is an important stage in preparing teachers for modern technological processes. This, in turn, will allow providing high-quality education to students [4].

Conclusion. The practical exercises presented in the thesis demonstrated effective approaches to building the knowledge of future teachers of technological education in clothing design. The need to combine technical, aesthetic and creative skills in the process of teaching clothing design was seen. Through practical exercises, teachers learned to use new technologies in creating clothing designs, select materials and develop constructive approaches. Continuing this process will allow teachers to prepare for the latest approaches and techniques in the field of clothing design.

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