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TECHNOLOGIES FOR DEVELOPING THE PROFESSIONAL COMPETENCIES OF FUTURE TECHNOLOGY TEACHERS

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Annotation: This article is practical for future technology science teachers identify the conditions for the development of competencies and aimed at scientific substantiation.

Keywords: Technology, education, science, cognitive competence, skill, professional culture, theoretical, practical competence, teacher, qualification,

INTRODUCTION

The current changes in the modern education system force teachers to improve their skills and professional abilities, which means that there is a growing need to improve their practical competencies.

The main goal of modern education is the compatibility of society, the state and the individual with modern education and upbringing, the training of competitive personnel, the education of a comprehensively developed person.

The sole purpose of higher education institutions: the formation of practical competence, education or the next stage of production requires the acquisition of such qualities as the ability to quickly apply in life the knowledge acquired in the training of flexible personnel.

This is a key factor in having highly qualified teachers in educational institutions, changes in the field of education and improving its quality. With this in mind, most countries pay special attention to the professional competence of graduates.

Because in today's modern educational institution, life itself requires creating a positive learning environment, taking into account the individuality of each student, identifying their educational needs, as well as teaching students to think analytically, creatively and critically.

In addition, in order to effectively organize teaching, teachers are required to have high professional skills in order to form competencies in teachers

It is noted as a set of conditions that allow to create a pedagogical and technical-technological problem situation in the development of professional competencies of future teachers of technology

Pedagogical conditions not only create this process, but also determine its current state.

The development of practical competencies of future teachers of technology is carried out gradually, through the integration of pedagogical disciplines, creative approaches at the level of interdisciplinary communication in pedagogical activities and the solution of problem-solving tasks.

In the pedagogical literature, the word “competence” is derived from the word “to compete”, which means “to compete”, “to compete”, “to compete”. Literally translated, “competitiveness”, “flexibility”, “success”, “success”, “comprehensibility”, “efficiency”, “appropriateness”, “quality”, “quality”,

"quantity" is also represented on the basis of such concepts.

Along with scientists from foreign countries and CIS countries, a number of psychologists and pedagogues of our country have conducted research on the concepts of competence and competence. In particular, such scientists as N.A.Muslimov, Sh.S.Sharipov, O.A.Kuysinov, R.H.Fayzullayev, K.T.Umataliyeva, N.Sh.Turdimov, L.R.Zaripov carried out research work. visitors.

A competent approach to the education system began to take shape in the foreign psychological and pedagogical literature in the 60 s of the XX century, and the issue of "Competence" has been studied by scientists for many years.

Competence: first, the scope of powers, rights and duties of a particular state body (local self-government body) or official defined by law, charter or other document; secondly, it is knowledge or experience in this or that field.

The lexical meaning of the concept of competence is interpreted in different languages as follows: competent (in French) - competent; Competent (in Latin) - talented; Competent (in English) - talented

V.S.Elegina and. In the research conducted by Poxleboyevs, they said: "In the context of competency-oriented education, the student gets a positive result from his work, and at the same time learns the ways, methods and approaches to success.

It is the creative result created by the student that is the creative result of the teacher's collaboration with the student. The purpose of assessing the development of student knowledge is to determine the level of effectiveness of the education provided, first, to know the level of theoretical knowledge acquired in school; secondly, the formation of competence in it, the effective activity during the practice is further accelerated.

The qualification requirements of the future direction of technological education in 2021 include the following as professional competencies of future teachers of technological education:

development of mechanisms for monitoring and quality assessment of production processes using pedagogical and information technologies;

control of production processes for compliance with the requirements of environmental protection and occupational safety;

organization and management of social and spiritual-educational work in the community;

make the right decision in situations where opinions are different;

development, control and evaluation of the results of the work performed on the work plan;

make the right decision in situations where opinions are different;

adherence to the principles and criteria for determining the content of education, taking into account modern approaches to the selection and systematization of teaching materials, modeling of teaching materials

adherence to the general laws, laws and principles of the whole pedagogical process, the harmonization of epistemological, organizational, psychological, didactic, sociological and cybernetic laws in the educational process;

taking into account the interconnectedness and generality of the components of the educational process (purpose, outcome, content, form, method and means)

effective use of basic and auxiliary forms of organization of the educational process; effective organization and conduct of students' leisure time;

effective use of basic and auxiliary forms of organization of the educational process; effective organization and conduct of students' leisure time.

Based on the above professional competencies, we have listed the following as practical competencies:

have an idea of the technology of sewing and sewing, tools and equipment used in sewing, manual and machine work, the organization of moisture and heat treatment facilities

have an idea and knowledge about plumbing, safety rules in the training workshop, and tools and equipment used in plumbing

adherence to the rules of safety and occupational hygiene, the correct use of sewing equipment, methods of simple manual and machine operations have the competence to perform various stitches by hand and machine, to process the details of light garments, to cut and sew them, to prepare sewing equipment for work, to adjust;

must know the types of riveting, thread cutting, drilling and sharpening methods, knowledge of the technology of heat treatment of finished parts;

to have an idea about the technology of sewing and sewing, tools and equipment used in sewing, the formation of technologies of manual and machine work, the organization of moisture-heat treatment facilities, the formation of practical competencies with the help of clubs.

have the knowledge and understanding of plumbing, safety rules in the training workshop, and tools and equipment used in plumbing, as well as the ability to develop practical skills.

Practical competencies in terms of the requirements for the level of professional training of graduates mean the ability of future technology teachers to apply the set of knowledge, skills and methods of activity in specific situations.

In short, the science of technology is located in the block of applied sciences in general secondary schools, along with music, fine arts, physical education. This indicates the complexity of the science of technology. It is planned to teach this subject to students of 5-7 grades of general secondary schools for 2 hours a week.

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