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OPPORTUNITIES FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF A TEACHER OF TECHNOLOGY

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Abstract: This article discusses the development of the professional competence of a future technology teacher, the education of a morally mature, independent worldview, a creative thinker, a rich national heritage, as well as a comprehensively developed personality, true to universal values. and national values.

Key words: Teacher, technology, professional competence, competence, innovations, personnel training, development of professional competence, didactics, comprehensively developed personality, educational plans, educational programs.

Аннотация: В данной статье рассматривается развитие профессиональной компетентности будущего учителя технологии, воспитание нравственно зрелого, самостоятельного мировоззрения, творческого мыслителя, богатого национального наследия, а также всесторонне развитой личности, верной общечеловеческим ценностям. и национальные ценности.

Ключевые слова: Педагог, технология, профессиональная компетентность, компетентность, инновации, подготовка кадров, развитие профессиональной компетентности, дидактика, всесторонне развитая личность, образовательные планы, образовательные программы.

In order to radically revise the content of the training of personnel in accordance with the priorities for the socio-economic development of our country, to create the necessary conditions for the training of specialists with higher education at the level of international standards, the decision of the president of the Republic of Uzbekistan on April 20, 2017 PQ-2909 “on measures to further[1]

With this decision, the program for the comprehensive development of the higher education system in 2017-2021 was approved to qualitatively increase and radically improve the level of Higher Education, strengthen and modernize the material and technical base of higher educational institutions, equip modern educational and scientific laboratories, information and communication technologies.

At the same time, it was noted that the preparation of highly qualified personnel who meet the requirements of the time for the socio-economic development of the regions of the Republic based on the need for Fields and sectors of the economy in the necessary specializations in time, the formation of the content of Higher Education directly in accordance with technical, technology, production relations .[1]

In order to meet the social need for personnel with professional competence caused by changes in education, it is required to continuously develop the quality of the educational process in pedagogical higher education institutions, among other higher education institutions. One of the important activities that should be carried out in this direction is the formation of a new generation of specialists, the development of competitiveness of future personnel, the development of a spiritually-morally mature, independent worldview, a creative thinker, a rich

national heritage, as well as the upbringing of a harmonious personality devoted to Universal and national values..

The above points prompted us to the need for a theoretical justification of the effectiveness of the system of training of students of higher educational institutions, which is of particular relevance in conditions of high demand for the quality of specialist training. In the lessons of the technology education practicum, it was possible to identify the following shortcomings and contradictions in the process of developing the professional competence of the future teacher of technology, relying on the level of training of students, the results of the scientific research carried out and many years of experience.

In the process of training a technology education teacher, a number of didactic tasks are solved. The most important of them is to reveal the tasks of technology education in the higher pedagogical educational institution, the content of educational plans, educational programs of the educational institution, their ideas and organizational principles. Its importance lies in the fact that both the tasks of technology education and the content of their programs change. The teacher should be prepared for the fact that during his pedagogical activity he will also have to look at the content of technology education several times, work with newly improved programs. This is due to the development of Science and technology. For this reason, it is necessary to simply know and remember the tasks and content of technology education, typical for a certain period of its development, without being enough to find out the reasons for their origin, as well as what methodological and pedagogical instructions they have in Zamiri. Only then will it be easy to perceive and explain any fundamental changes in the tasks and content of technology education. [4]

It should be borne in mind that the tasks of technology education are laid and solved to varying degrees.

For example, the most important task of higher pedagogical educational institutions is to form a positive attitude towards Labor and the profession in students. This task, which applies both to educational processes and to the activities of the entire pedagogical team in addition to extracurricular activities, is carried out by all educational subjects of be is tisno.

Tasks such as labor education, vocational guidance of students are solved in most academic disciplines, together with technology education. In solving these tasks, technology education is of particular importance, since in the organized training in technology education, favorable conditions are created to attract students to productive work, introduce them to the basics of modern production, instill in them a love of modern working professions and create a sufficiently complete imagination about the like.

In addition to the specified tasks, secondary tasks are also set, and they are mainly solved within the framework of technology education, or they are the tasks of the educational institution and are carried out with the help of specific special tools. For example, the development of students' creativity, participation in experimental work mainly takes place in the process of technology education and in activities other than practical training organized on its basis. The same can be said about the formation of practical knowledge and skills related to wood and metal work, mechanical processing, machine maintenance, etc. [6]

In the process of technology education, physical activity is combined with mental activity. Pupils will have to solve a number of creative tasks, such as design of objects, development of

technology for their preparation. Thus, technology education is carried out together with thinking activities, which allows the intellectual development of students.

In the process of technology education, conditions are created for aesthetic education. If students make beautiful things, they will feel moral satisfaction and aesthetic pleasure from benefiting the society. In this way, artistic taste is cultivated in them, correct ideas about the harmony of forms are formed.

We believe that it is appropriate to form the content of technology education based on the following requirements:

1. Approach to the tasks of technology education taking into account the creative features of students.

2. To provide the technology education process with the maximum amount of productive work as possible and to include it in the educational activities.

3. Classification of the content of technology education taking into account the age of students and the production environment.

4. Introducing each student with the same amount of knowledge and skills.

5. Ensuring the connection of technology education with other academic subjects.

Taking into account these requirements, it is appropriate to design the content of technology education taking into account the following factors:

1. It is appropriate to divide the content of technology education into stages taking into account the age characteristics of students and the tasks set in the educational process.

2. Consistency between the stages of education should be provided in the content of educational programs.

3. It is necessary to determine at what stages of technology education it is appropriate to classify its content and what should be followed in its implementation.

4. Students can be trained according to different programs, but their perception of the basics of modern production should be the same, for this it is necessary to include a certain amount of knowledge and skills in all programs [5].]

In today's conditions where science, technology and technology are rapidly developing, we believe that it is appropriate to adapt the system of training students of higher pedagogical educational institutions to life and work.

1. Adapting the form and content of technology education to the need for professions necessary for the development of the country's economic sectors.

2. Orientation of technology education and upbringing to the issues of professional mobility of students, social protection of the profession in the labor market.

3. To introduce students to technologies that have not yet been put into practice.

4. Implementation of the organizational and pedagogical principles of ensuring the integrity of technology education directly in the educational process.

The following conditions should be created when implementing reforms in the main areas of technological education development:

- teaching the organizational, economic, technical and technological foundations of the production of material goods during the educational process;

- to include sections in the content of professional areas, information about modern techniques and technologies in educational programs for the development of creative abilities and independence of students;

- wide introduction of new pedagogical and information technologies in technology education classes;

- improvement of material and technical support of technology education.

In order to eliminate the existing theoretical and practical, social, pedagogical and material-technical problems and conflicts of technology education, as well as to prepare students for life and career in the new society, knowledge of modern trends of career in students. Training technology education teachers at the level of modern requirements in the formation of skills and qualifications is an important issue for higher pedagogical educational institutions.[2]

In our opinion, a teacher of technology education who is able to solve the mentioned problems and conflicts should have the following professional qualities:

The preparation of a teacher of technology education, however reasonable, is not considered complete. It is known that today's production is developing at a very fast pace, and accordingly, work tools and technological processes are continuously improving. This must be reflected in technology education to a certain extent.

Therefore, a teacher of technology education is a person who provides information to students on new techniques and technologies. He should be knowledgeable in all aspects, talented in his profession. For this, he should acquire in-depth knowledge of specialized subjects in higher pedagogical educational institutions and be able to apply them in his work.

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