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Didactic Opportunities for the Development of Professional Competence of a Technology Teacher

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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.

Keywords: teacher, technology, professional competence, competence, innovations, personnel training, development of professional competence, didactics, comprehensively developed personality, educational plans, educational programs.

In order to fundamentally revise the content of personnel training in accordance with the priority tasks of the socio-economic development of our country, and to create the necessary conditions for the training of specialists with higher education at the level of international standards, the Resolution of the President of the Republic of Uzbekistan No. PQ-2909 “On measures for the further development of the higher education system” dated April 20, 2017 was adopted.[1]

This resolution approved the Program for the Comprehensive Development of the Higher Education System for 2017-2021 to improve the quality and radically improve the level of higher education, strengthen and modernize the material and technical base of higher educational institutions, and equip them with modern educational and scientific laboratories and information and communication technologies.

At the same time, it is emphasized that a number of urgent issues related to the timely preparation of highly qualified personnel in the necessary specialties for the socio-economic development of the regions of our republic in accordance with the needs of economic sectors and branches, the formation of the content of higher education in accordance with the technical, technological, production relations and prospective development programs at enterprises and institutions, and the placement of personnel in their profession and specialty have not been fully resolved. .[1]

In order to meet the social need for personnel with professional competence that has arisen due to changes in the field of education, it is necessary to continuously develop the quality of the educational process in pedagogical higher educational institutions, as well as in other higher educational institutions. One of the important activities to be carried out in this direction is the formation of a new generation of specialists, the development of the competitiveness of future

personnel, the upbringing and education of a spiritually and morally mature, independent worldview, creative thinker, devoted to a rich national heritage, as well as universal and national values.

The above considerations prompted us to the need for a theoretical substantiation of the effectiveness of the system of training 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, based on the level of preparation of students, the results of scientific research conducted and many years of experience, it was possible to identify the following shortcomings and contradictions in the process of developing the professional competence of a future technology teacher

A number of didactic tasks are solved in the process of training a technology education teacher. The most important of them is to reveal the tasks of technology education in higher pedagogical educational institutions, the content of the educational institution's curricula, curricula, their ideas and organizational principles. Its importance lies in the fact that both the tasks of technology education and the content of its programs are changing. The teacher must be prepared for the fact that during his pedagogical activity he will have to review the content of technology education several times and work with new and improved programs. This is required by the development of science and technology. Therefore, it is not enough to simply know and remember the tasks and content of technology education specific to a certain period of its development, but also to find out the reasons for their origin, what methodological and pedagogical guidelines lie behind them. Only then will it be easy to perceive and explain any significant changes in the tasks and content of technology education. [4]

It should be remembered that the tasks of technological education are set and solved at different levels.

For example, the most important task of higher pedagogical educational institutions is to form a positive attitude towards work and profession in students. This task, which concerns both the educational process and the extracurricular activities of the entire pedagogical team, is carried out by all subjects without exception.

Tasks such as labor education and directing students to a profession are solved in most academic subjects together with technological education. Technological education is of particular importance in solving these tasks, since in the organized classes on technological education, favorable conditions are created for attracting students to productive work, introducing them to the basics of modern production, instilling in them a love for modern working professions, and so on.

In addition to the above tasks, secondary tasks are also set, and they are mainly solved within the framework of technological education, or they are the tasks of an educational institution and are implemented using specific special tools. For example, the development of creativity in students, participation in experimental work occurs mainly in the process of technological education and in work outside the practical classes organized on its basis. The same can be said about the formation of practical knowledge and skills in wood and metalworking, mechanical processing, machine maintenance, etc. [6]

In the process of technological education, physical activity is combined with mental activity. Students have to design objects, develop technologies for their manufacture, and solve a number of other creative tasks. Thus, technological education is carried out together with thinking activity, which allows students to develop intellectually.

In the process of technological education, conditions are created for aesthetic education. If students make beautiful objects, they gain spiritual satisfaction from the benefits they bring to

society, and they also receive aesthetic pleasure. At the same time, they also develop artistic taste, and form correct ideas about the harmony of forms.

We believe that the formation of the content of technological education should be carried out on the basis of the following requirements:

1. Approach the tasks of technological education taking into account the creative characteristics of students.

2. Provide the technological education process with the maximum possible amount of productive labor and include it in the structure of educational activities.

3. Differentiate the content of technological education taking into account the age and production environment of students.

4. Introduce each student to the same amount of knowledge and skills.

5. Ensure the connection of technological education with other academic subjects.

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

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

2. The content of the curricula should provide for consistency between the stages of training.

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

4. Students can be trained in different programs, but their understanding of the foundations of modern production should be the same, for this it is necessary to include some fixed amount of knowledge and skills in all programs.[5]

In today's conditions, when science, technology and engineering are developing rapidly, we believe that it is appropriate to adapt the system of preparing students of higher pedagogical educational institutions for life and work to the following:

1. Adapt the form and content of technological education to the needs of the professions necessary for the development of the country's economic sectors.

2. Focus technological education and training on the issues of professional mobility of students and social protection of professions in the labor market.

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

4. Implement organizational and pedagogical principles of ensuring the continuity of technological education directly in the educational process.

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

- teach the organizational, economic, technical and technological foundations of the production of material goods in the educational process;
- to include sections on vocational areas, information about modern techniques and technologies in the curriculum to develop students' creative abilities and independence;
- to widely introduce new pedagogical and information technologies into technology education classes;
- to improve the material and technical support of technology education.

In order to eliminate the current theoretical and practical, social, pedagogical and material and technical problems and contradictions of technology education, as well as to prepare students for life and profession in a new society, and to form knowledge, skills and qualifications in students about modern areas of profession, it is certainly an important issue for higher pedagogical educational institutions to train technology education teachers at the level of modern requirements.[2]

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

No matter how well-founded the training of a technology education teacher is, it is not considered complete. It is known that modern production is developing very rapidly, and accordingly, labor tools and technological processes are continuously improving. This, of course, should be reflected to a certain extent in technology education.

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

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