CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 10 Pages: 34-41
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

Journal Website: https://masterjournals.com/index.php/crjp

Research Article

FORMATION OF PROFESSIONAL COMPETENCE OF TEACHERS OF FUTURE TECHNOLOGICAL EDUCATION

Submission Date: October 05, 2022, **Accepted Date:** October 15, 2022,
Published Date: October 30, 2022
Crossref doi: https://doi.org/10.37547/pedagogics-crjp-03-10-06

Kodirov Mahmudjon Mukhammadjonovich
Independent Researcher Of Tashkent State Pedagogical University, Uzbekistan

ABSTRACT

this article constantly improves his knowledge and skills, regularly studying modern pedagogical and information technologies, advanced pedagogical experiences, methods and methods, and regularly developing pedagogical professional competence, so that the educator is a mature master of his profession, a teacher, has certain pedagogical skills and successfully carries out his activities even in problematic situations.

KEYWORDS

Gnostic, hard work, discipline, lesson, education, competence, method, upbringing, analysis, engineer, profession.

INTRODUCTION

By improving the education system in our republic, great attention is paid to the training of strong-willed, active and initiative personnel capable of comprehensively mature, competent, independent thinking.

The modernization of technology and technology in production at the present time, the rapid development of Science and science, requires specialist personnel to independently and regularly deepen, update, supplement and expand their knowledge.

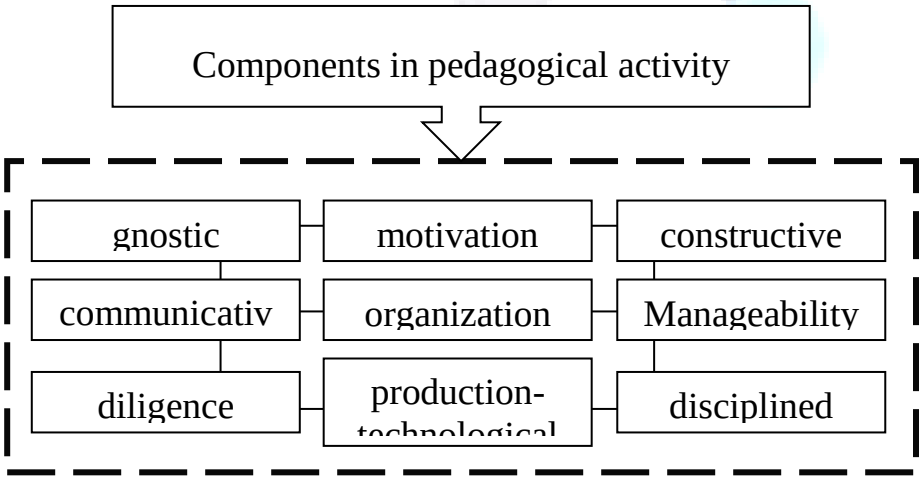
CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 10 Pages: 34-41
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

The educator, whose professional competence is formed, is a mature master of his profession – a teacher pedagogue, with certain pedagogical skills. In order for the educator to successfully conduct his activities in all situations, he constantly improves his knowledge and skills, regularly studies modern pedagogical and information technologies, advanced pedagogical experiences, methods and techniques, and develops pedagogical professional competence. It becomes clear by itself that a teacher with such personal competence is the owner of high universal cultures: morality, values and prestige, and not just the culture of Labor. On the basis of ideas, circumstances, theory and approaches, which are selected as the methodological basis for the implementation of any research, a theoretical idea is reflected in which the essence of the phenomenon being studied is interpreted, representations about the object are modeled, mechanisms for its effective development, motor and pedagogical conditions are determined.

In order to achieve educational goals in the training of personnel in the direction of technological education, as well as the content of Education common to the entire higher education system and new principles of its organization – the flexibility and variativeness of the content of education; the possibility of introducing educational resources in continuous, continuity, consistency and teaching processes in relation to the stages.

Pedagogical activity includes a system of activities in the conditions of instructions and restrictions aimed at the pedagogical goal, as well as a sequence. In this case, pedagogical tasks must be solved in a certain period of time and correspond to the principles of pedagogy. Pedagogical activity includes the educational impact of the teacher on the personal, intellectual and active development of educators and educators.

Together, these components of pedagogical activity provide a connection between the formation and consequentiality of pedagogical skills. If these organizers of pedagogical activity are not well formed or one of them is not formed at all, the effectiveness of solving pedagogical tasks is not ensured. In Kuzmina's [2] Research, a structure of pedagogical activity consisting of five components, they are: Gnostic, design, organizational, communicative, constructive, to which, as a result of our research, another part is added, which is the production-technological part (Form 1).



CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 10 Pages: 34-41
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

Form 1. Part of pedagogical activity

The Gnostic component provides for the acquisition and accumulation of new knowledge about the mechanisms and laws of pedagogical activity, while constantly generalizing and systematizing scientific knowledge, transforming it into educational knowledge. It is inextricably linked with the ability to distinguish, analyze knowledge, express problems that arise, set tasks for oneself and solve them, seek new knowledge.

The motivational component is associated with a set of psychological reasons that explain the human behavior, its connection and activity.

The content of the constructive component, the forms of conducting classes, the choice of objectives and methods of the course being studied, and the creation of a composition, the solution of each pedagogical task that arises, the ability to quickly introduce changes into its activities in changing conditions, the pedagogical strategy, the combination of tactics into one and the qualification of evaluating its results.

The communicative component is characterized by interaction in the team and is considered in two types: interaction on the horizontal (pedagogue and educators) and interaction on the vertical (head of the pedagogical system and partner in activities). Communicative abilities are explained by the establishment of relationships aimed at a pedagogical goal. They are based on four factors: identification, the ability to sensitivity to individual characteristics of students, a well-developed intuition, and aggressive characteristics [4].

The organizational component consists in solving the task of carrying out the planned work, being able to correctly distribute its strength and the forces of students in educational and other activities, regulating labor and interaction, determining responsibility, controlling.

Manageability is the management, guidance, example, analysis and evaluation of the results of the process of professional activity.

Diligence-professional curiosity, social activity, diligence, discipline, perseverance, initiative, enthusiasm.

Disciplined is a feeling of respect and adherence to the norms of law and morality of the work Collective in which he works, as well as certain rules of behavior and order that meet the requirements of the institution.

The specificity of the production-technological component lies in the fact that technological education constitutes the process of education and upbringing associated with production in the conditions of material and technical production of the teacher, the master of educational production. Organization of production and knowledge of the sale of products.

It is known that the master of production education performs the following (work) tasks: repair and adjustment of production and technical means, development of production and technical documentation, carrying out settlement analysis work in this area of production, performing the labor of a highly qualified junior specialist (according to this profile) at the level of the third-fourth discharge.

As for the labor activity of the teacher, its production and technological activities include: repair and adjustment of educational and demonstration equipment, demonstration of students ' work methods and operations in the process of theoretical education, development of the technological process and documentation corresponding to it, didactic maintenance of the educational process, carrying out

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 10 Pages: 34-41
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

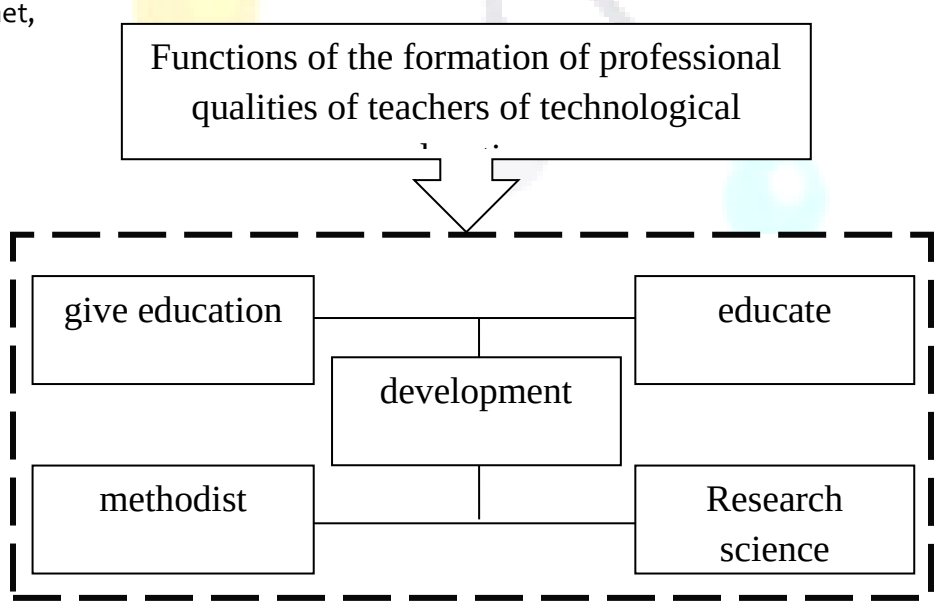
settlement analysis work to guide it and the technical The production and technological activity of a teacher of technological education is manifested, on the one hand, as the labor of an engineer, and on the other, as a complex manifestation of the labor of a qualified specialist. The uniqueness of the teacher of technological education is that most often, regardless of the wishes of his subjects, the main forms of activity are carried out in an internally unified way and in the same unit of time.

This is evidenced by the result of a detailed analysis of the main types of pedagogical activity of a teacher of technological education. It turns out that production and technological activity occupies a solid and sufficiently significant place in at least 10 different main types of labor of a teacher of technological education:

1) lesson planning,
2) conduct a lesson,
3) repair and adjustment of technical means of training and uncomplicated training equipment,
4) Preparation of samples for training in a technical circle and lesson,
5) equip the Cabinet,
6) acquaintance with new techniques and technologies,
7) study of technical and other literature,
8) participation in technical societies,
9) lead technical creativity circles,
10) spiritual and educational propaganda work [1].

The suitability of a teacher of technological education for the profession is a level of engineering and pedagogical activity, which is distinguished by stability, regardless of subjective conditions, is based on individual preparation for the successful performance of educational and educational tasks. This is the corresponding knowledge and experience of the Educator of technological education, who is able to foresee probable results, evaluate them, analyze the pedagogical situation and model an effective system of activity on the way to achieving the sought results, make adjustments to his activities and substantiate it.

From this point of view, the professional suitability of a pedagogical of technological education can be considered as a stage of professional maturity, as the initial stage of the formation of a professional essence.



CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 10 Pages: 34-41
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

Form 2. Functions of the formation of professional qualities of teachers of technological education

The analysis of pedagogical experience shows that the process of teaching in higher educational institutions is limited to the formation of knowledge, qualifications and skills, taking into account their own professional experience obtained at the first stage of training in the system of continuous technological education of students, without specially organized work on the formation of professional suitability of students and the diagnosis of The result of the training of a teacher of technological education is an expression of the combination of a high level of formation of special knowledge, qualifications and skills and the development of professionally significant qualities, and only in the condition of highly developed, balanced professional qualities and special knowledge, qualifications and skills, it manifests itself as a holistic whole model (Form 2).

The implementation of the above-mentioned measures will serve as an important factor in further increasing the contribution of teachers of future technological education to raising the economy of our country, their transformation into an active fighter of national ideology and national interests. It is also important to carry out active measures to attract graduates of Higher, Secondary-special and secondary educational institutions to entrepreneurial activity.

The professional competence of the future teacher of technological education is determined by psych pedagogical and general education, as well as special training, formed on the basis of modern scientific and technical knowledge. The purpose of training a teacher of technological education as an engineer-technologist is to ensure the psych pedagogical and technical training of these specialists in the system of higher pedagogical education. Training of a teacher of technological education in all spheres of higher education institutions in the classifier of training of highly qualified personnel have been established and received education in subjects adapted from a pedagogical point of view, it is necessary for the growing generation to perform such tasks as solving educational and educational issues.

The ultimate goal of training teachers of future technological education is made up of the personality of the teacher, whose professional competence is formed, which occupies a system of professional skills, specialties and psychopedagogical knowledge in the field of pedagogical activity. The ultimate goal not only notes the ability of the future teacher of technological education to solve existing problems, but also means its orientation towards universal development and the solution of promising problems of training pedagogical personnel.

As the ultimate goal of the formation of the professional competence of the teacher of the future technological education, the following will be highlighted:

- in the formation of the professional and pedagogical competence of the teacher of the future technological education, the main attention is paid to the formation on the basis of the means of educational science, the content of pedagogical activity and the personal capabilities of the student;

- it is based on the fact that the content, tasks of professional and pedagogical activity, with a holistic picture of the problems solved in this process and the difficulties that are likely to arise, can achieve personal activity;

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 10 Pages: 34-41
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

- the preparation of the future teacher of technological education from a psychopedagogical point of view is aimed at a specific goal, that is, at the structure and content of pedagogical and psychological knowledge, determined by the specificity of technological education organized in an educational institution;

- expected and achievable results from the professional and pedagogical activity of the future teacher of technological education are the personality of the student, his orientation (requirements, interest, valuable orientation, work, consciousness, reasons); level of education (knowledge, qualifications, skills, aspirations and skills to constantly enrich his knowledge); State of upbringing (in spiritual, aesthetic, physical, labor, etc.); socialization (readiness to organize active professional and social; culturology (the ability to accept socio-cultural values, is determined by such a state as intellectual, economic, environmental, culture, culture of mental and physical labor, the content of relations and the Hulu). The highest level of expected results is the professional quality of the teacher. Modeling the professional activity of a teacher of technological education is one of the factors that serve to provide a positive solution to the problem in the framework of this study. Therefore, it is required to model the professional and pedagogical activity of students, to have information on its essence and conditions.

In order to achieve educational goals in the training of personnel in the direction of technological education, as well as the content of Education common to the entire higher education system and new principles of its organization – the flexibility and variativeness of the content of education; the possibility of introducing educational resources in continuous, continuity, consistency and teaching processes in relation to the stages

In the formation of professional competence, it is revealed that young people on the basis of universal and national values have complete knowledge about the development of production areas, the application of modern techniques and technologies to certain areas, ways of their effective use in the further improvement of independent development of our country. A modern specialist should be able to capture innovations in the field of his professional activity, see the directions of development in the future, as well as ways to solve emerging problems. Professional quality consists in the formation of a sense of respect for the owners of the profession, professional pride in the orientation and training of formed youth in the profession.

Professional competence is understood as a characteristic of the totality of professional qualities that are relevant for the performance of their direct professional functional duties within the framework of qualification requirements. In this regard, professional competence is considered as the basis of the professional competence of teachers of future technological education, as well as analysis of technological, production and technological processes, analysis of technical documentation and assignments, careless implementation of the labor process, compliance with technological requirements, acquisition of additional qualifications, high level of Organization of culture and processes, production requires the presence of professional competencies, which are formed through elements of activities such as the elimination of technical and technological failures that arise in the process.

The basics of the above activity include competence, which is necessary not only for a specific specialist, but also for representatives of all specialties. For example, a tendency to knowledge, organization, ability to lead a team, readiness to organize social activities. The

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 10 Pages: 34-41
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

types of activities in which the second and third structural foundations of the model of a specialist, in which professional competence is formed, determine the specific requirements imposed for a particular profession. The levels of assessment of professional competence are determined based on criteria.

The teacher of technological education must first of all occupy the following system of skills related to the design of the content of Education: constructive description of teaching goals (educational, educational and development); determination of indicators reflecting the level of formation of knowledge, skills in certain professional activities in educators; drawings, schemes, projects, technical-technological and organizational and economic exercises and methods of; to determine the indicators that ensure the acquisition by educators of the necessary information on the formation of theoretical and practical knowledge and skills, etc. In the process of forming professional competence, it is important to study the individual characteristics of teachers of future technological education, organize the process of mastering professional competence, and evaluate its results. Professional competence, which serves to determine the necessary educational result of educational activities, forms a separate system. It also includes the requirements for the spiritual worldview and its essence, as well as the level of general culturology.

From the point of view of its structure, it is necessary that the model of a specialist whose professional competence is formed includes components that allow it to be changed and corrected, affect the effectiveness of activities and are easily transported. The model of a specialist whose professional competence is formed, which has a four-part structure, is the most common model.

The Expert model in which professional competence is formed is a template that ensures the successful solution of problem situations arising in the production sector, describes certain competencies, and reflects the independent knowledge and self – development of the professional.

When creating this model, a set of corresponding personal qualities is regulated for a certain type of professional activity. In its content, the following situations are reflected: types of professional activities, tasks and responsibilities, personal qualities, knowledge and skills, typical for different positions and different jobs. Such models play an important role in the selection and placement of Personnel, their certification, as well as the creation of programs for training and retraining of specialists, the professional qualities of which are formed.

In the formation of professional competence in teachers of future technological education, it is a template that provides a successful solution of pedagogical and technical-technological problem situations arising in the educational and production process, describes motivational qualities, intellectual potential, emotional-volitional qualities, subject-activity skills and self-management qualities, has an organizational shell and reflects creative thinking, independent knowledge and self-development.

As a product of the process of formation of professional competence of teachers of future technological education, its preparation on the basis of acme logical, activity and competency-based approach Education serves as the basis for the content of the necessary personal, professional and individual qualities in them. And this is due to the fact that the professional competence of the personality of the future teacher, which fully meets the requirements of state educational standards and the social customer,

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 10 Pages: 34-41
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

ensures the professional formation of a mature specialist.

REFERENCES

1. Zeer E.F. Personality-oriented professional education. – Yekaterinburg, 1998. – 186 p.
2. Kuzmina N. V. Abilities, giftedness, talent of a teacher. L., 1985. 30 p 3. Kadirav M.M. Formation of professional qualities of future teachers of technological education.: Dissertation of doctor of philosophy in Pedagogical Sciences-T.: 2020. - 153 b.
3. Mitina, L. M. Teacher as a person and a professional - M.: 1994. - 216 p.
4. Moslimav N.A. Theoretical and methodological foundations of the professional formation of teachers of vocational education.: Dissertaion of pedagogical science. dokt. - T.: 2007. – p 275.