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Research Article

THE PLACE AND ROLE OF INSERVICE TRAINING IN THE PREPARATION OF FUTURE TECHNOLOGY EDUCATION TEACHERS

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ABSTRACT

The article describes the organization of professional practice in pedagogic higher education institutions and the role of practice in the educational process.

KEYWORDS

Practice, student, professional skills, practice manager, development, efficiency, work, independent.

INTRODUCTION

Production practice is important for the future teachers of technological education to correctly implement the acquired theoretical knowledge in their future professional activities. During the production practice, the formation and development of the knowledge, skills and qualifications of the future teachers of technological education is carried out. In order to prepare future teachers of technological education at the level of demand for professional activity, it is necessary to first of all give them sufficient theoretical and practical knowledge in this direction and achieve their mastery at the level of the requirements of the State Standards.

During the period of production practice, an opportunity is created for the future specialist to master his profession in depth from a practical point of view. This will serve as a basis for the future technological education teacher to become a master of his work. In the process of production practice, opportunities for full formation of professional skills are realized. Production practice is also considered a

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direct educational process, and its proper organization and conduct play an important role in preparing future teachers for their future independent professional activities. That is why it is required that the team of the future teaching department, Methodist teachers, pedagogues and psychologists, future teachers of technological education, production enterprises and general education schools take a serious approach to this work.

Another of the main goals of the production practice is to apply the acquired knowledge in solving specific scientific, technical, production, economic, social, cultural tasks, to work creatively, to feel the responsibility in making a decision from the process of setting the problem being developed to its full completion. It is to ensure the readiness of future teachers of technological education to work independently in the conditions of modern production, economy, technology development.

Qualification and production practice in the training of future teachers is the final stage of professional training. Its characteristic feature is that at the stage of production practice, the future technological education is organized in the conditions in which future teachers should conduct independent professional activities in the profession they occupy. This is done taking into account the performance of the tasks defined in the production practice program.

During the period of industrial practice, the training of future technological education teachers in many subjects is continued and the fundamentals of the studied subject are further deepened.

As a result, the level of professional training of future technological education teachers will increase. A conscious approach to the chosen profession is formed. In the process of production practice, it is decided to observe the educational activities, analyze them, summarize the identified information, and finally draw a logical conclusion. Based on the knowledge, skills and qualifications of methodology, pedagogy, psychology, young physiology and technological education practicum, future teachers learn the methods of conducting educational work and apply it in their daily professional activities.

As a result of the analysis, it became clear that currently the didactic possibilities of production practice are not sufficiently defined, the process of mastering the content of practice areas and knowledge of acquired knowledge, skills and qualifications, the process of practical application is not sufficiently researched theoretically and practically, providing knowledge from special and elective subjects in the content of production practice, there are cases in which future technological education is not taken into account in terms of the formation of skills and qualifications of teachers. Therefore, it is extremely necessary to prepare future teachers of

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technological education with high knowledge and skills so that they can incorporate new theoretical and practical knowledge into the content of production practice, form the necessary knowledge and skills, and acquire knowledge important for various fields. In order to solve these tasks, it is necessary to select its content in order to scientifically base the production practice, to form their interconnected system using the pedagogical and information technologies used in this process.

When learning the content of the practice, distinguishing and mastering the important concepts in it, it is necessary to activate the following:

- reducing the possibility of a subjective approach to determining the state of production practice during the study of topics;

- attracting the attention of future teachers to the important aspects of production practice;

- expanding creative initiative and independence of future technological education teachers;

-using didactic tools and implementing organizational work on its use step by step;

-creating creative cooperation between the managers of production practice and future teachers of technological education;

- forming the scientific worldview of future technological education teachers in harmony with social life based on the requirements of the time.

It should be noted that production practice also helps to form the outlook of future technological education teachers, increases the efficiency of their knowledge acquisition process, determines the important directions of improvement of production practice that can meet the social requirements of the development of future technological education teachers, helps to acquire knowledge perfectly.

Such a worldview participates as a methodological direction in the study and evaluation of events in material and social existence, production practice helps to ensure systematicity, production practice managers can perform methodological tasks of acquiring knowledge during practice, and prepare future technological education teachers for independent learning, creativity and entrepreneurship. encourages.

For this, it is necessary to scientifically enrich production practices in science programs of higher educational institutions of pedagogy, to highlight the basic knowledge that needs to be acquired, and to reflect the connection of compulsory and optional subjects with production.

One of the urgent problems faced by the production practice implemented in higher educational

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institutions of pedagogy is the creation of necessary pedagogical conditions for future teachers of technological education to find a suitable place in social life when they master a certain field of science. Technological developments that serve to scientifically perfect the content of such practice, to increase its quality and efficiency are necessary today.

Having studied the current state of production practice in pedagogical higher education institutions, we were able to determine the following directions for its modern implementation:

- to determine the prospective directions of organization of production practice;

- analysis of the current situation and theoretical approaches in this field;

- development of its consistent system, methods of implementation and criteria for determining knowledge, skills and qualifications formed as a result of it;

- on the basis of experience and testing, to determine the pedagogical conditions that serve to develop the thinking of future teachers of technological education;

- to create the theoretical foundations of production practice, to determine its level of efficiency.

The relevance of this issue is clearly reflected in the creative thinking of future technological education teachers, their activity in acquiring knowledge. Therefore, education of a free-thinking, creative, well-rounded person who is loyal to the ideology of independence of our country requires increasing the efficiency of production practices in production enterprises. From this point of view, the practice of production provides a solution of promising tasks in education.

It is necessary to form social skills and competences in future teachers of technological education in production practice, acquiring knowledge from compulsory and elective subjects and developing imagination. After all, it is important to combine theory and practice, to incorporate the results of research and innovation projects into practical content, to provide didactic support for this process in the continuous education system, and to apply modern pedagogical and information technologies in practice.

Today, there are problems of finding ways to improve the content of production practice and its structure, developing didactic foundations of production practice based on the ideas of modern scientific integration. Within the scope of this problem, it is necessary to research the following issues: to determine the didactics of the modern organization of production practice, to explain to future technological education teachers their purpose in the organization of production practice, to introduce compulsory and elective subjects to determine the ways to increase the

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efficiency of production practice in training, to determine the didactic principles that serve to organize production practice, to justify its prospective possibilities, to expand the educational and educational possibilities of this process based on the organization of production practice, to develop scientific and methodical recommendations related to them.

In order to improve the thinking activities of future technological education teachers in production practice, work should be carried out in the following main directions: improvement of production practice tasks based on analysis and separation of their relational features, differentiation, classification, development of production practice tasks according to the possibility of acceptance by future technological education teachers summarizing the special features of the basic concepts of mandatory and optional subjects when distinguishing the tasks of the release practice.

We offer to use the following requirements in mastering production practice materials: selection of tasks presented in production practice, use of acquired knowledge to perform them, achievement of representation of acquired knowledge through drawings using visualization in performing tasks, assignments on new topics, changing additional materials, systematization of imparted knowledge, ensuring integration between closely related production practices, this integration envisages the formation of mutually harmonized skills and competencies.

The ability to acquire knowledge based on production practice, transfer knowledge and methods of action from compulsory and optional subjects to another shows their activity. In carrying out these specific tasks, future technology education teachers feel that their thinking activity has expanded. It is based on the ability of future technological education teachers to understand the actions they are taking and to perceive the materials of production practice in solving problems it is important to analyze the results and strengthen the generalized actions that lead to concrete results.

The head of the internship ensures that the future technological education teachers conduct organizational activities (instructions on the procedures for conducting the internship, safety techniques, etc.) before going to practice, leads the scientific and research work provided for in the department's assignments, the places of production practice are the labor and household service of the future technological education teachers. supervises that the conditions are provided as normal, the compliance of future technological education teachers with internal labor procedures, participates in the work of the commission that evaluates the results of future technological education teachers on the results of

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production practice, reviews the report of future technological education teachers on production practice, about their work makes a recommendation, submits to the head of the department a written report on the practical training of future technological education teachers, including suggestions for improving the practice, showing shortcomings in their practical training.

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