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Research Article

THE IMPORTANCE OF TECHNICAL COMPETENCE IN DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE TECHNOLOGY TEACHERS

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ABSTRACT

This article provides information on the problems and their solutions that arise in the development of students' technical creativity, the formation of professional competence in the training of future technology teachers.

KEYWORDS

Technical creativity, professional competencies, integration, pedagogical technology.

INTRODUCTION

In the modern conditions of socio-economic development of our country, the problems of raising the younger generation require an increase in the professional level of training pedagogical personnel. The improvement of the preparation of technology teachers for the pedagogical management of technical creative activities of schoolchildren, especially those closely related to technical disciplines, is determined by the need to develop the personality of students. [1]

Professional training of students of pedagogical universities in the field of technical creativity can be defined as an integral part of professional competence, as a purposeful theoretical and practical activity of the individual. This is reflected in the unique educational technologies that form the mechanism for the effective development of the student's personality as a future teacher. [4]

The updated content of the general education system requires new approaches to training future technology teachers, taking into account the creative nature of work activities in general education schools.

Understanding the importance of professional training for future teachers to work with students in the field of

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technical creativity requires the improvement of theoretical foundations from the perspective of organizing their education in higher educational institutions.

LITERATURE REVIEW

In pedagogical practice, the professional competence of a future technology teacher is considered as knowledge, skills and abilities in the field of systemic education, including pedagogical activity.

The issues of improving the quality of training future technology teachers, forming their professional competence, have been considered in the research of such scientists as V.P. Bespalko, S.O.E. Lebedeva, A.K. M. I. Rozhkova, V.A. Slastenin, E.V., Tolipov, U.K., Sharipov Sh.S., Muslimov N.A., Kuysinov O.A., Orinbetov N.T., Ismailov, T.D., Tageev A.A. and others.

RESEARCH METHODOLOGY

The structure of the future technology teacher's professional competence in the field of technical creativity primarily includes the following components: motivational (responsible and value-based approach to learning activities)

- values, interests, needs, abilities, inclinations), cognitive. (expressed in educational knowledge, skills, abilities in the field of performance and leadership), activity-based (mastering the technology of pedagogical intellectual and technical work), creative (or techno-creative, including the technical creative ability of the individual) - evaluative-effective (relative corrector for the effectiveness of technical creativity);
- the technology of integrated design for the development of professional competence of future technology teachers in the field of technical creativity of students has been substantiated;

Taking into account the characteristics of the described phenomenon, a set of evaluation criteria (reproductive, productive, and creative) was formed in accordance with the levels of competence: primary, secondary, and qualified.

As a result of studying the problems of developing technical creativity as a tool influencing the formation of professional competence of future technology teachers, the following information can be presented:

- insufficient development of pathways for the formation of the future teacher's professional competence in the field of technical creativity based on modern requirements;
- the objective need of the general education system for a professionally qualified technology teacher and the insufficient level of their preparedness in the field of technical creativity;
- in proposals for the training of future technology teachers, the practical significance of the educational process in higher education institutions and the lack of information based on the development of technical creativity in the development of their professional competence. Based on this information, the methodology is prepared on the following bases:

Identify the content of technical creativity and demonstrate its role in the professional training of technology teachers and study its psychological foundations.

2. Demonstration of the composition of professional competence of future technology teachers in the field

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of technical creativity, the content, forms, methods and means of its formation.

3. To study the criteria for assessing the level of professional competence of future technology teachers in the field of technical creativity.

The content of technical creativity is revealed as a means of developing the professional qualification of future technology teachers in organizing and conducting educational work with students of different school age in modern conditions of practical training. Technical field related to the study, design, and production of technical objects that have subjective or objective novelty. Its importance in increasing the level of preparation of students for independent professional activity is shown;

Therefore, an important problem of modern pedagogical education is the need to develop technical creativity as an important component of the professionally determined personal abilities of students, capable of meeting the demands of modern needs in the educational process in the future secondary school. Due to the increasing attention of science and practice to the problem of training pedagogical personnel as a pedagogical phenomenon, the need arose to study the process of developing technical creativity as a means of developing the professional qualification of future technology teachers in this process. At the same time, the technical creativity of a technology teacher is considered an integral part of their professional competence.

ANALYSIS AND RESULTS

Knowledge in the field of psychology about the characteristics and patterns of psychological development of schoolchildren is of great importance for the effective development of professional competence in future technology teachers of pedagogical educational institutions.

Using the scientific apparatus of creative psychology, we present this process as a psychological "mechanism" of creative activity, as a subjective action of the individual.

The demand for work is one of the most powerful factors in the development of technical creativity and the development of a student's creative personality. Analysis shows that technical creativity is a type of teacher's unique activity, its peculiarity is the production of ideal or material technical objects (or technical solutions) that have subjective or objective novelty and utility. We consider the technical creativity of a technology teacher to be the activity of organizing and conducting educational work with students of different school age in the technical field related to the study, design and production of technical objects. A distinguishing feature of a technology teacher's creative work is their reflection in the field of technology in the process of studying material technologies. [2]

The research results show that the development of technical creativity takes place in the professional and creative preparation of students for practical work in the organization and conduct of educational work related to the study, design and production of technical sciences with students of different school age. We consider the technical creativity of students as a form of activity, training them in pedagogical educational institutions, from the point of view of goals and objectives, as a means of developing the professional skills of a technology teacher. A future

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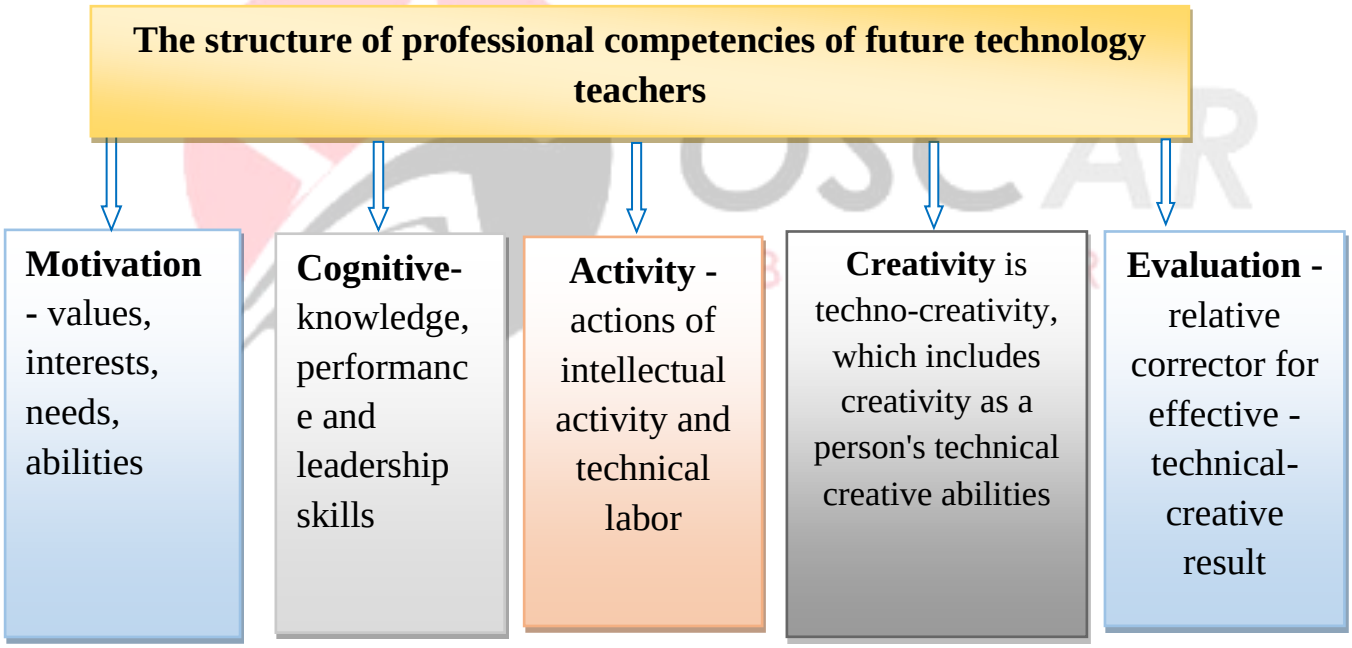
technology teacher should be not only an executive, but also an organizer of students' technical creativity (be able to prepare a teaching and methodological and material base, be able to unite students), as well as be able to lead this activity (corresponding to the students' creative activity).

Technical creativity can be characterized as a social phenomenon that encompasses a wide range of organized and unorganized segments of the population in the institutional education system and beyond.

Technical creativity is a unique intellectual and practical activity of a person in the process of transition from an idea to a result, its specificity is the achievement of objective or subjective innovation, as a result of which a material or ideal object is planned as a result. We define technical creativity as an activity and a socio-educational phenomenon. This is a tool for developing the professional competence of future technology teachers in the field of technical creativity, consisting in the further effective improvement of the teacher's professional and personal qualities, which allows for an assessment of the quality of their readiness for independent professional activity.



The essence of the future technology teacher's professional competence lies in their ability to successfully implement the requirements for the teacher, the educational process they organize, and the results of their professional activities, which we define as an integral multi-component, professionally significant personality trait.

RECOMMENDATIONS

The professional competence of a future technology teacher is characterized by the ability to carry out

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creative activity in the field of technology, the level of creative potential, the level of creative thinking, interest and needs for creativity in the technical field. At the same time, the ability of a teacher is understood as an integral property of his personality, which allows him to perform certain actions with the guaranteed achievement of the planned result in the technical field. Integrative - when a new personality is formed - the ability of the future technology teacher to carry out and organize technical creativity of both himself and his students.

The main goal of the research is to ensure the formation of professional competence of future technology teachers in the field of technical creativity. The interconnected content of theoretical and practical exercises is aimed at developing students' technical and creative abilities, acquiring independent professional and creative work experience in the technical field.

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