

PREPARATION OF FUTURE TEACHERS OF TECHNOLOGY IN THE CONDITIONS OF INNOVATIVE APPROACH

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ABSTRACT

The article reveals the content and directions of training future teachers of technology for professional and pedagogical activity in the context of an innovative approach to modern education. The substantive aspects of training are revealed: mastering the pedagogical technology of student-centered learning, immersion of future technology teachers in modern scientific research in technological education.

Keywords: Innovation, technology, technological education, personally-centered learning, research, monitoring, skills.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The large-scale reforms carried out in our country create great opportunities for active communication of young people with foreign peers in the field of science, their manifestation of their potential on a global scale. It was noted that all of this pursues a single goal - Uzbekistan should be competitive on a global scale in terms of science, intellectual potential, training of modern personnel, high technologies. All this made it necessary to improve the pedagogical skills of future teachers based on the requirements of globalization processes. The Strategy for the further development of the Republic of Uzbekistan in five priority areas in 2017–2021 as one of the priorities for the integrated development of the higher education system defines the task of continuously improving the quality of professional skills and the level of teaching staff [1].

In the modern preparation of the future teacher of technology, his pedagogical competence acts as a unity of theoretical and practical readiness for the implementation of professional and pedagogical activity in technological education. The research that we conducted in this area allows us to solve several problems related to the specifics of preparing a future technology teacher: to identify the difficulties that future technology teachers face in the process of shaping their readiness for technological education of students, to determine the initial level of general professional knowledge, skills, and the level of formation of the ability to create an innovative environment in technological education and in an educational institution, to study the characteristics of The development of the personality of the future teacher of technology in an innovative approach.

The university mainly uses the following traditional forms of education: lectures, practical and seminars, laboratory work. However, in recent decades there have been changes in the nature of education, namely the creation and use of innovative forms of education.

Pedagogical innovation is an innovation in pedagogical activity, a change in the content and technology of training and education, with the aim of increasing their efficiency.

The leading functions of innovative education can be considered:

- intensive development of the personality of the student and teacher;
- democratization of their joint activities and communication;
- orientation to creative teaching and active learning and initiative of the student in shaping himself as a future professional;
- modernization of the means, methods, technologies and material base of education, contributing to the formation of innovative thinking of the student [6].

Using the technology of student-centered learning in the preparation of future specialists, the person takes into account their individual characteristics in educational activities. In this case, a transition is required from an interaction built on a reproductive level to a problem level, which is aimed at stimulating students to professional and personal growth.

For the development of the student as a person in technological education, it is necessary to form his ability to think before to act, and to act competently without coercion, to reckon with his position. The learning process, which is focused on the individual, should be promising only when there are such forms of interaction between the technology teacher and the students, which activate the process of creative initiative among students: from “I have to” to “I want”. The basis of such learning should be creative freedom. In this case, one should not force, but create conditions for the development of students. Essentially, it is necessary to develop an understanding technology for future teachers in response to student actions.

It is necessary for future teachers of technology to develop the ability to understand the condition of students, as well as to anticipate the development of their behavior. In order for a teacher to understand his students, he should develop the following professional and pedagogical qualities: observation, sympathy, the ability to realize and properly respond to how students perceive and evaluate him, as teachers, knowledge of typical mistakes, ability to apply estimated characteristics, to compare changes, occurring as a result of learning. The future technology teacher should be able to provide positive emotional support and pedagogical protection for schoolchildren. Recognize the right of the learner to be himself. Accepting a learner means that without any preconditions, building a positive attitude towards him [6; with. 98].

The essence of the process of professional and pedagogical training of a teacher of technology consists in the resolution of individual educational deficiencies arising in the process of professional formation of a teacher. This process involves the enrichment of knowledge and skills of the teacher, the formation of professional competence necessary for the successful implementation of innovative activities through the preparation and implementation of individual educational programs.

A special place in the preparation of the future teacher of technology is assigned to the pedagogical teaching situation, which performs three functions: instrumental formation of professional pedagogical skills and abilities, development of professional pedagogical abilities; Gnostic-the formation of professional and pedagogical knowledge; socio-psychological - learning technology communication and the formation of professionally significant personal qualities. Each of the above functions corresponds to its own kind of pedagogical situation. They include: cognitive learning situations, role-playing learning situations that simulate learning situations [5; with. 72].

Among the many factors that determine the level of training of modern future technology teachers, the scientific rationale of the educational process in an educational institution is of

primary importance. A special place in this process is occupied by research activities, which is that it provides a certain vision of the goals and prospects for the training of technology teachers.

Improving the methods and technologies of the pedagogical process is manifested in the transition from monological to the dialogical interaction, which is associated with the transformation of the teacher's position and the student's position into personality-equal cooperation positions [2; p.145].

The problems of organizing the independent activities of future teachers of technology should include: insufficient scientific content of independent work, ways to stimulate it, forms and methods of implementation and control, the lack of appropriate conditions for the implementation of independent activities of students and their lack of basic skills of independent activity.

It is obvious that all of the above gives rise to the need to improve the methodological training of future teachers in a pedagogical university. It requires paying special attention to the formation of skills to carry out a detailed structuring of the educational process [6; with. 115]. To solve this problem, we propose the following steps and the corresponding tasks:

1. Analysis of regulatory documents to highlight the planned results.

At this stage, students study and analyze the curriculum "Technology". At the same time, the goal is set: to identify groups of planned results.

2. Perspective ahead.

At this stage, students are first invited to develop a bank of problem, research and creative assignments. This work is necessary to create a generalized complex of various educational activities presented in the form of various tasks. The use of a variety of organizational forms will ensure the growth of creative potential and cognitive motives of students. Thus, the use of methodological material will help to further effectively and quickly design the learning process [3; with. 84].

For example, you can offer the following types and forms of tasks:

- execute and protect:
- essay on the relevant topic related to the professions of the studied technologies;
- presentation of a profession or group of professions;
- information technology project;
- participate in a business game, role-playing game situations;
- testing by professional samples;
- participate in real excursions in enterprises;
- participate in the organization and conduct of round tables, discussions, meetings with representatives of specific professions;
- etc.

In our opinion, one of the effective forms of designing the educational process is such a modern form of methodological work on technology, such as a master class. The organization of master classes plays a particularly important role in teaching technology, since they are directed more toward the practical activities of future technology teachers.

To organize workshops, the future teacher of technology needs to know their content, requirements for conducting, be able to independently develop them. Preparation for master classes requires active creative mental activity from their developers.

The main goals of this activity are: firstly, to analyze the coverage of all competencies, secondly, to activate students' learning and cognitive activity, to arouse their interest.

3. Weekly planning.

At this stage, students, using the results of preliminary work, write out from it for a specific topic of the planned lesson. Further, the most significant ones are singled out when studying this topic and a certain type of this lesson.

As a generalization of this article, we can conclude that the proposed methodology creates the necessary conditions for preparing future teachers to design a modern lesson taking into account the requirements of the educational standard for implementing an innovative approach.

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