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MODELING THE METHODOLIGICAL ACTIVITY OF TECHNOLOGY EDUCATION TEACHERS

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ABSTRACT

In this article, opinions are expressed regarding the modeling of the methodological activity of technology education teachers and their current situation. Education of the young generation requires great responsibility and knowledge from pedagogues. The methodical activity of the teacher is of great importance in the development of science.

Keywords: technology, education, teacher, methodology, activity, demand, modeling, technology, development, knowledge, skill, science.

ANNOTATSIYA

Ushbu maqolada Texnologiya ta’limi o’qituvchilarining metodik faoliyatini modellashtirish va bugungi kundagi holati yuzasidan fikrlar ochiqlangan. Yosh avlodni tarbiyalashda pedagoglardan katta ma’suliyat va bilim talab qilinadi. O’qituvchining metodik faoliyati esa fanni rivojlantirishda katta ahamiyat kasb etadi.

Kalit so’zlar: texnologiya, ta’lim, o’qituvchi, metodika, faoliyat, talab, modellashtirish, texnologiya, taraqqiyot, bilim, ko’nikma, malaka, ilm, fan.

АННОТАЦИЯ

В данной статье высказываются мнения относительно моделирования методической деятельности учителей технологического образования и их современного положения. Воспитание молодого поколения требует от педагогов большой ответственности и знаний. Методическая деятельность учителя имеет большое значение в развитии науки.

Ключевые слова: технология, образование, учитель, методика, деятельность, потребность, моделирование, технология, развитие, знание, умение, умение, наука, наука.

Changes related to the new realities of socio-economic and political life, the desire for a world education space, the emergence of new information technologies, which are currently taking place in the education system forces to think about new ways to get out of the traditional framework, to find new approaches to the educational process.

The stage of acquiring a profession is an important stage of preparing a person for independent life. It is during the course of studying in higher educational institutions that future teachers

of technology education have basic ideas about the content and characteristics of the profession, the formation of primary professional skills and abilities, and the development of professionally important qualities of a person. will give.

The development of methodical competence in the process of technology education can be included among the most general goals of education:

• effective adaptation of students to dynamically changing socio-economic conditions and ensuring comprehensive socialization;

• formation of special knowledge, skills and abilities and development of professionally important qualities of a specialist.

It is necessary to design the educational process in such a way that as a result it is possible to prepare a teacher of technology education who can work in a new way and become a subject of pedagogical activity, therefore, the following should be formed in the process of professional-methodical training:

• pedagogical instructions for student development;

• ability to design one's pedagogical activities;

• ability to reflect on one's pedagogical experience.

In order to realize the educational goals, the content and technologies that meet the peculiarities of the training of the teacher of technology education should be formed.

Educational content is the most important component of the technology education teacher training process. No matter how diverse and effective the educational forms, methods and tools are, no matter how good the educational technology is, if the educational content is incorrectly defined, the quality of training of specialists will be good. it will not be possible to provide.

The content of education - educational preparation - is a category that determines the requirements for the final result of professional-methodical activity. The requirements for the knowledge, skills and abilities of the graduates, their general level of knowledge, breadth of worldview, level of intellectual development, the formation of needs and interests in acquiring knowledge, readiness for independent development of professionally important qualities are foreseen. These requirements are determined by society, depend on its level of development and change with the development of science, culture, production and society.

The content of education is the goal that the educational institution should implement for each future specialist.

In forming the educational content of the teacher of technology education, we specified the content of knowledge, skills and abilities, professionally important qualities that students should have in the process of teaching. In the formation of the teaching content, we use the content of educational information provided to students in the form of problems, tasks and exercises, and didactic units (learning elements) aimed at the formation of suitable skills and abilities, as well as professionally important qualities we specified.

In forming the content of technology education, contradictions arise between the subject (subject) character of teaching and the full-fledged, integrated character of professional-methodical activity, between the theoretical character of teaching and the reality of professional practical activity.

In the course of education, students study and master basic laws and regulations, principles, classifications and characteristics expressed in the form of theoretical rules. However, it is not

possible to transfer them directly to professional-methodical practical activity; between theoretical rules and real practical activities, there is practical knowledge that turns theoretical rules into practical recommendations. Practical recommendations can be given to students in a ready-made form, and then the knowledge will have a "planned" character. "Plannedness" aggravates the nature of the teaching content, making it more narrow, limited and temporary. Therefore, the most important problems in the formation of educational content and teaching content are the following: necessary and sufficient knowledge, skills and abilities for their implementation in professional-methodical activities, the most appropriate option, and the issue of educational information corresponding to this choice. and choosing the content of the set of tasks; determining the ratio and compatibility of fundamental and practical training alternatives to educational goals; determining the ratio and compatibility of theoretical and practical training alternatives to educational goals.

The content of knowledge necessary for the implementation of basic, professional-methodical activities can be interpreted in different ways. To ensure the vertical growth and horizontal movement of the teacher of technology education:

- knowledge, skills and abilities;
- the opportunity to express oneself creatively at work;
- a reserve of knowledge, skills and abilities for making decisions in extreme situations when the specialist is forced to go beyond the limits of fulfilling his obligations;
- in the system of performing labor obligations together with other people, it is necessary to correctly evaluate one's professional and methodical activity, to interact with them in the process of regulating one's own and their activity, as well as necessary.

In the conditions of the rapid development of technology and technology, science and culture, professional knowledge related to certain working conditions is quickly becoming outdated and requires constant updating. It is practically impossible to get acquainted with all available training technologies, materials, machines and mechanisms even in one specific production. At the stage of formation of the labor market, the possibility of professional mobility of specialists increases, which requires the expansion of their specializations. It is important to select the most important information from a large amount of information, so that students can use it wisely in different situations, forming a system of students' activity and knowledge, that is, providing them with fundamental education.

Fundamentalization of education represents the most important and unchanging set of contents that can be followed in practical activities. Here we are talking about knowing the basic principles and laws that allow us to correctly assess the possibilities of applying newly acquired knowledge. This is not the predominance of general scientific or general professional sciences, it is the determination of the most important knowledge for professional use in specialized sciences, the principles of their selection, the possibility of replacing each other, etc.

At the same time, an important problem of the formation of the content of professional-methodical training is to determine the appropriate ratio of theoretical and practical components in each subject.

The problem of development and improvement of the process of training teachers of technology education becomes urgent in ensuring coherence and continuity with general secondary

educational institutions. The content of technology education is formed on the basis of the following principles:

- personal-active approach;
- suitability for professional purpose;
- adaptation of educational content based on priority technologies;
- humanitarianization of education;
- integration of engineering and pedagogical knowledge;
- compliance of educational content with the nature and content of engineering-pedagogical activity.

Among the types of activities performed by the technology education teacher, the following can be distinguished:

- professional-methodical training as both theoretical and practical training;
- extracurricular educational work of students in the educational-production group, possibly as a class leader or a master of training in production;
- public works in the pedagogical team and student team, dormitories, etc;
- production-technological activities on the organization of students' production work;
- marketing and business activities for the organization of students' production work;
- ensuring the working regime of the educational group in the educational institution;
- increase one's qualifications and level of knowledge;
- vocational guidance of students;
- initial test-experimental activity of a research nature.

In conclusion, it can be said that methodical activity is of particular importance in forming and raising the level of knowledge of students in Technology.

If the teacher is methodically developed, then he will be able to achieve great results in imparting knowledge and teaching skills to students.

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