PROJECT FOR TRAINING PROFESSIONAL SKILLS FOR FUTURE TEACHERS OF TECHNOLOGICAL EDUCATION

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Abstract: The development of social thinking, practical experience, worldview and thinking of future teachers of technological education, the improvement of their professional competence, the logic of their attitude to their profession depends in many respects on the adequate formation of their professional skills and abilities. The article analyzes the current professional activities of future teachers of technological education and their levels of practical training. The methodological and technological bases of design in the formation of professional skills and competencies of future teachers of technological education, as well as scientific considerations on the application of technological education in the teaching system have been described.

Keywords: profession, technological education, technical creativity, motive, need, project, knowledge, skill, qualification, competence.

INTRODUCTION

The increase or decrease of social opinion, experience and worldview of future teachers of technological education, how logical their attitude to their profession is in many respects depends on the degree to which their professional skills and competencies are formed in the educational process.

This raises the problem of the need to educate future teachers of technological education in the spirit of being knowledgeable in their profession, active

participants in socio-political life in building a civil society based on strong economic, spiritual and legal democracy.

The solution to this problem in life requires a philosophical analysis of the concept of "man comes into the world once" in the form of a simple, seemingly unchanging belief in our daily lives. For it is natural that uncertainty in philosophical thought should be manifested as the beginning of fragmentation in practical endeavors. It is no coincidence that the saying "the head begins, the foot throws". Therefore, it can be said that man is born twice. That is, the first time he is born as a baby and a candidate for humanity, and the second time he is born as an independent person with an incomparably wide range of knowledge, skills, abilities, a bright life goal and a profession that can easily get out of the most difficult situation.

The role and importance of designing technologies for the formation of professional skills and competencies of future teachers of technological education, as we speak in our research, is invaluable in the acquisition of such a profession or in the rebirth of man.

The above-mentioned proverb “The head begins, the foot throws” was to apply the deep harmony of the wisdom of education to the problem of vocational guidance of young people. In fact, the "head" is the education system, and no matter how they start, our army of millions of young people will follow in their footsteps. The impact and glory of these steps requires the development of a single universal project to create the conditions for the realization of the dreams of our youth. Because at the end of the XX century, our people entered the XXI century with a bright face. Now it is more appropriate to worry about the flight of our dreams than to regret our days spent in tyranny.

MATERIALS AND METHODS

The concept we call dream above can be effectively implemented by creating a promising project for the formation of professional skills and competencies of

young people in constant action, which will ensure the achievement of the perfect profession and apply it in practice.

Why do our people say, "A young man has less than forty professions"? Isn't this motivating a person to action, to active creativity? Therefore, as much as a person needs water and air, so does a profession, it is a necessity, it is a need. The following information about this in written historical sources is very instructive. In order to find out how his people felt about him during the reign of David, he asked for a place at night in a damp dark house in a remote village in the clothes of a poor stranger. An elderly mother greets him and gives him a place. He asks her what she thinks of the current king without revealing herself. Then the old woman said, "The current king is a fool, he has no profession. If he leaves the kingdom, he will be humiliated and die of starvation. " Affected by this remark, he returns to the throne and learns the craft of blacksmithing perfectly. The saying that Hazrat David is the piri of blacksmiths and the deification of the masters of this profession is still passed down from generation to generation as a shining example of the glorification of the profession. This story, his triumph, greatness, and power, once again confirms that the profession, even his skills and abilities, are more respected than the kingdom. This can be explained as follows. Professionals who are unprofessional, or who have not mastered it perfectly, seem to benefit society by two-thirds less than professionals who are active, creative masters of their craft in their place. If this is multiplied on the scale of our Republic, it is clear that we will witness a sad picture.

So is there a real "golden treasure" that will help our young people realize their lofty dreams and fill their "gaps"? If so, where and in what? The question arises in man. In our opinion, as we have repeatedly emphasized this treasure, we believe that in the system of continuing education it is necessary to look for a promising system of designing the management of vocational guidance of young people and the formation of professional skills and competencies. Here are some real-life examples to make the concepts complete.

In the United States in 1895, the question of how much cotton was in America and why it was needed, and what needed to be done to make it happen, was seriously raised. According to the idea, the problem of creating a "single universal technology" was put forward. In line with this challenge, all the leading scientists, workers and specialists in all fields of the United States (physics, chemistry, biology, mathematics, military technology, etc.) were united in a common goal, and in 1920, after 25 years of excellent creative work. the intended goal was achieved. This technology is still being implemented.

RESULTS AND DISCUSSIONS

Consider the Conference on Career Orientation, held in Germany 33 years ago on September 6-8, 1988 (Magdeburg). The conference will discuss the number of staff needed for each enterprise, organization, industry, etc., how many young people are studying in the education system, what percentage of them are interested in what profession, the process of social growth and future plans and diagnosis of employment guarantees for each student was made. On this basis, a permanent career center (in Magdeburg and Berlin) was established (consisting of 8 teachers, 2 psychologists and 2 laboratory assistants).

From the above, it is clear that the technology of designing professional skills and competencies has a broader meaning than many concepts, methods and techniques in the pedagogical education system, such as "integration", "interactivity", "interdisciplinary connection".

It is well known that all education is called the system of public education (preschool, general secondary school, lyceum, college, vocational school, technical school, etc.), because all education works for the development, spirituality and enlightenment of people. It can be seen that folk education is a peculiarly complex structure, consisting of several sub-systems, joints and elements. In this sense, the problem of career guidance and the formation of professional skills and competencies involves a complex relationship with these independent systems. It can be seen that the interdependence of science, the system of continuing

education, production and career guidance management sometimes leads to artificial and natural disruptions. Sometimes their connection is interpreted vaguely, unreliably. This can be explained as follows.

In the career guidance project, the elements and capabilities of the concept of its promising system will be formed at the national level, as in the case of "Single Universal Technology" in the United States. This project can be called the first stage in the formation of professional skills and competencies. The following is a schematic of it (Figure 1).

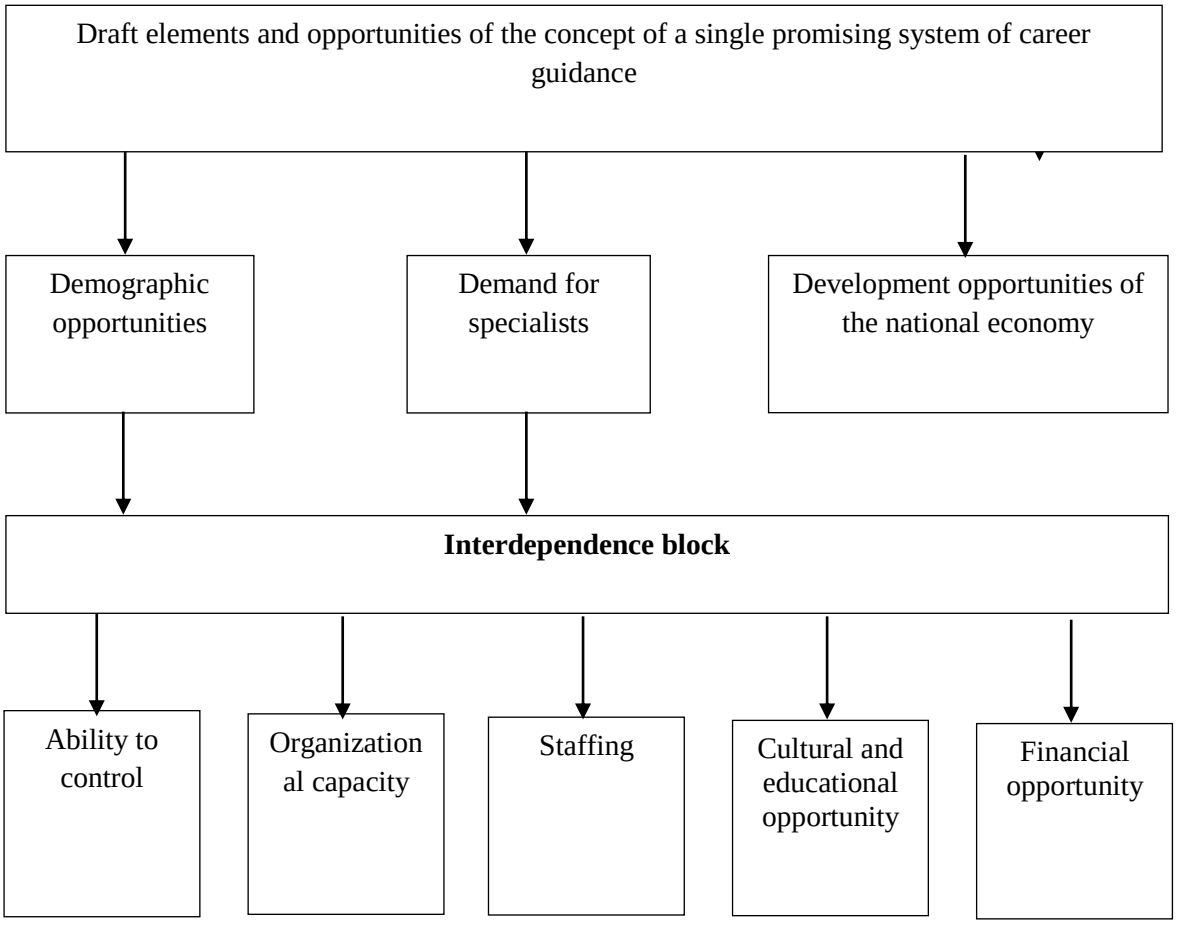
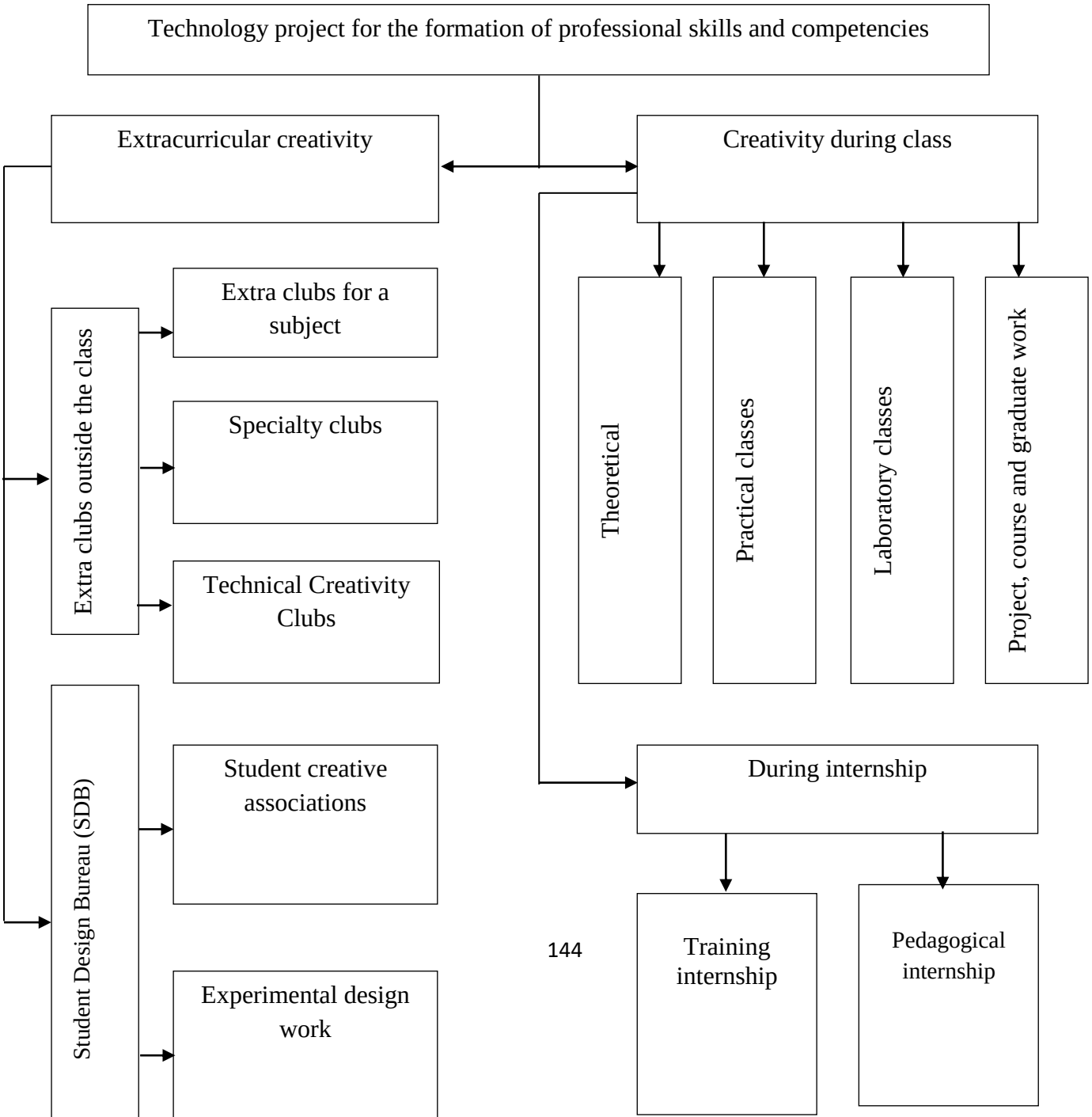


Figure 1. Draft elements and opportunities of the concept of a single prospective system of career guidance

Based on the prospective career guidance project mentioned above (Figure 1), the second phase project, i.e. the Technology Project for the Formation of Professional Skills and Qualifications of Future Technological Education Teachers, is intended to be implemented mainly in class and out of class (Figure 2). This project will address a number of important pedagogical issues. These issues are functionally divided into three: a) educational; b) educational; c) can be divided into practical groups.



The above shows that the formation of professional skills and abilities of students can be carried out in the classroom and in extracurricular theoretical and practical classes, as well as in the period of pedagogical practice, and their various forms. The results of any creative work (whether theoretical or practical) have a certain positive effect on the creative development of the individual. They, in turn, are an important tool for activating deep thinking, thinking, fundamental and individual knowledge, practical issues and an important form of professional knowledge, in which students develop professional skills and abilities, acquaintance with scientific and technical achievements, essays, course work, graduate work skills and competencies such as writing, research, invention are also developed and improved in every way.

It should be noted that in our opinion, the main style, purpose and conditions of this design technology are:

1) Strengthening the motivation of educational activities;

2) Forming a rational choice of the most appropriate (optimal) option in solving complex situational problems;

3) Individualization and hierarchy of the educational process (differential approach);

4) Diagnosis and evaluation of learning outcomes through monitoring and feedback;

5) Control, improvement and self-retraining of students' professional skills and competencies through computer training;

6) Modeling of the studied processes;

7) Forming a culture of receiving information.

Given the limited scope of the article, we will try to highlight the first condition, that is, the importance of views and opinions on the motives of educational activities in the formation of professional skills and abilities of students.

An action motive is an action performed with an object to satisfy a need, directing a person to a conscious activity aimed at satisfying that or that need. This means that it is important for students to master the motives of activity in the formation of professional skills and competencies.

According to the sources, “Motive in psychology means the reasons that motivate students to act. The formation of motives is influenced by demands and instincts, tendencies and emotions, attitudes, ideas and interests ”[p. 1,202]. Rubnshteyn S.A. explained the motive of activity as “the most important motive of activity is the socially useful significance of the result of this activity” [p. 2,642].

Applying the above to his professional activity, we can say that it is “actions (or activity process) aimed at solving a problematic situation (finding a solution to a creative problem) in order to form professional skills and competencies related to the object of creativity”.

It is clear that the formation of professional skills and competencies in students requires an understanding of the motives and the need for it requires the supervisor to know the factors that determine this or that motive.

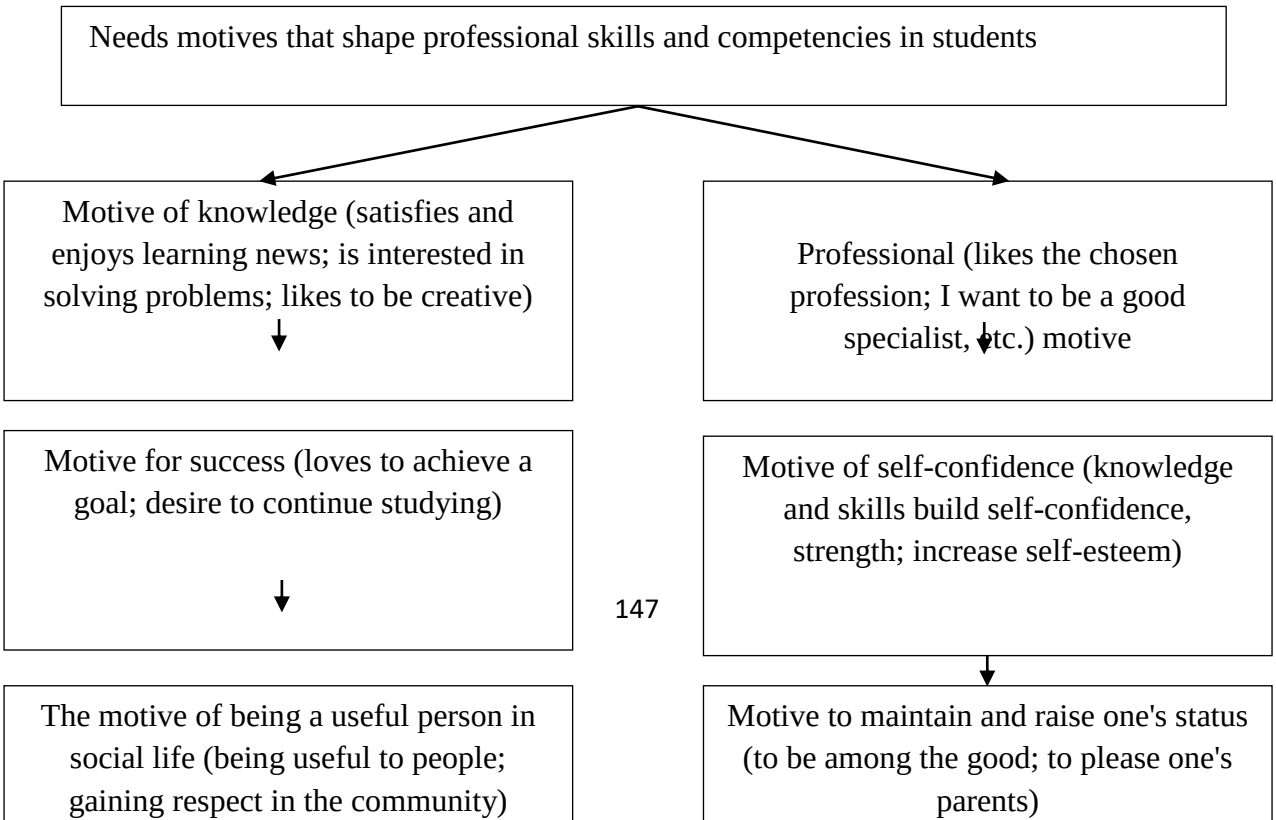
Motives for the formation of professional skills and abilities in students can be in different forms: "striving not to lag behind others"; to make a name for oneself as a distinguished person, and so on. The highest motives are to be creative in order to benefit society, and finally, the motive of “knowing a lot,” that is, the motive behind the interest in knowing.

The specificity of the motive of need in the formation of professional skills and abilities of students is also explained by the following: the idea, feeling, passion, objects of the external world, and so on. Need and motive are sometimes combined to form a single concept, i.e. they are called motivation (motivation) in one word.

This means that in order to evaluate a person's behavior and work or activities, it is necessary to know the motives that created it (although this is very complex).

Needs and motives are not only a determining factor in the prospects of scientific and technological creativity, but also an important factor in the development of the individual, the formation of moral norms and beliefs. In this sense, motivated-need education in student psychology should also become an integral part of the educational process.

The needs of the individual, including in the above activities, are not always fully understood by the manager. The definition of need is evident in the characteristics of the motive. It is this issue, i.e. the analysis of the role of motive in the study of individual needs, shows that the following can be attributed to the motives of nurturing the need for the formation of professional skills and competencies in students (Figure 3).



The first important condition of the technology project is the formation of professional skills and competencies of future teachers of technological education, in other words, the formation and education of the need for professional skills and competencies in students.

Based on the essence of the first condition, purpose and conditions of the above-mentioned seven points on the technology of formation of professional skills and competencies of future teachers of technological education, instead of summarizing the planned activities and stages of general design technology:

1. Coordination of the calendar-thematic plan for each subject on the basis of curricula;

2. Scientific selection of the necessary composition and diagnostic materials for technology testing (approbation) (content of tests, questionnaires, questionnaires, syllabi);

3.Develop a module to determine the content of specific criteria that determine the future professional competence or professional activity of students;

4. Definition and carrying out of actions concerning educational elements and modules, the program of modules, the purpose, tasks;

5. Coverage of pedagogical conditions (for example, the use of computers in the learning process);

6. Organization of independent work of students and the creation of practical conditions;

7. It can be said that the formation of positive relationships between teachers and students consists of the implementation of complex activities.

CONCLUSION

It should also be borne in mind that the essence of all the previously mentioned conditions is the same as in the first condition, which is the basis of the project stages. It also includes the design of the environment of creative activity of students in the rational organization of jobs specific to their profession, the creation of technological facilities.

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