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CREATING NEW METHODS OF TEACHING FOR THE LESSONS

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ABSTRACT

The article deals with the problems of developing the technological competence of future teachers. It contains definitions of the concepts of competence and technological competence, provides an overview of the history of entry into education and the current level of relevance. The content of the work of the specialist, the level of mechanization and automation, its features, that is the level of organization and conditions, that is sanitary-hygienic, economic, social and safety conditions - fully reflects the form, method and procedure of connection highlighted.

KEYWORDS: practice, education, experimentation, supervision, professionalism, skill, qualification, practical training, criteria.

INTRODUCTION

The effective functioning of the education system, the development and implementation of advanced forms and methods of teaching, the achievement of high performance by students are all directly related to well-developed science and technology techniques. Nowadays there is a need to improve the professional qualities of the teacher, to design key elements of education, to update its content and to technology innovation activities.

This is precisely where teachers are technologically unprepared, which is why it is difficult to meet the educational standards, using different types of non-technology techniques, and understanding the differences between technology and methodology. By analyzing the roots of technological competence, the current state of theory and practice, the development of education can be conditionally divided into two stages:

-Methodic;

- Technological.

There are no clear boundaries between these stages, since they are procedurally complementary, enriched and enriched in the process of development, as well as education that is unbiased in the comprehensive training of teachers. Depending on the methodology and technology, competence can be divided into two types:

-Modern competence,

- Technological competence.

This is an important form of competence. Reflexology research in 20-30 years can be seen on technology related to pedagogy. “Pedagogical Technologies” in pedagogy and the term "pedagogical technique" has also been used in these periods as a set of tools and methods needed to effectively organize the learning process.

Technical means of education for the next two decades (40-50 years).

MAIN PART

As a result of its rapid development, the notion of "technology of education" came into being, which later became more and more known as "pedagogical technology." According to V.V. Ilin, in the mid-60s there were two directions in pedagogical technologies:

The first is "technology in education", in this regard, the educational process in this area is based on the technical aspects of education and the use of programmed learning, carried out using various forms;

The second is "technology of education" or "technology of educational process". “Technology of education” is directly linked to the organization of the process. In the 1970s, scholars in many countries focused on the modernization of teaching equipment and the improvement of teaching tools, which was considered an important pedagogical condition for effective teaching.

In 1977, the International Workshop on Educational Technologies in Budapest identified key features of technological processes in education. These signs include:

- Be well-versed in the use of technical means in education,
- Availability and deep knowledge of audio-visual materials,
- To have a methodology for the rational use of the above-mentioned factors.

Computerization in all areas, starting in the 1980s, did not go beyond education. Since that time, the concept of "pedagogical technologies" has emerged. Until the 1990s, there was an objective accumulation of technological knowledge related to technical development and different interpretations of technological concepts, and despite a number of scientific studies, the social nature of pedagogical technology was not fully understood.

Nonetheless, technology and pedagogical processes have become more prominent in education than traditional education. These trends demonstrated the potential for a faster solution to existing educational problems.

By the beginning of the third millennium the technology and designing of educational processes and systems aimed at solving technological and pedagogical problems of education were tested.

It combines designing of a general education system and professional training, along with the development of technology and didactic tools and techniques for teaching staff to enhance the pedagogical culture and optimize the educational process. It is well-known that the state and development of pedagogical systems in each period creates terms that reflect the methods, technologies and tools of the period. Inadequate coverage of technological and pedagogical concepts and terminology creates the most embarrassing situation for teachers, which sets the task of creating a comprehensive, systematic understanding of the procedural and content of technological competence and the formation of categorical devices of pedagogical technology.

It is wrong to directly link the technological approach to education with the technicalization of society, as the education component plays an important role in the training of teachers and the formation of the younger generation. From the old days to the present, the collaborative effort between the teacher and the pupil is based on philosophical ideas that serve to realize the individual's capabilities.

From the earliest stages, pedagogy has always been directly linked to the interpretation of human essence and its individuality, as it is shaped by the pursuit of universal philosophical

ideas. After all, all philosophical ideas that form the basis of pedagogy. They serve to educate a person as fully developed personality.

Technology of educational processes development of projects for teachers and educators to set tasks for self-realization and implementation, management of harmonious relations of internal and external activity plans; the combination of universal and unique capabilities of the individual.

The introduction of personality-oriented characteristics to the notion of competence emphasizes that there is an indication that teachers have important qualities, such as self-education, self-change, self-improvement, and self-management.

This process is more effective as a result of the formation of intellectual activity and technological competence. The features of the technological phase are reflected in the support and harmonization of the intellectualization processes of the subjects of educational activities. It can be understood that the transfer of pedagogical culture and social experience from migration functions to "functions of human formation".

According to the requirements of technology, the following are the characteristics of technological competence:

-Correspondence of technological support (methods and means of organization of educational activity);

- Control of the processing of the acquired knowledge;
- Increasing role of pedagogical activity;
- Duplication of pedagogical technologies;
- Transfer, transfer of pedagogical experience;
- Guaranteed results.

Currently, three levels of competence are recognized; minimal, medial and complete. Based on this, the combination of these three levels can produce a competence formula: minimum (cognitive mobility) + medial (flexibility of methods) + complete (critical thinking).

From the point of view a technological point of view has deepened the competence framework:

"Knowledge mobility" - should rely on the professionalism of professional pedagogical invariants;

"Matching methodology" means that the organization of activities is realized through the development of unique and unique components, based on technology and cybernetic models;

"Critical thinking" - teaching can be considered to be based on strict technological and axiological requirements.

Based on the information and ideas presented, the technological competence of the teacher of professional education can be considered as a list of creative and technological knowledge, as well as the capability of measuring activities for the renovation of pedagogical realities.

CONCLUSION

Technological competence is a modern system of training and education, which is based on the invariant basis of mechanisms and tools, mechanisms and tools for the development and integration of elements.

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