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THE CONTENT OF THE FORMATION OF MODERN PROFESSIONAL QUALITIES IN FUTURE TEACHERS OF TECHNOLOGICAL EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT
In this article, current tasks and psychological, pedagogical and technical-technological aspects of the educational process, psychological, pedagogical and technical-technological aspects of the formation of modern professional qualities of technology teachers of general secondary schools, the use of interdisciplinary connections in the educational process, and the reform of the general secondary education system, improvement of teaching technologies, students formation of modern knowledge and skills, for this, many organizational, legal and scientific research works are being carried out on the use of modern teaching methods. Through this, it is aimed to create a system of training a generation of competitive and high-potential personnel. This makes the development of skills related to the formation of professional qualities among students one of the urgent tasks. That's why, on the basis of innovative tools, thoughts and opinions about the need to develop creative abilities in young people have been discussed.

Keywords: knowledge, skills, competence, professional qualities, creative thinking, professional competence, flexibility of thinking, originality of thinking

It is known that the representative of each field serves to ensure continuity in this regard by teaching the creative knowledge, skill, skills and experience inherited from the ancestors to the new generation. Our scholars such as Farobi, Ibn Sina, Beruni, Yusuf Khos Khajib connect the issues of youth education, first of all, with the formation of professional qualities and professional literacy. The formation of professional qualities of a person, the basis of professional literacy is acquired by a specialist who meets the requirements of the time. It is possible to talk about a specialist's true perfection only when his modern professional qualities are in harmony with the national cadres, and when they are fully manifested in harmony. In this sense, the orientation of theoretical knowledge to practical activities, the development of a complex of high professional skills and qualifications, the ability to think independently and creatively are considered important criteria for the level of modern professional quality of teachers of future technological education.

As the development of the modern professional quality level of the teachers of the future technological education occurs through professional literacy and respect for national talents, it is necessary to look at the past, the traditions of the ancestors and the path they have traveled.

The formation of the concepts of "Professional quality" and "Modern professional quality" is considered a complex activity, that is, they include: respect for the human personality, professional competence, conscientious approach to the performance of professional duties at all times, selflessness, fairness, not taking advantage of people's trust in any situation, not to lose their trust, knowledge and creativity, self-demanding, striving for innovation, acting with reason without getting emotional in problematic and conflicting situations, being forgiving, initiative, knowing material and spiritual, national and universal values and always following them while understanding their content and essence patriotism, good knowledge of foreign language, worldly culture and literary literature, acquiring professional skills, being modest, feminine, elegant and refined taste and expressing them in practice, trusting people, physical fitness, mental fitness, spiritual fitness, spiritual

fitness takes care of it. So, no matter what topic a person thinks about, his subconscious way of thinking, worldview is manifested.

Personality qualities (first of all, openness to new life experiences).

Intellectual qualities - the speed of thinking (many thoughts, the awakening of Foyas and associations), the flexibility of thinking (the variety of Foyas that are created), the originality of thinking (the rarity and unusualness of the Foyas that are being invented, compared to the imagination), the system of cadres (higher capacities for development, knowledge and freedom burn).

To sum up, today it is important to create a positive environment and self-improvement for the formation of modern professional qualities of future teachers of technological education. Only then will the solution be found to such important issues as education of young people in all aspects, formation of inventiveness and discovery skills, which are faced by today's education system. Of course, since the main goal of education is to educate a well-rounded person, in turn, it is necessary to encourage them, to be a close assistant in the manifestation of their talents.

Modern professional qualities are activities aimed at regularly improving the professional competences of teachers of the future technological education direction based on the integration of science, education and development of innovative methods of creative ideas, creative thinking, scientific worldview, scientific-technical and technological knowledge.

Modern professional qualities are a process formed over the years, based on certain experiences.

Directing the learner to creative activity, forming research skills, directing him to research does not require any training, teachers who look from the window as a simple matter, are sure to make mistakes and make mistakes in the work process.

The role of pedagogic and information technologies and problem-based organization of education in creation of cooperation and scientific-pedagogical, research environment in the teacher-student community is incomparable.

Problematic Organization of Education - It consists in increasing the intellectual activity of the learner, independent, scientific, creative research, discovering new knowledge, skills and abilities for himself, and is a set of knowledge, skills and abilities acquired by solving a specific topic in the form of a problem. is one of the guiding factors.

Modern lessons organized in educational institutions are organized on the basis of pedagogic and information technologies and are aimed at the realization of this goal. In this process, the student learns the subject in small groups, individually, independently and in groups. Mastery levels are determined in cooperation with the teacher. Each student, along with achieving mastery according to his interest, ability and opportunity, will develop the skills of conducting independent scientific and research work by applying the knowledge he has received in practice.

In the application of pedagogical technologies and the problematic organization of education to the educational and educational process, using non-traditional methods, groups of students are divided into small groups (microgroups), assignments are given in advance, students prepare for the topic given in advance under the leadership of the leader of the small group, and in the course of the lesson, each free expression of a group's opinion, proof of the scientific basis of the subject, is the creation of full conditions for the student's creative activity. In the classes conducted on the basis of the requirement of problem-based organization of education, the student expresses his opinion freely, and each lesson is in an unconventional way: debate, meeting, didactic games, stage lessons, computer lessons, lesson composition, seminar, discussion, brainstorming, question-and-answer basis will create a basis for the student's free and independent thinking.

In these classes, the teacher develops the methodology of giving the activity to the hands of the students, and at the end of the lesson, the teacher summarizes the conclusions and recommendations related to the guaranteed result. It has been proven in scientific analyzes that education based on the modern organization of education, preparation of scientific and pedagogical personnel, and orientation of students to research is one of the main factors. Ensuring activity in the activity of scientific-pedagogical and research-oriented groups allows each student to have his own scientific direction, knowledge, communication culture, group effects on the individual, interpersonal relations in the group, mutual compatibility, management of group activities, in the communication process. they understand each other correctly, express healthy thoughts, and indicate the world within the scientific world. If a college or an educational community is compared to a scientific universe, microgroups within a group are a universe within a scientific universe, where each person is a separate universe (world). The "I" of this world is formed in the scientific-pedagogical, research process. A new way of thinking and worldview emerges.

Therefore, based on his professional responsibility, the teacher works within certain scientific-pedagogical, research-oriented groups. First of all, it is a team of teachers and students, and on the one hand, it is the teacher's professional nature to gradually enter the research-oriented environment, and on the other hand, in the process of formation of a person as a scientific-pedagogical staff, his place in society is determined.

If organization of education on the basis of modern technologies in the continuing education system is limited only to learning new knowledge, obtaining information, its social essence remains one-sided.

Organization of education on the basis of modern pedagogical, information and innovative technologies is not just a passing process. Its methodology was developed in the field of pedagogy and requires regular improvement.

In the process of organizing education based on modern technologies, features such as the future teacher's mood, interests, lifestyle, worldview, analysis of thinking, mental and professional abilities come to the fore. But let's not pay attention to these features, their development is based on socio-educational relations. In the harmony of these processes, we determined the formation of qualities of social importance in the personality of the student based on the influence of modern professional qualities of the teacher. In the process of developing the methodology of the research work, the system of modern professional qualities that the students consider necessary for a modern teacher to acquire was determined. (See: Table 1).

System of Modern Professional Qualifications

- Respect for human personality
- Professional competence
- Always conscientiously approach the performance of professional duties
- Devotion
- Fairness
- Not to take advantage of people's trust in any situation, not to lose their trust
- Knowledge and creativity
- Self-demanding
- Desire for innovation
- Acting rationally without giving in to emotions in problematic and conflicting situations
- To be forgiving
- Initiative
- Knowing the material and spiritual, national and universal values and always following them while understanding their essence

• Patriotism
• Good knowledge of foreign language, secular culture and literature
• Acquisition of professional skills
• Humility
• To be feminine, elegant and have a refined taste and to express them in action
• Trust people
• Physical fitness
• Mental maturity
• Mental maturity
• Spiritual maturity

Professional qualities such as always respecting the human personality, professional competence, and always feeling duty and responsibility will further expand the possibility of providing students with thorough knowledge and acquiring knowledge correctly. Such modern professional qualities made it possible to collect new scientific evidence. At the same time, the consistent occurrence and complementarity of the qualities analyzed above proved that school teachers have a certain systematic principle in organizing education on the basis of modern technologies.

In recent years, in several countries, including Uzbekistan, the problem of achieving the effectiveness of education, especially the problem of organizing education on the basis of modern technologies, has begun to attract the attention of philosophers, psychologists, and pedagogues. As we noted above, focusing on the problems of achieving educational efficiency serves as a characteristic barometer of some conflicting aspects in the science of pedagogy. In particular, the theoretical-methodological conclusions from the results of research conducted in general secondary schools can be the proof of our opinion. However, the presence of interest in any problem always requires knowing the level of its theoretical understanding or, in any case, the exact level of understanding the place and role of this problem in the structure of general pedagogical knowledge.

In this sense, the current state of pedagogy is at a certain turning point, and it is necessary to improve it in the direction of socialization of education.

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