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DIDACTIC SHAPT-SHAPOITLAPI OF PIVOJLANTIP OF THE PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER OF THE SCIENCE OF "TECHNOLOGY"

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ANNOTATION
This article provides for the didactic conditions for the development of the professional competence of the future teacher of the subject "technology", as well as the scientific basis for updating all sectors of the economy in our Republic on the basis of digital technologies

Keywords; ClassFlow lesson, infrastructure, education, technology evolution.

The tasks of the development and implementation of the program "Digital Uzbekistan – 2030", which provides for the renewal of all sectors of the economy on the basis of digital technologies, were set in our republic . This creates wider opportunities for modernization of leading industries and strengthening competitiveness, introduction of advanced technologies into the industry, creation of high-tech enterprises, technoparks, production enterprises, construction of modern engineering and communication infrastructures.

The science of "technology" in general secondary schools is distinguished from other academic disciplines by its peculiarities as a single educational science, which forms students ' knowledge, skills and abilities in certain areas of production. Training in the science of" technology" it is carried out in special classrooms, in the educational and experimental field, in the process of educational and educational activities, at production enterprises, in craft workshops.

Today, the formation of the necessary skills for education, survival and functioning in an industrialized country is becoming an urgent issue for students studying in preschool, general secondary, professional and higher education systems.

The prospects for the development of information and communication technologies have radically changed various spheres of society over the past 30 years. At the same time, large labor migration, underdeveloped social infrastructure high levels of poverty and unemployment, outdated infrastructure, inconsistency of personnel competencies with strategic goals of economic development, problems of intellectual property protection, limited access to higher education opportunities, underdevelopment of high-tech and science-based production, lack of expenditure of the necessary amount of investment in human capital and image, lack of qualified, problems such as the lack of incentives for labor in workers, the fall in the reputation of workers and engineering and technical professions, the use of outdated methods of work are waiting for their solution.

In the education system of highly industrialized Great Britain, France, Germany, the USA, Izrail, Japan, South Korea, the people's Republic of China and other developed countries, technological education is considered the main link in production and is considered one of the important stages and organizers of training qualified specialists for the world labor market.

In particular, in higher educational institutions of our country

60112300-technological education based on international experience in the cultivation of bachelors in the field of undergraduate education, a gradual transition is carried out to an educational system aimed at introducing advanced standards of higher education, including the formation of practical skills from education aimed at obtaining theoretical knowledge in technological educational programs.

60112300-technological education in the cultivation of bachelors in the field of undergraduate education, the following qualification requirements are imposed on graduates in technological educational programs.

Graduates who have mastered the direction of technological education perform the role of "driver" in the production of competitive industrial products of high value, in a word, the further development of private engineering, scientific research and experimental design bases in all sectors of the industry.

The use of digitized educational resources in technology education changes the teaching system we know. However, despite the use of new resources in the educational system, collaborative teaching tools and increased flexibility, some teachers still do not have a complete idea of how technology can benefit the audience.

When it comes to traditional education and modern education, the question arises as to which of them is better? Technology is certainly not a substitute for teachers, and despite the amount of time that most students spend sticking to the screen, virtual learning can never replace interaction between teacher and student. No former student thanked his teacher years after graduating from an educational institution for sending him a heartfelt letter and taking an extra uplifting path to reach today! But, when it comes to Old education and modern educational discussions, conflict, indeed, takes a different form. While it is convenient for someone to use the traditional only whiteboard and chalk, it is preferable for someone to use mixed educational opportunities.

The fact is that advances in educational technology are not related to the replacement of teachers or traditional teaching methods. Instead, it would not be a mistake to say that most of today's modern teaching methods are evolutions of old methods and tools.

Who are the teachers and who they teach, what they support and what they want to achieve remains unchanged. It's not just that, the task of teachers is to teach and give knowledge, even in any form of Education.

By helping to demonstrate the evolution of education and technology, we have covered the evolution of the following modern teaching methods to clarify how modern technology helps some teachers to introduce innovations through new digitized educational resources into their tried and trusted educational practices:

1. Teachers ' relationships improved. Technology provides many tools in Real time to help stimulate the teacher's interaction with students. For example, if teachers put paper on the projector above the question and removed it to open the answer, today's curricula have mastered and modernized these old methods.
2. Increase efficiency. Gone are the days when it was necessary to store the contents of the lesson on a roller board or prepare each lesson on the board in advance. Teachers can now use platforms like ClassFlow to import new and existing classes that can be used over and over again.
3. More inspiring learning. Historically, students received knowledge from textbooks. However, augmented reality, virtual reality, gemification and 3D printers are currently being used to create a multi-touch, immersive learning experience.
4. Decrease in assessment load. Instead of setting unlimited hours, ClassFlow allows teachers to create and execute grades, exporting results quickly and easily; with the ability to set and sort responses during real-time learning.

5. Maximum study time. Homework has long been used by teachers to maximize learning. However, some educational systems are changing the scenario, students use technology to watch lectures outside the audience, and teachers perform appropriate tasks during class hours to answer any questions. Auxiliary materials for the assignment may include a ClassFlow lesson, web link, document, video, and ClassFlow assessment. Teachers can even set homework together.

The system of training future teachers of vocational education to increase their professional competencies through digitized educational resources:

1. Individualization. Each student learns a little differently than the others. Teachers have long sought to meet the needs of all their students – they carried out laboriously marking and copying processes of various assignments or assessments, depending on their abilities, either through manual writing or simple black-and-white laser printers. Technology designed for educational audiences such as ClassFlow makes this process much easier.
2. Increased innovation. Digital skills are essential for digital acp. Historically, although students have learned these skills in appropriate audiences (such as computing), technology is now a key part of their learning experience in all disciplines.
3. Improved resource access. At one time, books were the only way to have valuable educational material. However, educational tools now allow access to many online educational resources and the latest web content to help complete classes; ensuring that information is necessary and relevant.
4. Increase the confidence of the reader. For many years, teachers asked questions to their audience in order to encourage discussion and feedback-passionate students raised their hands into the air. Today, technology allows students to send their answers from their device directly to the teacher's-this, while increasing the participation of all students, contributes to deeper learning and activity.
5. Improving student behavior. To help create a positive learning environment, historically teachers write or hold a meeting to inform parents about the child's behavior.

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