READINESS OF TECHNOLOGY TEACHER FOR PROFESSIONAL ACTIVITY IN INFORMATION EDUCATIONAL ENVIRONMENT

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ABSTRACT

The article describes the views of a technology teacher on his / her readiness for professional activity in the information educational environment, at the same time the content of preparation for this type of activity and its levels are deeply analyzed.

KEYWORDS: *Technology teacher, information learning environment, motivational component, cognitive component, the component of activity.*

INTRODUCTION

To carry out any type of professional activity, a person must have certain qualities and skills. An important condition for successful professional activity is readiness to perform certain professional actions.

At present, in the context of the development of the information society and the modernization of the education system, the tasks of training teachers are changing and radically new requirements are set for the training of future teachers. Today, a graduate student of a pedagogical university begins working at schools with a changing educational system and a multi-level information learning environment, and he must establish a pedagogical interaction with students, considering their individual, characteristics.

Method and methodology

Speaking about the professional activity of a technology teacher, it is worth to pay attention to the views of some Uzbek scientists. In particular, in the works of U.N. Nishonaliev the process of training teachers of technology education was studied in different historical periods and the innovative qualities of teachers of technology education was explored [1].

In the works of Sh.S.Sharipov the scientific, pedagogical-psychological, organizational conditions of formation of creativity of future teachers of technology and vocational education are defined. Concepts of creativity and periods of its implementation are developed. The content of new information technologies, including automated educational and information systems and a knowledge bank, has been developed to increase the efficiency of intellectual labor activity and creativity [2].

In the works of N.I. Taylakov pedagogical requirements, criteria, structure, forms and types of educational literature for the creation of a new generation of educational literature as a whole

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system of scientific and pedagogical analysis, computer science in secondary schools, secondary special, vocational, higher education institutions features of teaching appropriate to the educational stages were identified and mechanisms for improving the creation of a new generation of textbooks and the concept of integration of educational institutions into a single information space, the pedagogical basis for the creation of electronic textbooks for educational stages and their use in distance learning were developed[3].

In the works of U.K.Tolipov the criteria and theoretical foundations for the development of professional skills and abilities of future teachers of higher education, the effective use of pedagogical technologies were created. Indicators and criteria for the development of professional skills and competencies based on pedagogical technologies for quality and efficiency control have been developed [4].

In this regard, the following questions arise: How to prepare teachers for professional activities in educational institutions with different levels of variable training and development of information learning environment (ITC)? What scientific requirements should the professional training of teachers meet today?

In the education system, special attention is paid to the readiness of teachers for professional activities. In particular, the implementation of a model ITC is specified in the personnel requirements and the state educational standard.

Thus, today there is a need for knowledgeable pedagogical staff with certain competencies to carry out the educational process in order to achieve new results in the school.

Discussion

What is meant by a teacher's readiness for professional activity in general and for professional activity in the information environment in particular?

The analysis of scientific research has shown that the long-term training of a professional teacher is the object of research of scientists. In many scientific and pedagogical researches, methodical literature there are different options for determining the readiness of a teacher for professional activity. There is no clear idea of the definition of "vocational training" in science, there are different approaches to the problem of vocational training and different aspects of it are discussed.

Today, there are several basic approaches to defining the concept of "vocational training": functional and personal approaches, activity theories (participation in activities), and vocational education. While some researchers consider vocational training with a functional approach as a special psychological condition, others with a personal approach consider it as a system of personality traits and conditions, as well as individual personal qualities. According to activity theory, in order to achieve professional training, a teacher must master a set of professional functions and attitudes towards activities.

As part of professional training, researchers distinguish two components:

1) Psychological, psycho physiological and physical training;

2) scientific-theoretical and practical training.

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At the same time, the authors define the concept of readiness to carry out pedagogical activity as a complex characteristic of its professional skills.

According to I.B.Gotskaya and V.M.Juchkova, professional training for pedagogical activity is a necessary condition for effective teacher activity, which includes different approaches to understanding pedagogical tasks, models of probabilistic behavior of the teacher, knowledge of certain methods of activity, assessment of their abilities [5].

According to scientists, preparation for professional activity includes followings:

- personalized outcome of the educational program in multilevel pedagogical education;
- Ability of the subject to carry out certain types of professional activities.

We support this idea of scientists. As I.B. Gotskaya and V.M. Juchkov defines, professional training for pedagogical activity is not an innate quality, but the result of special training, including: a set of professional knowledge; development of basic psychological functions; professional direction of education; education and self-education; professional self-determination.

According to the authors, preparation for any professional activity includes the following personal qualities:

- ✓ positive attitude to professional activity;
- \checkmark availability of favorable mental conditions for professional activity;
- ✓ An important reserve of knowledge, skills and abilities to perform basic professional functions, etc.

An analysis of the research works has shown that a number of researchers are studying the problem of professional training of a technology teacher for different types of activities.

L.N. Serebryannikov puts forward the following idea: "Training a technology teacher involves achieving his or her professional readiness, continually developing and improving his or her professional qualities." [6].

G.A. Moleva refers to the formation of a technology teacher's readiness to implement developmental education, an integrated education that includes a certain combination of mental characteristics of the individual, development and upbringing of students, purposeful preparation, internal need to organize and implement developmental education. He stressed that each subject contributes to the formation of the quality of preparation.¹ One of the important components of professional training of students of pedagogical universities is methodical preparation. Improving the process of preparing students for professional activity requires constant analysis of the state of their methodological preparation. In this regard, a number of researchers highlight the concept of "methodological readiness".

V. I. Zemtsova emphasizes that methodological training is a crucial component of a teacher's professional training, which is based on the level of development of methodological competence, methodological thinking and methodological reflection, sufficient to effectively solve methodological problems in different pedagogical situations [7].

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Thus, we consider the structure of a technology teacher's professional readiness at an ITC as a system that includes motivational, cognitive, activity, and communicative components. Each component plays a unique role in the preparation system and in the interaction with other components.

The motivational component performs a motivating function and includes aspirations, positive attitudes, interests, and needs. The functions of this preparatory component include activating the manifestation of all other components.

Activity knowledge plays an important role in the cognitive component.

- Knowledge of how to perform specific professional actions of a technology teacher at an ITC. They are based on the idea of the professional movement itself, the dynamics and sequence of its implementation, and are an important means of mastering new movements. Activity-based knowledge informally provides the professional experience of a technology teacher.

Activity and communicative components serve to regulate the relationships and interactions between other components and provide the conditions for achieving operational goals.

On the other hand, the activity component is directly related to the formation of ways of performing professional actions and is cognitive with the ability to establish professional interactions with the subjects of the active learning process.

Analysis of the literature on the problem of training a technology teacher for professional activity, as well as the experience of training future technology teachers allowed us to develop a system of criteria and indicators that allow us to diagnose the level of technology readiness.

CONCLUSION

In the process of developing the database of criteria, we considered the understanding of the essence of ITC, the peculiarities of the design and organization of the educational process in the introduction of the subject "Technology". We have developed an activity methodology (Table 1) for the training of technology teachers in ITCs.

The developed system of criteria and indicators of professional readiness of the future teacher of technology in ITCs is based on the following diagnostic tools:

-the degree of formation of the motivational component is determined by the method of questioning;

- The degree of formation of the cognitive component is determined by the test method;

- It is proposed to determine the component of activity in the process of pedagogical practice by the method of expert assessment of the results of the activities of future technology teachers;

-the degree of formation of the communicative component is determined by the method of analysis of the results of interaction of ATM subjects.

Thus, in the course of the research, we introduced the concept of "professional readiness of a technology teacher at an ITC" and developed a system of indicators and criteria to determine the appropriate level of training.

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