

The Development of Pedagogue's Technological Competence as a Pedagogical Problem

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Abstract:

The article deals with the problem of developing the technological competence of teachers in the educational process. It examines the problem of developing the technological competence of teachers on the basis of a technological approach, and reveals the main criteria and levels of technological competence of a teacher. The article also covers the relationship between the technological competence of a teacher and the quality of education.

Keywords: *competence, competency, technological approach, criteria for a teacher's technological competence, levels of a teacher's technological competence, quality of education, technological knowledge, creative skills, design skills, analytical skills.*

The introduction of the terms technology and technological approach to the system of continuous education, which has been formed in our country, is an actual reality in the field of modern education. The concept of technological approach has an important place in our national pedagogy as well as in the pedagogy of developed countries. Theory of competent approach in education, competence, professional competence, pedagogical competence, technological competence, issues of technological education N.A. Muslimov, A.Kh. Mahmudov, Z.T. Rakhimov, L.R. Zaripov, A. B. It is reflected in the scientific works of Muhamadaliev and others. V. from the CIS countries. P. Bepalko, V. I. Bogolyubov, T. A. Ilina, M. V. Clarin, A. Yes. Savelev, G. K. Scientists such as Selevko dedicated their scientific research to researching the problems of technological competence of the pedagogue. One of the unique features of the pedagogical technology is that it allows to predict the results obtained in the educational process with high accuracy and control the pedagogical processes while guaranteeing the full achievement of the goals set in the educational process. A pedagogue who achieves high results by teaching with the help of technological tools will be able to pay more attention to his independent creativity and comprehensive development of students [7].

Technological competence of a pedagogue in scientific-research works based on a technological approach to educational processes means that the pedagogue has mastered the pedagogical technologies necessary for education and training of students. Currently, researchers conducting research in this field believe that such a view on the technological competence of a pedagogue leads to a significant narrowing of the perceptions of the general professional competence of a modern pedagogue.

Researching the technological approach to education by introducing pedagogical technologies into educational processes, the essence of a pedagogue's technological competence can be interpreted as follows: "the ability to use pedagogical technologies in educational processes, the ability to design pedagogical processes by directing the sequence of operations and actions performed by the educator to the goal" [8] .

The concept of "technological competence" does not yet have a single definition. A.A. revealed the definition of this concept in science. Verbitsky, N.N. Manko, E.I. Nikifirova, N.B. Pikatova, D.V. Sannikov, V. E. Steinberg, L.A. Researchers such as Yadvirshis have conducted research.

The concept of technological competence offered by these authors is based on the idea of effectiveness, efficiency and high level of work productivity of the pedagogue who has this competence.

Yu. Arutyunova, V. Bezrukova, V. Bepalko, V. Ivanchenko, D. Kavtaradze, V. Pityukov, L. Podymova, E. Polat, V. Serikov, V. Simonenko and V. Researchers like Slastyonin believe that the technological competence of a pedagogue represents the unity of his theoretical and practical training [9] .

In this study, we N.N. Manko, E. I. Nikiforova, E.V. Kozina and

S. V. Based on Dudova's research, we interpret the technological competence of a pedagogue as an integral part of the professional competence of a modern pedagogue, and this concept is expressed by having knowledge of technologies, methods, tools, forms of activity and their application, and effective organization of educational processes. In this, the pedagogue's creativity, design and analytical skills are demonstrated, and he acquires the skills of a critical approach to the results of his activity.

While thinking about the main criteria and levels of the teacher's technological competence, we need to focus on the following. Technological competence as a component of the teacher's professional competence

- the empirical level of the formation of the components of the pedagogue's technological competence, in which the pedagogue in most cases has wrong knowledge about pedagogical technologies, the lack of systematization of knowledge is evident, it is expressed through the methods and methods of pedagogical activity and the lack of motivation for them. The pedagogue carries out his activities in the form of separate actions that do not correspond to the logical integrity of the educational process and do not have the appearance of creativity. The pedagogue has a very low level of reflexive-analytical skills.
- the theoretical level of the formation of the components of the pedagogue's technological competence - in which the pedagogue has a very shallow knowledge of general pedagogical technologies, in particular of a specific pedagogical technology. The pedagogue shows interest in only some methods of pedagogical techniques related to the educational process. A pedagogue with such a degree was able to independently repeat the actions demonstrated by another colleague. He will not have a comprehensive systematic vision of organizing and managing educational activities, and the reflexive-analytical component will be at a superficial level, and the skills of internal analysis of the causes and connections that provide the results will not be available.

- the algorithmic level of formation of the components of the pedagogue's technological competence is expressed by the pedagogue's thorough acquisition of knowledge about the theory of pedagogical technologies and his ability to use this knowledge in his work. A pedagogue who has acquired such a degree can independently master methods and technologies and mobilize them in his pedagogical activities aimed at teaching a particular subject, but in these processes he faces difficulties in choosing methods and technologies and acts with self-doubt in teaching the subject. A pedagogue with such skills will be able to change the algorithm of his activity by creatively approaching his activity in teaching a certain subject, and will be able to identify causal links and interconnections and correctly analyze the results of his activity.
- creative level of the formation of the components of technological competence of a teacher - a teacher who holds this level differs from teachers who hold the previously described levels in that he has deeply mastered the knowledge of the theory and practice of the technological approach. He considers pedagogical technologies as a means of education, training and development of learners as one of the important conditions that ensure the effectiveness of the pedagogical process. Such a pedagogue can change the structural components of technologies through a creative approach, can increase the effectiveness of education by using special methods and methods, and is able to create his own technology as a result of his creative approaches. He is able to analyze the internal and external connections in the educational process and predict the development trend of the situation along with evaluating his pedagogical activity.

As a result of the analysis of the literature related to our research, we can conclude as follows, the level of technological competence of the pedagogue was expressed by the following criteria:

- ✓ goal orientation (based on the nature of the subject and the set goals and tasks);
- ✓ based on a creative approach;
- ✓ technological (according to the level of pedagogical technique used);
- ✓ optimality (correct selection of effective teaching tools);
- ✓ efficiency (on the basis of the achieved results) [4].

If we focus on the relationship between the technological competence of the teacher and the quality of education, we must first understand the difference between the concepts of "competence" and "competence", because in order to understand the essence of the competent approach to educational processes, we need to clarify the definition of these concepts and what their relationship is. We interpret competence as a complex concept consisting of competencies. Such an approach to the concepts of competence and competence represents the main idea of the competent approach, which determines its orientation towards achieving goals and results. Therefore, competence is composed of competencies, is manifested through competencies, and is formed with the help of competencies. The more competences a teacher mastered, the higher his level of competence [6].

The competence of a teacher can be understood as the ability to effectively eliminate the problems that arise in the implementation of pedagogical activities and educational processes, which ensures the achievement of high results. In addition, competence can be called the ability of a pedagogue to act rationally in complex situations.

The more complicated the situation, the higher the level of such ability (competency) of the pedagogue [10].

In turn, we should also mention that the competence of the pedagogue acquires content in the process of direct communication with students, that is:

- ✓ the competence of the pedagogue is manifested in the processes of communication with students;
- ✓ the competence of the pedagogue directly depends on the ability to communicate with students;
- ✓ the competence of the pedagogue is formed in the processes of communication with students;
- ✓ the competence of the pedagogue is assessed through the ability to organize and implement communication processes with students.

It can be concluded that the higher the level of competence of the pedagogue, the higher the quality of education, because effective pedagogical processes and educational tools are one of the important prerequisites for education and development of students. Therefore, the formation and development of the technological competence of the pedagogue is of great importance in the fulfillment of the above conditions.

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