

ENTWICKLUNG DER TECHNOLOGISCHEN KOMPETENZ BEI SCHÜLERN AUF DER GRUNDLAGE EINES INTEGRATIVEN ANSATZES

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Abstrakt. Der Artikel diskutiert die Inhalte, Formen, Methoden und Werkzeuge zur Entwicklung der technologischen Kompetenz der Studierenden auf der Grundlage eines integrierten Ansatzes unter Berücksichtigung der Integration allgemeiner und spezialisierter Disziplinen bei der Schaffung der technischen Kompetenz zukünftiger Hochschullehrer. Die Fragestellungen zur Entwicklung eines methodischen Modells zur Entwicklung technologischer Kompetenz basieren auf den Prinzipien der Systematik, Kontinuität, Variabilität und Integration.

Schlüsselwörter: Integration, integrativ, Prozess, Werkzeug, technologische Kompetenz, Diversität, integrativ, allgemeine Wissenschaften, Spezialisierung, Beruf.

DEVELOPMENT OF TECHNOLOGICAL COMPETENCE IN STUDENTS BASED ON AN INTEGRATIVE APPROACH

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Abstract. The article discusses the content, forms, methods, and tools for developing students' technological competence based on an integrated approach, considering the integration of general and specialized disciplines in creating the technical competence of future professionals in higher education. The issues of developing a methodological model for the development of technological competence are based on the principles of systematicity, continuity, variability, and integration.

Keywords: Integration, integrative, process, tool, technological competence, diversity, integrative, general sciences, specialization, professional.

The priority tasks set in the strategy of actions for the further development of the Republic of Uzbekistan, such as “creating effective mechanisms for stimulating research and innovation activities, introducing scientific and innovative achievements into practice” and “developing a national qualification system in order to adapt the qualifications of personnel to the requirements of the international labor market”, determine the need to organize Ensuring full compliance of the new professional education with international standards and the introduction into practice of the content of their technological competencies along with their personal and

professional competencies in the training of qualified personnel on the basis of social order on the basis of modern approaches will serve to modernize professional education.

On the basis of preparing students for professional activities in higher educational institutions, there are the following basic principles, these are:

- humanization of professional-methodical training of teachers of professional education;

- approach to the development and development of the creative personality of a teacher of professional education in the conditions of the development of current information technologies from the point of view of professional activity and technologically on the basis of systematic, pedagogical integration;

- arm professional education teachers with specific evidence-based knowledge as well as methodological knowledge;

- expansion and deepening of the structure and content of the methodological system of training teachers of vocational education.

Currently, the training of bachelors in the field of professional education for professional educational institutions in higher educational institutions of the Republic on the training of engineers-educators is established. On the basis of this, higher educational institutions are entrusted with the task of developing the necessary competencies in future teachers of professional education, independently finding solutions to problems with a creative approach to education, drawing conclusions based on independent thought, training specialist personnel who are able to directly participate in production processes.

We began the study of the problems of preparing students for professional activities and the development of their technological competencies by identifying the content of the concepts "preparation", "preparation of a person for activities", "professional training".

In the scientific literature, it is defined as an important sign of "preparation", as suitability for activity, its regulatory, The presence of certain abilities.

Achieving a high level of preparation of students for professional activities on the basis of pedagogical integration requires the presence of the following circumstances:

- the degree of improvement of the preparation of students for professional activity is closely related to the effectiveness of the Integrative pedagogical system, covering the general essence of this process;

- development of organizational management of processes that ensure the preparation of students for professional activities in a targeted manner;

- reflexive management guarantees the result of the goal of preparing students for professional activities on the basis of pedagogical integration. Reflexive management requires maximum consideration of the features of the process being organized for a specific purpose, as well as coordination of each effect with the regularities manifested in its content.

In the organization of the process of preparing students for professional activity on the basis of pedagogical integration, it is important to identify the main laws that

determine its components, levels, general organizational foundations, content, form and methods.

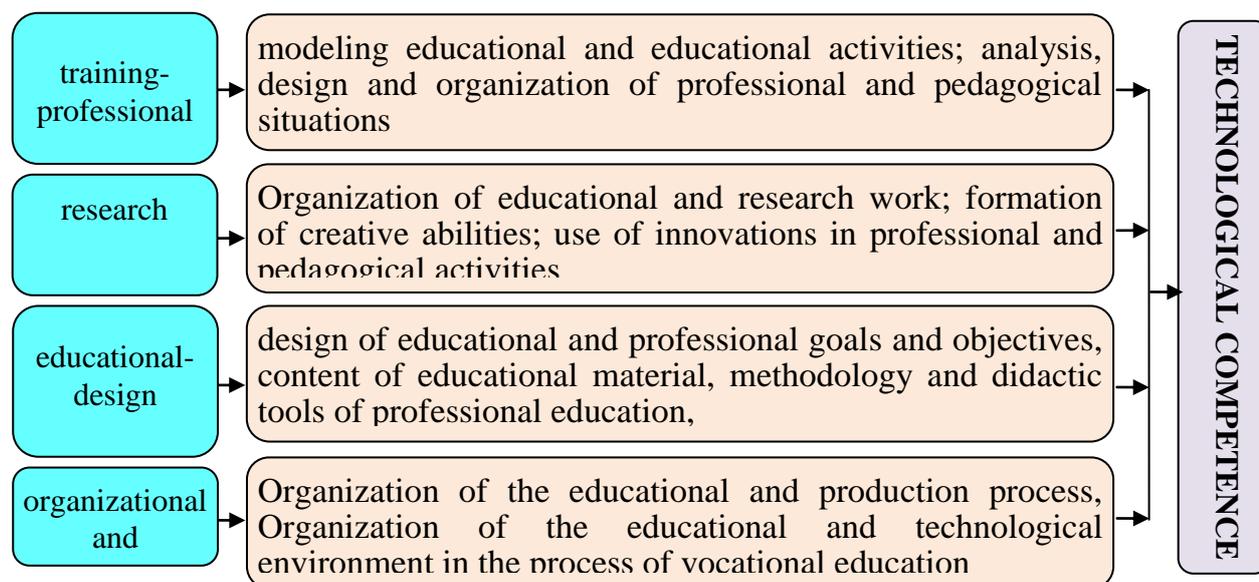
Based on the above requirements, we would like to separately dwell on the concept of technological competence. It is an important component of the professional training of teachers, which includes not only knowledge, skills, norms and value systems, but also the capabilities of technological tools for the professional-personal development of future professional education teachers.

The essence of competence can be considered as a generalized method based on the acquired knowledge, the ability to use standards, rules for performing tasks, the ability to implement competencies formed in the process of studying pedagogical disciplines that provide orientation and management of professional situations.

Technological competence provides a guaranteed result of the implementation of pedagogical tasks, the organization of interaction of subjects of the educational process, the management of the educational process, the creation of a professional and creative environment, the design and implementation of educational and professional activities, the stages of professional-cognitive activity, the training of future teachers of professional education.

Technological competence is presented as a complex of professional and personal qualities of teachers of professional education. The ideas of a competency approach integrate the personal qualities of a professional educational teacher, which are reflected in management, design, social, pedagogical competencies.

Technological competence of students-includes knowledge of the characteristics of information flows in the field of obtaining certain skills in the use of various technical devices and computer technologies, obtaining information from various sources, its effective use in a generalized way, the development of skills in analytical restructuring of Information, its preparation for science and professional activities. **Figure 1. Structural structure of technological competence**



It is presented as a complex of professional and personal qualities of students of technological competence. The ideas of a competency approach integrate the personal qualities of a professional educational teacher, which are reflected in management, design, social, pedagogical competencies

Studies have shown that the tasks of technological competence are manifested in the interaction of subjects of professional activity, in various forms of Organization of the educational process. Technological competence directly ensures the personal and professional development of students: mastering management, pedagogical, project, Social Knowledge, Skills, norms and values, as well as the implementation of management-pedagogical, project-technological activities and the development of social interaction.

In order to achieve the set tasks (goals) for the development of technological competence of students on the basis of the integrated approach, teachers of higher educational institutions need to systematically carry out this work.

Interaction: a) a concrete implementation base of the ideas of general integration in the theory and practice of pedagogy; B) provides pedagogical conditions specially organized for the development of pedagogical integration; C) gives orientation to the indiffererent process of integration, fills it with concrete pedagogical content; G) determines the initial composition and content of integration processes.

The model for the development of technological competencies in students on the basis of an integrative approach forms pedagogical tools, establishes various connections between them, determines the procedure for their use and takes into account the dynamics and integrity of development.

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