
TENDENCIES IN THE DEVELOPMENT OF METHODOLOGICAL COMPETENCE IN FUTURE TECHNOLOGICAL EDUCATION TEACHERS

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ABSTRACT: In this article, students are being prepared for professional activities the basics of forming methodical competence are mentioned. Also, a systematic approach to the concepts of methodical competence and its criteria, indicators and levels of preparation for innovative activities, generally accepted approaches in scientific research, directions of application to activities and issues of application are highlighted.

KEYWORDS: merodic competence, communication, affective, differentiation, social, motivation, pedagogical activity, innovative approach, pedagogical innovation, methodical activity, creativity, sociability.

INTRODUCTION

Formation of methodical competences in future teachers of technological education is one of the most urgent problems, because the level of formation of this competence affects the development of the individual as a whole. Development of the field of education, directing them to the differentiated educational process, correctly managing the map of the educational process, creating psychological and pedagogical conditions for the implementation of the main educational program and pedagogical support should serve to ensure the variability of directions [1].

To maintain and strengthen the mental health of future teachers of technological education, to form communication skills in the environment of people of different ages, to support them, to form the self-management skills of students. is one of our main goals. Communication is a two-way process of information exchange that leads to mutual understanding. Translated from the Latin language, “communication” means “common, shared with everyone”. If mutual understanding is not achieved, if experience is not shared, if there is no demonstrability, it is considered that communication has not been realized [2].

Analysis of the literature. The achievement of the innovative nature of the teacher’s activity is considered. In developed foreign countries, the issue of achieving an innovative character in the development of pedagogical methodological competence has been seriously studied since the last century. In particular, in the work carried out by researchers such as H. Barnett, J. Basset, D. Chen, R. Edem, F. N. Gonobolin, S. M. Godnin, V. I. Zagvyazinsky, B. A. Kan-Kalik, N. V. Kuzmina and V. A. Slastenin, innovative activity, development of methodological competence, the content of practical actions regarding the active use of them in the activity of the pedagogue by informing

about the innovative approach to pedagogical activity, substantiating innovative ideas and their effective implementation in practice, informing about pedagogical innovations created in foreign countries and the republic [3].

Research Methodology

In order to make sure that the communication between the teacher and the student during the lesson is successful, there should be feedback about how people understand you, how they perceive you, and how they react to the problem. Methodical competence is realized in the whole system of the person, in accordance with the directions of development: it is inseparably linked to activities with the types of social communication, motivational communication, active communication. It should be noted that methodical competence should be considered in the general context of students' socialization in terms of taking into account the specific features of generalization in activities, forming communication, communication concepts, communicating with adults, peers, taking into account the features of the general state of social development, etc. . The structure of this process depends on cognitive component, value component, personal component, emotional component and behavioral component [4].

ANALYSIS AND RESULTS

The analysis shows that methodical competence continues differently in different areas. The methodical competences that make up this system are as follows: an increase in the culture of communication, the existence of values that make up common values, the stability of social and professional activity, the form of the methodical process, personal self-determination. As can be seen from this, methodical competence is considered to be the ability to establish communication and correctly implement the process, to support the process. Identifying the main tasks of the necessary methodical competences in the activity and knowing their application in the educational process: 1) development of effective communication skills; 2) creating conditions for participants to refer to their communication experiences in the case of problematic situations; 3) to determine the most effective ways to initiate communication, to teach the skills of finding ways and maintaining communication; 4) to develop the ability to adequately express one's feelings and understand the expressions of other people's feelings; to teach constructive ways of getting out of conflict interactions; 5) uniting the team, forming mutual trust.

Analyzing the above, it can be summarized as follows: if we analyze practical methods aimed at developing communication skills in future technological education teachers and present them to groups, then in order to develop methodological competences in future technological education teachers, we will give them problematic it is desirable to fully cover the lesson process using interactive methods or to use the “problem situation” method or the “activating method”.

In order to develop empathy and empathic behavior in future teachers of technological education, the following can be suggested: “Describe the thing you are making”, “comparison”, “guess the feeling” methods can be used. It can also be noted that with systematic and targeted teaching methods, students will have new information about the process of communication; helps students to understand each other, to establish the right attitude, to listen to each other

based on mutual respect, to form sufficient self-esteem, to plan their behavior and predictive abilities to resolve conflict situations are updated [5-6].

CONCLUSIONS AND SUGGESTIONS

Based on the above, it should be noted that the professional skill of future technological education teachers is communication. First of all, by communicating with peers, a student begins to acquire the necessary knowledge about life and his chosen profession. Therefore, in the conditions of establishing communication, the communication of students not only with their peers, but also with adults should be considered the most important condition for their personal development. Failures in communication lead to loss of position in professional activity. Methodical competence can bring a specialist high objective indicators in professional and personal activity. Students should not only master the theoretical knowledge of communication, but also have an idea of how to use it in real communication. For this reason, it is our goal to introduce systematic interactive methods into the educational process, to emphasize general and professional competence in preparation for the profession, and to increase the specialist's readiness for professional activity [7-8].

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