



## MODERN TEACHER OF 'TECHNOLOGY' MODULE: QUALITIES OF PROFESSIONALS.

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**ABSTRACT.** *In the modern socio-economic conditions, the vector of development of the system of General education aims at all-round development of abilities and potential of students who can later become competitive specialists. The answer to this social order was the introduction of the Federal basic curriculum subject area "Technology", which summarizes the fundamental knowledge of natural Sciences and Humanities, entrepreneurial ideas to meet the social task of training competent professionals. The author presents the structure of the subject area "Technology" and the stages of preparation of pupils, conditional release of its specificity to improve the training of teachers of technology in pedagogical higher education institutions.*

**KEYWORDS:** Higher Education, General Education, Subject Area «Technology», Teacher Training.

### INTRODUCTION

The need for school children to receive the basics of technological education is an objective regularity that meets the tasks of developing society, creative and organizational development of the individual, instilling labor and domestic skills, readiness for activity in market conditions, preserving national traditions and crafts. In the domestic system of general education, the subject area of the discipline "Technology" covers all stages of education from grades 1 to 11, carrying out the functions of adaptation, self-determination, realization of the student's inclinations and abilities, based on the knowledge and methods of activity that meet the objectives of school children's participation in social, non-professional activities, forming their world view, the system of values of ideals" [1].

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individual, instilling labor and domestic skills, readiness for activity in market conditions, preserving national traditions and crafts.

The breadth of the subject area, the duration of the pedagogical impact provide close interest and a significant amount of scientific work of teachers in the field of "Technology".

The subject area "Technology" summarizes the fundamental knowledge of the natural sciences and the humanities, technical and technological knowledge and skills, entrepreneurial ideas, business abilities, demonstrating how to develop a competitive product or service for the student's further creative activity, responding to the social task of preparing a competent professional based on knowledge synthesis and skills that provide a range of human functions (citizen, hard worker, owner, family man) and contribute to his upbringing. The specificity of the discipline "Technology" lies in its integrated nature, which includes the scientific knowledge of other disciplines, practical orientation, its applied orientation and connection with professional, social and household human activities.

The basis of the content of the subject "Technology" is: labor and its organization, safety and culture; information technology, as the provision of all areas of discipline; drawing, graphics and design; entrepreneurship as applied economic knowledge; life safety aspects (labor safety, technical, technological and environmental safety); vocational guidance.

During training at school, students go through the following stages of training in the subject area "Technology": elementary school: elementary labor and household skills, applied creativity, types and simple technologies for processing materials, information and energy, the basics of life safety, the formation and development of creative abilities;

high school: deepening knowledge, skills, techniques for working with materials, information and energy, assessing the level of technology's influence on all spheres of life, the idea of professional activity in various areas of "man-machine", "man-man", "person-sign", the development of creative abilities, the basics of graphics, modeling and design, the formation of knowledge about entrepreneurial activity, the production of competitive goods and services, the rational organization of activities;



high school: strengthening the professional orientation and professional orientation of educational activities, taking into account market conditions, acquiring entrepreneurship and business organization skills, the possibility of obtaining initial professional training.

Modern students from about the middle level of the school are increasingly asking the question -why should we study a particular subject?". Good grades in all disciplines and the manifestation of the necessary activity in all areas of study are quite rare, even among strong students. The significance of the acquired knowledge and skills for the planned field of activity is decisive, the disciplines are divided into "necessary" and "unnecessary", and, as a rule, the subject "Technology" does not fall into this list. Meanwhile, with a change in the functions and direction of training, a technology teacher can appear as an expert and coordinator, allowing the integration of aspects of the student's potential interest, teaching them along with the technological skills of managerial activity, organizational and entrepreneurial fundamentals, economic literacy, developing the functions of successful managers and businessmen. Here it is the best possible way, the professional orientation of the student will be revealed, a possible choice of the sphere of application of his abilities and knowledge will be made, the formation of interest, motivation and stimulus for learning.

The tasks set for the formation of students' readiness for everyday, social and professional activities through the educational field "Technology" largely depend on the state of preparation of the future technology teacher in higher professional education, integrating two areas: pedagogical and technological within the boundaries of the CRP [1].

Modern training of the future teacher focuses on his professional mobility, flexibility and adaptation in the context of real professional activity, strengthening the component organization and control of future activities.

The breadth of coverage of the necessary theoretical knowledge and practical skills of the future technology teacher, capable of pedagogical creativity and innovation in the multivariate subject field "Technology" sets the task of forming and developing all the components of his professional competence, readiness to implement technological and entrepreneurial education in high school. The solution to these problems is based on



significant changes, modernization of professional training of future teachers, which should reflect current trends in the development of technology and entrepreneurship, the achievements of pedagogical science in the field of methodology, theory and practice.

In conclusion, we obtained the following results:

1. We studied the theory of professional education, including facts, patterns, principles (principle of consciousness, the principle of conformity of the chosen profession, the principle of activity and the principle of development)

2. We studied the methodology used in vocational education, which helps to increase the effectiveness of practical work, including:

- preliminary classification of students into groups depending on their life and professional plans and the corresponding educational work in these groups;
- preparing young people for choosing a profession and their place in society;
- professional education, including professional information, professional propaganda and professional propaganda;
- preliminary professional diagnostics aimed at identifying the interests and abilities of a person to a particular profession, etc.

3. Considered ways of planning professional education of students.

Based on the results obtained, the following conclusions can be drawn:

1. Preparing the younger generation for creative work for the benefit of society is the most important task of a comprehensive school. Its successful implementation is associated with the constant search for the most advanced ways of labor education and vocational guidance.

2. Advanced pedagogical experience, the results of scientific research show that only an integrated approach to solving issues of labor self-determination of school youth contributes to the success of career guidance activities.

3. A detailed review of the content and basic methods of work on vocational guidance using the example of the "Cooking" section and the concrete outline of the technology lesson allows us to conclude that "vocational guidance is state-owned in scope, economic in results, social in content, pedagogical in a complex multifaceted problem."



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