

**METHODOLOGY OF FORMING THE COMPETENCE OF A  
TECHNOLOGY TEACHER TO CARRY OUT INDEPENDENT INNOVATIVE  
PEDAGOGICAL ACTIVITY**

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**ABSTRACT:**

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*The article describes the methodology for forming the competence of a technology teacher to conduct independent innovative pedagogical activities.*

**KEYWORDS:**

*Technology, innovation, pedagogical activity, compitegological activity, competence, legal culture.*



**INTRODUCTION.** The formation of the competence of a future teacher of technology to conduct independent innovative pedagogical activity allows developing the content of all humanitarian, socio-economic, natural-scientific and mathematical knowledge, pedagogical-psychological and general-labor and special training, to have a complete picture of the pedagogical activity of a teacher of technology, its tasks and the educational and educational issues it solves, and the methods of its relations. A comprehensive theoretical-methodical and experimental-practical study of the phenomenon under study allows us to imagine the emerging scientific approach to systematically determining the level of formation of the competence of a future teacher of technology to conduct independent innovative pedagogical activity.

The goal of forming the competence of independent innovative pedagogical activity is to develop such components of the student's self-awareness, assessment and management in the process of personal development and to prepare him for work in various educational institutions, while the tasks of studying the basics of general and specialized disciplines should be: to develop pedagogical and technical-technological thinking as a method of identifying and

solving issues in specific pedagogical and production problem situations; to achieve a positive attitude towards the acquisition of pedagogical, general and specialized knowledge as the basis of the pedagogical and personal activity of the future teacher of technology; to form reproductive and creative methods of educational-pedagogical and production activities as the basis of the individual method of future professional activity; to develop important professional and pedagogical qualities (empathy, love for children, etc.), to create a need for professional and personal self-development.

At the first stage of the higher education system, educational programs provide for the student to master the blocks of subjects in the curriculum (humanities, socio-economics, mathematics and natural sciences; general labor specialty and additional), ensuring continuity and coherence with general secondary and secondary specialized, and vocational education.

Currently, insufficient attention is paid to independent innovative pedagogical activity in the training of bachelor teachers in the field of technology. The fact that future bachelor teachers studying in the field of technology cannot productively use their free time for independent activity, do not work on improving their professional knowledge and skills, do not have sufficient literature in libraries for independent education within the scope of their specialty, and cannot productively use information technologies and electronic educational resources indicates the urgency of the problem. In order to positively solve this problem, it is necessary to bring students' independent education and levels of competence in pedagogical activity into a coherent system.

The concept of “competence” (derived from the Latin word *competentia*, *competere* – meaning “to achieve together, to win, to be suitable, to be in line”) in dictionaries means “to have knowledge that allows one to think about something”, “to be informed, to be entitled”. (Big Encyclopedic Dictionary edited by L.N. Azrilyan – M. “Legal Culture” Fund, 1994-528 pages). “Competent” means a person who is recognized as knowledgeable in some matter in his work, who is informed, authoritative, has full rights, has authority in circles, and is capable. Practically all lexicographers delimit the categories of “competence” and “competence”. The definitions of competence are similar and replace each other (complement), while at the same time there is no single explanation for the word competence, this concept is understood as “a set of powers (rights and obligations) of a certain body or official, established by law, regulations of this body or other circumstances”, “possession of knowledge that allows one to think about something”, “a set of questions (area) that someone is well informed about”. The definition of pedagogical competence can

also be as follows: “a set (scope) of issues, phenomena, such as reputation, perception, experience as a person with pedagogical skills; the scope of powers, questions, phenomena is the area in which one has to conduct something”, “personal opportunities of the teacher” are understood as his qualifications (knowledge, experience), participation in the development of decisions within a certain range or the presence of certain knowledge and training. Independent learning is an important factor in becoming a qualified specialist. This is especially evident in the system of labor training.

By forming the professional competence of a technology teacher in professional activity, it is possible to have a certain impact on human life, personal upbringing, and the development of social relations. The developed model of professional formation of a technology teacher is a standard that ensures the successful resolution of pedagogical and problem situations arising in the educational and production process, describes motivational qualities, intellectual potential, willpower, practical skills, emotional qualities, self-management qualities, and reflects the independent learning and self-development of the worker.

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