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# SCIENTIFIC AND PRACTICAL BASES OF STUDYING THE PROBLEM OF DEVELOPING AUTOPEDAGOGICAL COMPETENCE OF TECHNOLOGICAL EDUCATION TEACHER

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**Abstract**
In this article, the process of forming the autopedagogical competence of the future teacher of technological education and creative pedagogical individuality has not been sufficiently studied, and the problems of studying the training of personnel based on creative approaches have been analyzed.

**Keywords**: autopedagogical competence, technological education, anthropological, ontological, dialogical, social pedagogy, sociogenic, psychogenic, acmeological approach, STEAM - method, cognitive-operational.

## Introduction

In a situation where the requirements for the training of qualified personnel and the quality of education are changing in our country, the insufficient level of professional **autopedagogical** competence, professional skills and culture requires conducting research on the problems of professional skill formation and the development of **autopedagogical** competence of the teacher of technological education.

The theoretical-methodological foundations of modeling the formation of **autopedagogical** competence, the process of formation of the future technological education teacher, his creative pedagogical individuality, which are not sufficiently studied, require the research of personnel training in the field based on creative and field approaches. In this regard, it is appropriate to use the scientific data and the recommendations developed based on them as a scientific and practical basis for studying the problem of developing **autopedagogical** competence of the technological education teacher in various innovative researches and developments.

The normative-prognostic model of the **autopedagogical** competence of the teacher of technological education can be used as a scientific-methodical basis for the development of training manuals and recommendations designed to optimize the development of the **autopedagogical** competence of future specialists by developing a system of productive problem-solving algorithms in the social-pedagogical system, the student team - the student.

The following are identified as the classification features of the technology of formation of **autopedagogical** competence in future teachers received:

**Extent and description of application:** local application mesotechnology with a description.

**Philosophical basis:** 1) anthropological; 2) ontological; 3) dialogic.



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**Methodological approach:** humanistic, algorithmic, practical focused, value-oriented approach.
**Leading factors of development:** 1) sociogenic; 2) psychogenic.
**The scientific concept of mastering experience:** associative-reflective + active + developmental + behavioristic.
**Orientation and structure in the field of personal development:** knowledge, skills and competence + self-management mechanism field + active-practical field.
**Content description:** professionally oriented.
**Type of socio-pedagogical activity:** educational (didactic), educational, developing.
**Used methods:** 1) dialogue; 2) situational; 3) to each other explanation; 4) teach each other; 3) role-playing; 6) investigative-research.
**Organizational forms**: 1) individual; 2) group; 3) in pairs work; 4) collective.
**Used tools:** 1) handouts; 2) documentary movies; 3) fiction; 4) multimedia.
**A description of the learner approach and collaborative interaction:**
activity oriented.
**Modernization direction and traditional education system attitude:** pedagogical technology based on strengthening activities based on joint cooperation.
**Application category:** for schoolchildren.
The content of the technology reflects the motivational-cognitive-operational unit of activity and the levels of independent work (such as familiarization, understanding, analysis and synthesis) that are manifested in each of these stages in a unique way.
In the development of the pedagogical system for the formation and development of the **autopedagogical** competence of the future technological education teacher, the decisive role in improving the skills of the technological education teacher belongs to social conditions, and great attention is paid to personal activity and self-education. For this purpose, a normative-prognostic model of **autopedagogical** competence of a technological education teacher with the main components (knowledge, communication, self-education professionalism) that allows the teacher to create the "acme" elements of his profession was developed.
Ways to optimize the process of developing **autopedagogical** competence of the teacher of technological education, algorithms for effectively solving pedagogical problems in the socio-pedagogical system of the image of "I" were proposed. In this process, as a result of the experimental part of the research, a pedagogical system for developing the **autopedagogical** competence of the future technological education teacher was developed.
It is impossible to maintain an active creative pedagogical form without constant training: it is important to master the flow of internal ideas, thoughts, movement culture, to master the methods and strategies of improving pedagogical thinking at the level of professionalism.
The analysis of the theoretical and methodological bases of the conducted experimental work and the development of **autopedagogical** competence of the teacher of technological education shows that in the process of the formation of the future professional teacher, his creative pedagogical individuality is not revealed and formed. The difficulty of acquiring professional competence is that professional knowledge should be formed simultaneously at all levels methodologically, theoretically and methodically.



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The use of a systematic approach together with pedagogical experience provides an opportunity to integrate a complex of disciplines into a system of knowledge in the process of studying the future technological education. During the pedagogical research, it was determined that the development of **autopedagogical** competence of the teacher of technological education can be carried out by using the acmeological approach and STEAM and other innovative technologies to create a pedagogical system.

The decisive role in determining the professional formation of a teacher of technological education belongs to social conditions, and an important place is given to personal activity and self-education. The use of active teaching methods, acceleration of the pace of educational activities, development of academic work skills, use of computers and other new technical tools, the system of creative tasks is important as a factor for the entire period of training of future specialists [1].

The development of the **autopedagogical** competence of the teacher of technological education is characterized by a specific structure, content, stage and levels of development based on the identification of factors in the conditions of professional improvement in higher education and further education.

Identifying models for the effective development of **autopedagogical** competence of a future technological education teacher, the unregulated educational process leads to the formation of psychological-pedagogical, general theoretical and general cultural competence, the readiness to implement the achievements of pedagogic science and the best practices in work practice, as well as self-improvement / self-improvement in professional activities - has a major impact on self-organization/self-correction [2].

The development of a normative-prognostic model for the development of **autopedagogical** competence in the process of training a future teacher in the field of technological education was psychologically and pedagogically based, assuming the use of psychophysiological reserves of the individual in modeling the elements of the "Acme" state. In this way, the possibility of improving the effectiveness of the **autopedagogical** competence of the future technological education teacher, professional knowledge, methodical and theoretical It appears when it is formed in terms of. The **autopedagogical** competence of the teacher of technological education depends on pedagogical skills and professional skills of technologies at the level of acting and directing. His professionalism in pedagogical activities is personal and activity-oriented. Here, of course, great importance is attached to the teacher's social and universal qualities, professional-pedagogical qualities, and the structure of the person engaged in self-education, which includes the individual. Therefore, it is impossible to maintain an active creative pedagogical form without constant training.

Improvement of the model of development of self-pedagogical competence of the future teacher depends on solving algorithms related to solving the main groups of tasks of the pedagogical process and algorithms for effective solving of pedagogical tasks. The process of formation and development of psychological-pedagogical, general theoretical and general cultural competence, the achievements of pedagogic science and the best practical experiences have a great influence on the teacher's self-improvement.



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Innovative education in higher education has a structural structure consisting of several parts, such as the goal of education, educational content, teaching tools and motivation, process participants (students, teachers), activity results, and organization of student activities and control of the educational process in teaching the future technological education direction. divided into two interrelated components [3,4].

The ongoing scientific research ultimately leads to the implementation of the acmeological approach to study human potential and improve work performance in increasing the efficiency and development of **autopedagogical** competence of future technological education specialists in the modern education system. The theoretical conditions of the problem of pedagogical technologies and pedagogical skills as components of the **autopedagogical** competence of a technological education teacher provide an opportunity to analyze on the basis of modern approaches and to come to certain scientific conclusions on the content and structure of the normative-prognostic model of the **autopedagogical** competence of a technological education teacher.

With the development of ways to optimize the process of self-pedagogical competence development of the future specialist, algorithms for effective solution of professional problems in the socio-pedagogical system of the technological education teacher, student team-student individual were proposed. Professionalism and competence are similar concepts, but they have different meanings. Professionalism means not only certain knowledge, but also the attitude to work, specific features of work, and skillful execution of it.

Developed competences are immediately felt, because the professional pedagogue tries to develop his skills, strives to achieve certain goals and results, produces working values, and these usually correspond to the standard of the work process. Competence has a somewhat complex content, requiring not only the presence of knowledge, but also the ability to apply it. Competence can only be determined during extensive evaluation and observation.

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