



CLASSIFICATION OF EDUCATIONAL TECHNOLOGIES PROFESSIONAL COMPETENCE OF TEACHERS IN TRAINING

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Annotation: *In this article, the fact that training the criteria of professional competence of teachers in advanced training is an urgent pedagogical problem today, the aspects of educational technologies that have been studied in science, the types and forms of the technologies of training the criteria of professional competence of teachers in advanced training, the technologies of training the criteria of professional competence in traditional educational activities, quasi-professional and educational professional activities, lecture and seminar teaching system, non-imitative and imitative technologies, combined (combined) technologies, technologies that educate the experience of professional activity, the content and essence of the use of technologies for educating teachers' scientific research activities, the role of technologies in educating the criteria of professional competence are covered.*

Keywords: *Training, criteria of professional competence, educational technologies, training, audience, non-imitation, imitation technologies.*

The professional and education of teachers in advanced training in order to achieve education and the individual's subject in the labor market will be seen in the educational process, thus determining the nature of this activity in and in the activities. L.S.Vigotsky, scientists from psychologists in identifying the pedagogical psychological basis of educational technologies, forms and methods of organizing the educational process. P.Ya. Gallere, V.V. The theory of activities developed by Davidovs and A.Lontsev can be theory. The use of teachers in professional upbringing shows the interaction between the other quality teachers and listeners, unlike the quality traditional educational form. The essence of the content of this technology is social and the social and the subject content is reflected in the essence of the essence. Qualification when choosing technologies used in the upbringing of professional competent competency criteria, we need to consider:

1. Responsibilities and the principles of education that leads to them;
2. Goals and objectives of education;
3. The essence of the science being studied and content
4. Curricula of students:
 - a) age opportunities (physical, physical, spiritual);
 - b) level of preparation (teaching and in education);
 - c) specificity of the training group (collective);
5. Features of external conditions (geographical, production environment, etc.



The purpose of educational technologies used to educate professional competence of professional competence of professional competence, understand the breadth of his profession, which can establish a positive relationship in the team. It is to convey personal development, upbringing and competitive entity in the labor market. It is important to use the technological approach to the upbringing of professional competence of professional teachers. There is a special role in educating the criteria for professional competence of professional teachers. A lecture-seminar on the first group of activity is usually traditionally, which is traditionally, to convey large-scale information, educate memory, attention, educate some logical thinking skills (basic and It is suitable for separation of existing, systematization of the educational material, sorting, description). To components of traditional technology:

- group system of training organization;
- subject curriculum;
- the current number of groups is the specified number;
- The presence of a single, sustainable training session for teachers and audience;
- Delivery of one subject's training materials for the week;
- Lectures, seminars, laboratories as the main form of exercises and the use of practical activities.

- Putting a specific purpose of teaching by the teacher (speaker) and this

To achieve the goal, make plans to meet the same plans;

- Use of exhibition-illustrated methods of teaching.

- Groups and individuals with audience in teacher's training sessions

Performance in form (seminars and practical training), et al.

The use of demonstration-illustrative teaching methods.

- The teacher's work with students in group and individual sessions (in seminars and practical sessions), etc.

The second and third groups of activities include innovative technologies of active teaching, which combine the educational and active and quasi-professional activities of teachers. These technologies have the following characteristics:

- Activation of the thinking and behavior of students;

- High level of involvement of students in the learning process (the activity of the student corresponds to the activity of the lecturer);

- Mandatory interaction of students with each other or with the lecturer;

- High level of emotionality, creativity, motivation of the lesson;

- Focus on mastering the learning material in a short period of time, etc.

Depending on the presence or absence of a quasi-professional activity model imitating real processes in technologies, all technologies in this group are divided into imitation and non-imitation technologies (in each group, gaming and non-gaming ones are distinguished). The third group of activities includes technologies of educational professional activity. They are brought closer to real practical conditions. The technologies selected for the



education of professional competence criteria of teachers in advanced training are based on the mastery of educational tasks by teachers and their individual components (cognitive, orientational, operational), and their subsequent integration into a general method of activity. The final stage of the education of professional competence criteria of teachers is the accumulation of experience in solving practical tasks. T.P. Afanaseva, E.V. Karavaeva, A.Sh. Kanukoeva, V.S. Lazareva, N.V. Nemov examined the role of the above-mentioned traditional, quasi-professional and educational-professional activity technologies in the development of teachers' professional competence. To date, the lecture-seminar system of education has been aimed at mastering knowledge, skills and abilities. The rate of mastery of information in such classes ranges from 30% (using demonstration materials) to 50% (using audiovisual aids). Active teaching technologies are technologies that stimulate active cognitive and practical activity of students (teachers) in the process of mastering educational materials. Active teaching technologies are aimed not at delivering ready-made information to students, memorizing and repeating information, but at the acquisition of independent knowledge and skills in the process of active thinking and practical activity of teachers. The cognitive activity of teachers in advanced training means the desire, interest in learning new information, the desire to complete personal and collective tasks, and the intellectual and emotional response to the activities of others (other teachers). When we talk about the cognitive independence of teachers, we mean the ability and desire to think independently, the ability to focus attention on a new situation, to find one's own direction and method for solving problems, not only to understand the information being learned, but also to know the methods of searching for knowledge; the ability to critically approach the opinions of others, and the independence of one's own opinion. When we talk about the cognitive activity and independence of teachers in advanced training, we mean the intellectual characteristics and qualities of teachers in acquiring knowledge and improving their knowledge. The lack of conditions for the upbringing of cognitive activity and independence does not develop these qualities. Therefore, the use of active teaching technologies in the educational process to cultivate the intellectual activity and independence of teachers in professional development allows developing important intellectual qualities of teachers and subsequently applying the acquired and consolidated knowledge in practice. The peculiarity of non-imitative teaching methods is the absence of a model of the process or activity being studied. Activation of teaching is carried out by establishing direct and feedback communication between the teacher and the student. The process of processing the context of the professional activity through the Motorial method is taking place. With this, it is possible to make pedagogical problems or a successful solution to problematic situations. Immitation exercises provide for personal and collective activities in the selected field, the existence of an immiginary model object, process and an existing existence. Nimiting exercises do not require such a model, where the direct is provided with the teacher and the speaker with direct and returning systems. Education of teachers' cognitive components plays an important role in the preparation for their



professional activity. It organizes methodological knowledge, which differ from its essence widely and in general.

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