PEDAGOGICAL CONDITIONS OF WORKING IN A DIGITAL EDUCATIONAL ENVIRONMENT OF FUTURE TECHNOLOGY TEACHERS

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ABOUT ARTICLE

Abstract: In this article, the pedagogical conditions for the formation of the important professional qualities of future teachers of technology for working in the digitization educational environment, a set of mutually ordered components, the important professional qualities of their teachers for working in the digital educational environment in the formation of online lectures, professional conferences, online seminars, webinars, online consultations, online courses, online trainings and motivational, gnostic, process and self-assessment groups as criteria for the formation of professional qualities the opinions about the indicators of each criterion are selected.

INTRODUCTION

Creating a digitization environment is of great importance in the training of future general education school teachers in higher education institutions. Digitization of the future technology teacher depends on the important professional qualities and effective pedagogical conditions for the development of the educational environment. First, we will focus on the concept of pedagogical conditions.

Pedagogical conditions in the pedagogical literature and scientific foundations are expressed as follows. Pedagogical conditions are the conditions for organizing the pedagogical process using educational technologies, methods, forms, tools, and approaches. Pedagogical condition is a component of designing a pedagogical system that describes the influence of conditions-internal and external factors.

Pedagogical condition is the planned achievement of the educational goal and the gradual organization of educational quality in the promotion of hypotheses. All three cases are interdependent and complement each other. In the framework of our research, it is necessary to implement pedagogical

actions using forms, tools and technologies and approaches of teaching tools, taking into account the external and internal influencing factors in the formation of important professional qualities of the future technology teacher in the digitalization educational environment. we came to the conclusion that I.V. Ippolitova and I. Sterkov classify pedagogical conditions as follows .

According to the sphere of influence, external (natural-geographical, collective, production, cultural) and internal (educational, didactic, educational, sanitary, hygienic, spiritual, psychological, aesthetic) conditions are divided.

By the nature of influence, objective (legal documents, information media and the educational process) subjective (describing the potential of subjects of pedagogical activity affecting the development of the educational process, the level of collaborative actions, level of main goals for learners) is divided into.

General (social, economic, cultural, national, geographical) and specific (social-democratic structure of learners, location of educational institution, material and technical base, pedagogical content, psychological climate).

Taking into account the above, we understand the pedagogical condition as a set of pedagogical actions in the nature of influencing conditions.

Pedagogical conditions combine the regulatory and legal side of the educational process in the modern digitization educational environment.

Based on the above analysis, it is possible to come to the opinion that it is a goal-oriented comprehensive measure of influencing the pedagogical prerequisites for the formation of important professional qualities of the future teacher of technology for working in the digitization educational environment. ensures the organization of educational and professional activities in the subject of the educational process.

The first condition for the formation of important professional qualities of the future teacher of "Technology" in the digital educational environment is the development of educational goals for working in the digital educational environment. Studying the main educational normative documents (curriculum, subject program, modules), passing applications, mastering scientific research works of the future "Technology" teacher is included in the educational professional activity. .

Then the goal of educational and professional activity is determined. Through the learning objectives, the requirements for important professional qualities of the future teacher of technology for working in the digital educational environment are developed. Achieving the goals is done by solving a number of the following tasks:

• formation of pedagogical technique;
• planning and analyzing activities of the digital educational environment;
• activation of the educational process;
• the need to work in a digital educational environment even after graduating from higher education institutions;
• to constantly improve one's professional skills to work in a digital educational environment;
• formation of important professional qualities such as teaching self-assessment

The formation of important professional qualities of the future "Technology" teacher in the digital educational environment can be considered as an informative model. There should be a methodological approach in the development of such a model.

In scientific pedagogical literature, the purpose and content of educational professional activity is developed based on competent and professional activity approaches. The professional-activity approach clarifies the chain of resources, conditions and actions in the professional activity in the

formation of important professional qualities of the future "Technology" teacher for working in the digitization educational environment. Competent approach defines a set of methods of development of educational methods, researches, analysis and synthesis tools for formation of important professional qualities of the future "Technology" teacher in the digitization educational environment. In this approach, the future teacher of "Technology" determines the abilities to work in the digitization educational environment. Organizational forms of education play an important role in the formation of important professional qualities of the future teacher of technology in the digitization educational environment.

Lectures, seminars, laboratories, independent work, scientific research, practical training and extracurricular activities in the areas of "technological education" are types of training. It is important to choose the right form of group work, small group work, pair work and individual work. We will focus on how to organize training in a digital educational environment.

1. Online lectures. By conducting lectures in the form of "online" lectures, it is possible to increase the volume of theoretical educational material, attract scientists from other universities, freely set the time of lectures, present presentations and illustrations. . Lectures can be placed on the platform in the form of a video file.

2. Makes it possible to conduct seminars, practical training and laboratory training in the form of "Online" courses, "Online" training, webinar, "Online" laboratory. Also, by conducting laboratory training through virtual stands, students can create a realistic idea of complex technological objects and processes.

3. Independent work is the process of performing some of the student's tasks remotely in the form of methodological assistance and advice. Assignments can be completed independently by the student without the help of a teacher.

To increase the activity of students for independent work, it is necessary to use the following educational methods and forms.

- Introduction of "Online" training through the Moodle special platform;
- Working with Google, HTMIS, On-line Document documents;
- Work with social networks (Telegram, Instagram, Face book);
- On-line survey (Voice, test);
- working with interactive graphs and tables.
- Working with online monitoring platforms.
- Working with educational sites.
- Students' scientific research work is a form of education that forms these initial skills. Formation of scientific research skills in students is carried out in the following activities.
- At scientific practical conferences, seminars and roundtable discussions.
- Implementation of collaborative projects in small groups, laboratory training, group scientific research.
- Completing coursework, reports, lectures, and creative assignments.

Creation of digitization in the educational environment through educational forms of teaching requires changes in the educational process. Training the future teacher of "Technology" to work in a digital educational environment in the conditions of digitization will raise education to a new level of quality. The formation of important professional qualities of the future "Technology" teacher in the digital educational environment is carried out through the following technologies: project-based, problem-based, active, electronic and distance learning technologies are among them.

Designing the purpose and content of educational and professional activities in the digital educational environment is based on the following principles.

1.Establishing a connection between the educational subject and science in the training of pedagogues in the scientific-digital educational environment.

The following requirements are imposed:

- Acquaint students with the concepts of the theory and laws of pedagogy and scientific evidence in the conditions of a digital educational environment;
- Learning the technologies and methods of pedagogy in the digital educational environment;
- The use of scientific evidence, laws and theories in solving professional problems in the conditions of a digital educational environment.
- Working with online programs, searching for and choosing the necessary information, analyzing literature, preparing presentations and scientific articles.

2. Integrity.

Providing theoretical and practical integration in the digital educational environment.

- The following requirements must be met.
- The issue of solving professional issues is formed in the digital educational environment.
- To ensure readiness for professional activity in the digital educational environment according to the rhythm of implementation.
- In the digital educational environment, new requirements are introduced to the educational system.
- Self-development of future technology teachers in the implementation of professional pedagogical activities in the digital educational environment.

3. Organization of complex impact on the individual in the natural learning process by creating a digital educational environment. It is necessary to fulfill the following requirements:

- Development of complex measures for the formation of important professional qualities of future teachers of technology in the digital educational environment.
- Comprehensive activities with students in class and extracurricular activities.
- Comprehensive measures to determine the level of formation of important professional qualities of future technology teachers in the digital educational environment.

4. Systematicity.

Establishing a connection between pedagogical theory and practice in the conditions of working in a digital educational environment. In this case, it is necessary to explain the structure of theoretical and practical educational material in a logical sequence, to establish integration between theoretical and practical training.

5. Professional pedagogical activity.

This principle includes diagnosis, diagnosis, monitoring, design, programming. E.V. Zalipkina emphasizes that it is necessary to combine theoretical and practical design through scientific knowledge and experience. Based on these principles, when designing the purpose and content of educational professional activity, it is necessary to organize the actions of the pedagogue and student in the digital educational environment. A.G. Moroz, According to the ordered movement of the teacher and the student is a general pedagogical principle, which ensures continuity between all stages and periods of the educational process, broadening and deepening of knowledge, formation of knowledge, skills and qualifications, quality of educational methods and forms. requires change.

The third condition is also important in the formation of important professional qualities of future teachers of technology for working in a digital educational environment. This is an assessment of the

formation of important professional qualities in the future teachers of technology for working in the digital educational environment. On the basis of our preliminary research, a number of problems arose during the educational process of future technology teachers on the formation of important professional qualities for working in a digital educational environment, and we introduced corrective measures.

In the process of experiments, current controls were conducted to determine the level of formation of important professional qualities of future teachers of technology for working in a digital educational environment. If necessary, we made changes in the content of educational and professional activities.

Evaluation criteria were developed to determine the level of formation of important professional qualities of future technology teachers in the digital educational environment. These criteria were divided into the following motivational-need, gnostic, process and self-evaluation groups. Each criterion was checked by means of a survey, a test, a self-assessment card, and practical work. Thus, we identified three pedagogical conditions for the formation of important professional qualities of future teachers of technology for working in a digital educational environment.

1. Designing the purpose and content of educational and professional activities in the formation of important professional qualities of future teachers of technology for working in a digital educational environment.

2. Ordering the actions of pedagogues and students in the formation of important professional qualities of future "Technology" teachers for working in a digital educational environment.

3. Evaluation of the results of the formation of important professional qualities of future "Technology" teachers for working in a digital educational environment.

Pedagogical conditions are a set of interconnected and mutually ordered components of the educational system. Student-pedagogue activities participate as organizers of the educational process. These pedagogical conditions ensure the effectiveness of the content of the educational process and form important professional qualities of future teachers of technology for working in a digital educational environment. The educational process is complemented by online lectures, professional conferences, online seminars, webinars, online consultations, online courses, and online training.

As part of our research, the situation of the problems of the formation of important professional qualities of the future technology teachers in working in the digital educational environment was studied, the pedagogical theory and practice of the selected topic and the technology science education today were studied. justified its relevance in the field of student training.

In our opinion, important professional qualities for working in a digital educational environment are a set of complex qualities necessary for a pedagogue to work in a digital educational environment. The formation of important professional qualities of future teachers of technology to work in a digital educational environment is a goal-oriented professional-pedagogical activity of the subjects of the educational process, and educational-professional activity in the conditions of digitization is aimed at designing the purpose and content and ensuring the formation of important professional qualities of future teachers of technology for working in a digital educational environment. The main components of the process of forming the important professional qualities of future teachers of technology for working in a digital educational environment are social-pedagogical, motivational-emotional, gnostic, cultural-educational, design, literacy in digital technologies.

CONCLUSION

As the criteria for the formation of important professional qualities of future technology teachers, the motivational need, gnostic, process and self-evaluation groups were selected and the indicators of each

criterion were determined. Based on the criterion evaluation apparatus developed by us, as part of the research, it was determined that the important professional qualities of future teachers of technology are at a low level.

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