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PEDAGOGICAL ESSENCE OF DEVELOPING TECHNOLOGICAL COMPETENCE IN STUDENTS

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Annotation: Students of technical higher education institutions have the flexibility of thinking and the mobility of decision-making, the ability to revise the accumulated experience and advanced ideas, to design the production process based on modern technologies, it requires the training of qualified specialists, whose abilities and capabilities are taken into account. From this point of view, it is necessary to train students appropriately based on a systematic approach in the process of education and training to become modern specialists.
Key words: Technological competence, students, professional knowledge, systematic approach.

The increased interest in the development of new educational technologies and modern electronic educational tools in the field of science is due to:

- to harmonize the existing theories of teaching with the requirements of the modern practice of teaching and educating students, to give them an operative and instrumental character in terms of the modern goals and tasks of education;
- introduction of the most effective forms of teaching methods that encourage active independent activity of students in the development of new knowledge;
- updating the professional activity of the professor-teacher based on the idea of full control of the educational process, the design and reproducibility of the educational cycle.

The analysis of different approaches aimed at defining the nature of modern teaching technologies convinces us that a consensus in the interpretation of this technological competence has not yet been reached among foreign scholars. Despite the different approaches to the concept of "technological competence", all of them are aimed at creating optimal conditions for solving practical pedagogical problems.

The term "technology" is derived from the manufacturing sector. Technology (Greek: "techno" - craft, master and "logos" - science, education) - are ways of turning raw materials into finished products based on scientific practice. The technological process provides a certain sequence of operations using the necessary tools and conditions to obtain the desired, high-quality product [2, 3].

"The peculiarity of technological competence is that such an educational process is developed and implemented in it, which should guarantee the achievement of the technological construction of the educational process, which is consistently directed to clearly defined goals." These goals are determined on the basis of the content of the studied subject or topic, the interrelated activities of professors and students, as well as the internal processes of the student's personality development. Educational goals within the framework of technological competence are formed through learning outcomes expressed in students' actions. It allows you to focus on important things, clarify goals and create criteria for evaluating learning outcomes [1].

It is known that the introduction of a systematic approach to the educational process of higher education institutions, if the student has the necessary professional knowledge of

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technological competencies, also, if he can use them in reading and learning, he can develop his interest and qualities in the profession.

The totality of professional theoretical knowledge, practical skills, professionally important qualities tested in the experience is considered as technological competence.

Competence is the ability to apply the theoretical knowledge, practical skills and abilities acquired in the field of science in solving practical and theoretical problems encountered in everyday life.

A number of studies are devoted to the general characteristics of the technological competence of modern personnel and offer different approaches to determine its nature, structure and content.

Consequently, two components can be distinguished in the structure of competence: activity (knowledge, skills, and methods of implementing production activities) and communicative (knowledge, skills, and methods of communication during the production process).

Effectiveness of using modern educational technologies by professors and teachers is determined by the availability of technological processes, the type of appropriate technological competence, as research scientists have noted. The importance of technological competence in the professional activity of students in conditions of wide introduction of information technologies into the educational process of higher education institutions based on a systematic approach cannot be overestimated.

We consider technological competence to be an integral professional and personal characteristic of students, which includes: knowledge of technologies, a set of technological skills, and personal qualities of professional importance.

This understanding of the nature of technological competence of students leads to the conclusion that it can be manifested and formed directly in the process of production activity, that is, in the process of gaining experience.

. At the same time, some of its components can be formed in the educational process of improving students' knowledge. The formation of technological competence is a subsystem of professional training aimed at developing the ability to perform highly effective production activities.

Thus, the formation of technological competence is considered by us as a complex, controlled process of assimilation of new knowledge by an individual, as well as professional activity experience in a specially organized educational process.

It should be recognized that the preparation of future personnel for a high-quality profession is their relevance and insufficient development.

In order to comprehensively consider the process of formation of technological competence of future students as an integral system and its components, we use the method of modeling as a scientific method of knowledge.

The concept of "model" has an ambiguous interpretation. However, two of the various meanings are most common in the scientific literature: 1) a model as an object analogue; 2) model as an example [4].

Among the definitions taken as a basis, we consider the following definition of the pedagogical model to be important: "A generalized, abstract-logical image of the specific phenomenon of the pedagogical system, knowledge about the object of research, which is presented in the required visual form and is capable of giving something new, reflecting and expressing the important structural and functional relations of the object of pedagogical

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research." We believe that it is necessary to form a technological competence that demonstrates the process as a system that supports and reveals its internal structure.

In short, the concept of the model that we considered means the systematic and purposeful organization of preparing students for the use of electronic learning tools that ensure the high efficiency of engineering activities in the educational process of higher educational institutions.

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