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The Importance of Having Professional Graphic Competence in the Work of A Teacher of "Technology"

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Abstract. In the article, competence is the ability of a specialist to work effectively based on existing knowledge, skills and qualifications, today the professional competence of a specialist is becoming more relevant as a factor guaranteeing the quality and efficiency of the activities organized by him, professional competence is mastered by a specialist to be able to use knowledge, acquired skills, and experience in the process of organizing activities without any difficulty or strain, and the main focus is on revealing the essence of the concepts of "professional-graphic competence", "professional-graphic competence", In general, the essence of the concepts of "competence", "competence", and "professional-graphic competence" from a specific point of view, the qualities of professional-graphic competence and their description, it is shown that the possession of the qualities of professional-graphic competence is an important factor in increasing the effectiveness of activities in modern conditions.

Key words: competence, competent, professional-graphic competence, the characteristics of a professional-graphic competent teacher, the discipline "Technology", professional-graphic competent teacher of the discipline "Technology".

Introduction. The personal development of young people in higher education institutions is characterized by such situations as the enrichment of their creative thinking, independence, active relationships, the growth of their worldviews, the formation of the need for self-control and education. For future professionals, as well as for teachers, the process of education in educational institutions is the most optimal period of development and self-improvement based on professional knowledge, quality of education, competence and level criteria, which are considered important for the successful implementation of labor activity. In this process, future specialists embody such situations as the accumulation, storage, transfer of knowledge, the creation of their logical structure and their effective use in the organization of professional activity in the future.

Nowadays, the daily development of techniques and technology, the rapid updating of knowledge requires future specialists to have the ability to adapt to modern conditions and strive for new knowledge. This creates the need to teach teachers working in the educational system to independently search and work, to independently solve professional and life problems and creatively approach them. That's why today the implementation of the concept of an independent thinking free person is the main task of the continuous education system, in which the development of professional and pedagogical creativity of future teachers based on a competent approach is an important factor.

Main part. Competence requires constantly enriching one's knowledge, learning new information, feeling the demands of this day and age, the ability to search for new knowledge, and apply it in one's practical work. A competent specialist has the ability to use the methods and methods that he has mastered in solving problems, which are suitable for this situation, to selectively apply the methods that are suitable for the current situation, to reject those that are not appropriate, to look at the problem with a critical eye.

Competence is expressed by the future specialist's acquisition of knowledge, skills and abilities necessary for the implementation of personal and socially significant professional activities and their ability to apply them in professional activities. In this place, the essence of the concept of "competence" is fully revealed, it is manifested in the following two ways:

- competence is a set of personal qualities of students;
- in the form of basic requirements of the professional field.

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Competence does not mean the acquisition of separate knowledge and skills by the student, but the acquisition of integrative knowledge and actions in each independent direction. Also, in terms of the requirements for the level of professional training of graduates, competence means the ability of students to use a set of knowledge, skills and activity methods appropriately in certain situations.

The specialist's professional competence is becoming more relevant as a factor guaranteeing the quality and efficiency of the activities organized by him [12]. Therefore, professional competence is the ability to use acquired knowledge, acquired skills, and experience by a specialist in the process of organizing activities without any difficulty or strain, and its possession undoubtedly allows to achieve an effective result.

Although the concepts of "competence" and "competence" have been studied in leading foreign countries since the 60s of the last century, in the last decade of the 21st century, special attention was paid to increasing the professional competence of specialists. Because in the educational practice, although it is evident that the specialist has acquired sufficient theoretical knowledge, necessary skills and qualifications in the relevant field, and gained professional experience, in the production process, the high efficiency of the activities organized by him is not achieved. observed. On the basis of competence, it is reflected that the specialist can directly use the knowledge, skills, qualifications and experiences he has in practice, and when he uses them, he can use them effectively and successfully. It is necessary to consistently develop the qualities of professional competence among students in the fulfillment of the important socio-pedagogical task of training a qualified specialist in higher education institutions. Full implementation of this task requires, first of all, a sufficient understanding of the essence of the concepts of "competence", "competence" in general, and "professional-graphic competence" from a specific point of view, qualities of professional-graphic competence and their description.

When studying the meaning and essence of the concept of "competence", he showed the existence of several explanations for it. The concept of "competence" is used by scientists in various fields of science. Thus, professional competence (O.M. Atlasova, V.V. Kosarev, L.Yu. Krivsov, A.P. Kryuchatov, L.D. Kudryashova, N.I. Letnev, N.N. Lobanova, A.K. Markova, Ye.A. Migal, S.S. Tatarchenkova, M.A. Choshanov, M.A. Kholodnaya, V.I. Yudin), pedagogical competence (E.M. Pavlyutenkov, T.N. Shamova), social competence of a person, pedagogical communicative competence (T.N. Nikolaeva), self-psychological competence (T.E. Egorova), self-pedagogical competence (O.M. Shiyan), legal competence of the head of an educational institution (N.N. Saprykina) learned.

The concepts of "competence" and "competence" were first used in pedagogic practice in 1957 in connection with the analysis of serious problems in the educational system in the United States [4, 206].

As it has been shown, even though it has been more than half a century since the concepts of "competence" and "competence" have been used in language use, especially in pedagogy, researchers have not come to a single stop in their interpretation yet. . The following approaches of the authors confirm our opinion.

First, let's consider approaches to the concept of "competence". According to the interpretation of S.I. Ojegov, this concept is the range of issues well mastered by a person [3, 288], according to T.V. Pankova, knowledge of a specific field of science, expressing thinking using its categories, knowledge, skills, and abilities formed in the educational process set [4, 207], according to G.S. Vyalikova: 1) deep knowledge acquired with information on a specific subject; 2) represents a certain range of authority, rights [1, 29], based on A.A. Cheremisina's approach, it means being competent, knowledgeable, respected in a certain field [7, 22].

Results and Discussion. Competence is understood as the specialist's ability to work effectively based on existing knowledge, skills and abilities. After all, he should sufficiently understand the essence of the task being performed or the problem being solved in the process of organizing the activity, be aware of the accumulated experience in his field, actively master his achievements, and act in accordance with the appropriate place and time in any situation. is to have the ability to choose means and methods, to feel responsibility for the achieved results.

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Based on the above-mentioned points, it is appropriate to put forward such a conclusion: competence is awareness of a specific field, in-depth knowledge of it, the authority to solve relevant issues based on the possession of skills and qualifications [11].

A group of researchers also paid attention to clarifying the essence of the concept of "competence". In particular:

- acquisition of relevant competencies by a person (A.V. Khutorskoy) [6];
- making effective decisions in the field of appropriate activity as a specific manifestation of knowledge in the field of relevant science (M.A. Kholodnaya) [5, 27];
- the unity of psychological qualities of a person that ensures the effectiveness of an activity (I.N. Trofimova) [7, 22];
- characteristic of behavior, form of personal activity, level of development of corresponding skills and abilities (M.K. Kabardov, Ye. V. Arsishevskaya) [7, 22];
- mobility, knowledge, flexibility of style and critical thinking (M.A. Choshanov) [8, 32].

In the process of scientific research carried out by I.A. Eshmamatov, based on the results of theoretical analysis, the main differences between the concepts of "competence" and "competence" are summarized as follows: 1) a specific quality, virtue is highlighted on the basis of competence; for example, the ability to logically analyze, the ability to think independently, the culture of effective organization of communication (communication culture), the ability to organize, etc.; 2) on the basis of competence, a sum, set, unit of several competencies, for example, pedagogical competence - the pedagogue's speech culture, pedagogical technique (pantomime, mimicry, influence with gestures), pedagogical knowledge, pedagogical reputation, Pedagogical empathy (positive acceptance of learners based on their mental and emotional state, having information about their problems, being able to empathize with them in the process of difficulties), organization, management, communicative (to communicate accessibility) and methodical skills, pedagogical image and other qualities [9, 19].

According to J. Raven, the basis of competence is the following components:

- motivation, value orientations and work qualities necessary for a certain type of competence;
- feelings and attitude of a person in relation to his importance in society;
- social relations and the order of their effective organization [7, 22].

Based on the development of the concept of professionalism, A.K. Markova recognizes knowledge, skills, status and personal qualities as structural elements of professional competence. At the same time, the author means the system of relations that determines the behavior of a person by "state" [2, 303.

The concept of "competent person" is defined in the researches of Austrian scientists - R. Ulrich and P. Ulrich. That is, the ability to make decisions about one's own activities; the ability to overcome self-doubt; demonstrate the most effective ways to achieve the goal; a person who has the ability to determine the purpose and content of activities based on current knowledge and experience, as well as to analyze their own activities according to existing conditions [7, 22].

The above points allow to study the essence of the concepts of "graphic competence" and "professional-graphic competence". Graphic competence means effective, constructive implementation of graphic activities based on graphic literacy, as well as effective use of knowledge and skills to solve the tasks facing the teacher of the "Technology" subject. In the process of teaching "Technology" subject, the teacher's pedagogical activities aimed at forming the knowledge, skills and abilities of students to successfully perform graphic tasks are considered an important indicator that determines the level of his graphic competence.

The analysis of scientific-pedagogical literature allows to determine the structural structure of the graphic competence of the future "Technology" teacher. That is:

- cognitive component (availability of theoretical knowledge that ensures conscious activity);
- active component (knowledge and skills mastered by a person, tested in practice are considered the most effective);
- motivational component (personal qualities that determine the position and direction of a person as an object of activity).

When determining the meaningful and active components of the graphic competence of the teacher of "Technology", it is correct to focus, firstly, on the analysis of the designer's activity, and secondly, on the

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practical skills, the design of pedagogical activities aimed at the direct and effective organization of theoretical knowledge and skills into practice [10].

When designing, the teacher must perform the following tasks in a certain consistency:

- promoting a technical idea (proposal);
- development of a technical project;
- organization of activities based on the working project (working construction documents).

The results of the theoretical analysis confirm that, as a future specialist, students should have the following graphic knowledge, skills, qualifications, experience and the ability to use them effectively in practical and professional activities:

- knowledge of the basic theoretical status, methods and methods of graphic devices, the properties and laws of three-dimensional world (geometric, technical) objects, the science and field of "Drawing Geometry", as well as the conceptual foundations of this science;
- to understand the essence of practical tasks with "graphic language" in scientific and technical communication, to perform spatial images of various objects, to competently perform graphic images of these objects;
- to be sufficiently aware of the theoretical foundations of the science of "Drawing geometry and drawing" ("Engineering graphics");
- development of scientific (logical, technical) thinking (dialectical, evidence, argumentation, use of logical categories), as well as acquiring spatial imagination and further developing it;
- design and construction and graphic knowledge, knowledge of the main stages of design and construction;
- to be aware of the methods of technical creativity;
- knowledge of the principles of technical design (accuracy, economy, simplicity, etc.);
- knowledge of drawing up design and working documents;
- to know the technical aesthetics and ergonomics requirements for the preparation of the designed item;
- knowledge of rational methods of product production, selection of equipment, basic processing methods.

Conclusion. Thus, in modern conditions, the professional competence of specialists ensures the effectiveness of the activities organized by them. On the basis of professional competence, the specialist is able to use the knowledge, skills, qualifications and experience acquired by him in practical activities without any difficulties or stress. At the same time, the teachers of the "Technology" subject must be able to respond to the students who are placed on the professional competence of the specialist. Based on the general characteristics of the subject, it is desirable that the teachers of the "Technology" subject should be able to effectively master the professional-graphic competence and qualities characteristic of it. After all, professional graphic competence requires the possession of theoretical and practical knowledge of performing, designing and constructing technical, graphic operations.

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