THE STRUCTURE OF PROFESSIONAL QUALITIES OF INDIVIDUAL PSYCHOLOGICAL CHARACTERISTICS IN THE FORMATION OF PROFESSIONAL QUALITIES OF FUTURE TEACHERS OF TECHNOLOGICAL EDUCATION

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ABSTRACT

The article identifies individual psychological characteristics in the formation of professional qualities of future teachers of technological education and is based on the structure of professional qualities. The work to be done as a result of observing the formation of professional qualities, special knowledge, skills and abilities of a teacher of technological education in the process of professional training. In order to develop the qualities of professional importance in a teacher of technological education, the qualities that need to be studied and analyzed and formed in his activity are classified. The functions of the formation of professional qualities of teachers of technological education are developed based on the analysis. Each element of the structural structure of the professional qualities of teachers of technological education is based.

Keywords: Technological Education, Teacher, Professional Competence, Professional Development

INTRODUCTION

In addition to the high level of teaching staff in higher education institutions, teachers must have a full mastery of new pedagogical technologies, the ability to impart modern knowledge, the ability to form professional skills and competencies, that is, professional qualities. The process of training future teachers of technological education in the system of higher education requires the organization of the educational process based on the principles of interdisciplinary connection and consistency, as well as the need for specific conditions in pedagogical higher education institutions.

The formation of the professional qualities of future teachers of technological education will depend on their place in society, the duties and responsibilities of the pedagogical higher education institution, as well as individual abilities. The creative individuality of the teacher is determined by the level of development of his...
individual characteristics (scientific content of thinking, creative approach to work, striving to realize their potential, etc.). The future technological education is manifested in the composition of professional qualities such as originality and expediency, to feel the contradictions of the psychological and pedagogical conditions of development and improvement of the creative individuality of the teacher, and to find their solution.

Individuality (Latin individuum – indivisible) represents the unique uniqueness of the psyche of each person who carries out his activities as a subject of development of socio-historical culture.

On the subject of individuality, Professor N.A. Muslimov noted the following: “Thoughts about the uniqueness of man reflect the external aspects of individuality. Man is a multifaceted being in which animal (body) and social (person) factors are combined. Individuality is the difference between man and the animal and social worlds. The source of a person’s life activity is embodied in his individuality. An individual with a developed individuality relies entirely on his own strength, and thus manifests himself as a free and independent person” [7].

Human individuality is a high level of development of an individual in ontogeny. Rogers called such an individual a "full-fledged human being".

The basis of the formation of professional qualities of a teacher are intellectual potential, willpower, practical skills, emotional qualities and self-management qualities. The solution of pedagogical tasks is based primarily on the individual qualities of the subject of education. The development of these qualities characterizes the full formation, individuality, all-round perfection of man. Their level of development determines an individual’s social activity, lifestyle, happiness, and how he or she behaves in society [2].

The training of a teacher of technological education and the multidimensional and multilevel nature of the events that take place in this process require the use of various methods to study human activity as fully as possible in the context of professional formation. Currently, a wide range of technologies are used in pedagogy, as well as in other areas close to it (engineering psychology, psychotechnics, etc.).

In the early twentieth century, there was a need to make psychodiagnostic education an integral part of the process. First of all, this occurs when the characteristics of human activity and its mental qualities are not measured according to a statistical criterion - the standard by which the test participants find the average value of the data obtained in a large sample group [9]. However, the issue of replacing this criterion in the field of technological education is still controversial. This is primarily due to the difficulty of pedagogical control over the level of learning of students, on the one hand, and the distribution of psychological control functions of their development, on the other hand. In this regard, psychological diagnosis records
changes in the learner himself as a subject of knowledge, but not in the set of his knowledge, qualifications and skills.

In this process, personality traits: values, interests, needs, inclinations, abilities, professional goals, professional orientation, character traits, temperament, health status are studied. However, the process of formation of knowledge, skills and abilities takes place in parallel with the development of the individual, the formation of professional qualities. Therefore, we have tried to observe the formation of professional qualities, special knowledge, skills and competencies of a teacher of technological education in the process of professional training, as these two phenomena are interrelated and interrelated [14].

Comparing and combining a person’s mental qualities with the requirements of the profession is primarily complicated because there are so many different elements here and there. In particular, in S.I. Ojegov’s dictionary about 1500 words define personal qualities of the person [8]. However, not all personal characteristics can be expressed in one word. Psychologists have made it easier for us to use these words and concepts.

If a person has the skills for a particular type of training, he or she will be able to quickly acquire knowledge and skills and achieve significant success in their work. In particular, based on a person’s deep knowledge and the skills and abilities they have formed, we can often also reflect on his or her abilities, there is no point in talking about a person’s abilities without knowledge, skills and abilities. Thus, knowledge and special skills and competencies represent a specific indicator of the formation of professionally important qualities of a specialist in the process of professional training. The degree of formation of qualities of professional importance depends on the professional formation and professional qualifications of the specialist [11].

Career preparation involves the formation of personality traits that are of great importance in all areas of work. Their formation begins at preschool age and continues in primary, general secondary education, secondary special, vocational education and higher education [23]. These qualities include respect and interest in work, patience and diligence in overcoming difficulties in the process of study and work, hard work, well-thought-out and justified work, self-assertive and critical attitude, discipline, teamwork and others. It is known that mastery in industrial education is often determined by the level of development of professional qualities. Forming them in the student is one of the first tasks of a teacher of technological education.

**MATERIALS AND METHODS**

Thorough acquisition of professional knowledge, skills and abilities by students is associated with the development of qualities of professional importance in them. The content and methods of industrial education are reflected in the curriculum and methodological guidelines prepared for teachers of technological education.
Professional skills, like other qualities of a person of professional importance, develop in the process of acquiring knowledge, skills and competencies. Their formation and achievement of the required level depends, first of all, on the conformity of the applied teaching aids to the psychological, pedagogical, didactic and organizational requirements [25].

The formation of professional qualities that make up the personal potential of a specialist takes place on the basis of his general development and depends on it. This often leads to the revival of existing but not required qualities, the "awakening" and strengthening of underdeveloped qualities. In the end, we think that the following correlation applies: the higher the level of development of a person, the higher his personal labor potential, the higher the quality of professional activity. On the contrary, the poorly formed qualities of professional importance lead to dissatisfaction with work, reduce the motivation for professional development, often leading to a change of profession [20].

In our opinion, in order to develop the qualities of professional importance in a teacher of technological education, it is necessary to classify the qualities that need to be studied and analyzed and formed in his activity.

It should be noted that the professional qualities of a teacher should form the basis of his pedagogical activity. In particular, the professional qualities of a teacher are perfectly classified by V.G.Ryndak [10].

According to V.G.Ryndak, ten groups of professional qualities of a teacher include:

1. Teacher's level of knowledge: knowledge of the subject taught; knowledge of the methods of teaching science; knowledge of the philosophy of education; knowledge of psychology; knowledge of leading pedagogical technologies and innovations; knowledge of sociology. Know the physiology; to know the processes of formation and development of mental activity of the student and its peculiarities.

2. Outcomes of the teacher's activity: strong and deep knowledge of science by students; formation of interest in science in students; students have the skills and abilities to independently apply the knowledge of science in teaching and extracurricular activities, the skills of academic work; creative ability in students, the formation of the ability to self-develop; development of students' thinking.

3. Gnostic skills: the ability to systematically expand their knowledge by learning from the experience of colleagues; ability to learn new knowledge from the real pedagogical process; ability to explore students’ personalities and abilities, their level of development, and conditions that affect learning and educational outcomes. The ability to explore the strengths and weaknesses of one's own personality and activities and to reorganize it.
4. Design skills: planning lessons and the system of lessons in accordance with the purpose of education, the nature of the educational material, the stages of education, taking into account the interdisciplinary communication; assimilate information about some rational types of student activities and identify their characteristics that cause difficulty to students; identify effective teaching methods and techniques; planning the goals and objectives of the educational process in the field of extracurricular activities in science; ability to design and create elementary visual aids in accordance with course objectives; ability to use demonstration situations and technical means of education in classroom and extracurricular activities in accordance with the purpose (in accordance with the methodological purpose); creative work and homework planning.

5. Practical skills: selection of teaching methods and techniques taking into account the general and specific goals of education; collection and standardization of educational material, taking into account its characteristics and the level of preparation of students; distribution of material according to the principle of easy-to-complex; determining the place and nature of a visual experiment in a lesson; distribute assignments and exercises in ascending order of difficulty for students; determining the objects and methods of control over the acquisition of information, the level of formation of skills; students' ability to see the difficulties that may arise in this or that type of activity, the ability to choose general, group and individual forms of work; rational distribution of time into lesson stages, logical transition from one stage to another; identify the nature of student work management in each lesson and the options for changing course progress.

6. Organizational skills: management in accordance with the pedagogical purpose, taking into account the dynamics of development of the class team and its activities throughout the course of training; organization of own activities and activities of students in order to implement the lesson in accordance with the basic principles of scientific organization of pedagogical work; rational combination of team, group and individual activities and mutual support of students; organization of optional classes taking into account the interests of students; organization of activities for the creation of visual aids for students and organizational tools for teachers; implement, evaluate and amend the established plan for extracurricular activities; use of multifaceted forms of engaging students in learning, work, socially useful activities; ability to organize activities related to the solution of pedagogical tasks; apply new communication methods.

7. Orientation: unity of word and deed; love of his profession; responsibility, conscientiousness; employment; creativity in educational work; love for his science; love for children.
8. Character: equality; entrepreneurship; demand; justice; vigilance; patience; a sense of humor; communication; cheerful, optimistic; kindness; sincerity.

9. Abilities: clarity of mind; developed imagination; expressiveness of speech; observational focus; artistic ability.

Let us consider the peculiarities of the labor activity of a teacher of technological education. Their professional activity represents an integrative unity of three components – pedagogical, engineering-technological and specialist components. The last two of these are often combined into a single term – production-technological component [17]. This includes the development of technological processes and production and technical documentation, control technology, analysis of the causes of defects in products and taking measures to eliminate them, mastering new techniques and technological processes, maintenance of auditoriums and laboratories, etc.

It is known that the process of professional formation of a person is called mastery of the profession in psychology. Professional formation is a holistic process that covers a person’s entire life, from career choice. There are four stages of professional formation: 1) career search and career choice; 2) mastering the profession; 3) social and professional adaptation; 4) carrying out professional activities. At each of these stages, the determinants and objectives of the mechanism of action change. In particular, if at the initial stage the subject aims to learn the requirements for the acquisition of the profession, in the later stages its development begins with the acquisition of a particular profession and ends with the independent performance of a particular activity [16].

In psychology, the role of activity in the development of the individual has been studied many times. Furthermore, activity is an expression of a person’s existence in a social environment, a specific aspect of understanding the world. This means that the system of relationships from the activities of the individual is sufficiently dynamic in nature.

M.G. Davletshin’s research has allowed to determine the approximate model (sample) of teacher professiogram in a number of specialties, such as Uzbek language and literature, Russian language and literature in Uzbek schools, mathematics, physical education teachers and preschool teachers [1].

A professional profile is created for each specialty, which provides a specialized description of the teacher, for example, we give the example of the professional profile of the teacher-coach of the school. Given the fact that the most important qualities in the professiogram increase, it is necessary to point out the following qualities of the teacher:

Teacher professiogram by Professor M.G. Davletshin:

1. Personal qualities of a teacher: love children, love them; practical psychological intelligence; diligence; activity in public affairs; kindness; humility; humanity,
kindness; perseverance: to have a strong character; striving to increase their knowledge [1].

2. Professional knowledge: understanding of the essence of the process of education and upbringing, its goals and objectives; knowledge of the basics of psychology, especially the psychology of youth psychology; acquisition of ethnopsychological knowledge; knowledge of the basics of modern pedagogy; mastering the methodological foundations of modern pedagogy; understanding of the psychological and pedagogical characteristics of school-age children; know the methods of teaching their subject; know the effectiveness of educational impact on students; knowledge of the content of educational work with parents and the community.

3. Professional quality: understanding of the ideology of national reconstruction and the ideology of an independent state; understanding of the importance of universal values, national traditions and customs in the educational process in a modern school; observability; be able to focus their attention; development of pedagogical fantasies; to be critical of oneself; self-control, self-control; emotional expression of speech.

4. Personal pedagogical skills: ability to choose the necessary materials for lessons; be able to manage students' learning activities; be able to manage the development of students in the process of education and upbringing; knowledge of the formation of pedagogical tasks and planning of educational work; be able to plan their activities in leading a children's team; be able to plan their goals; be able to plan the system of preparation for their educational work.

5. Organizational skills: ability to organize a children's team; be able to lead a team of children in different situations; be able to engage children in something and activate them; be able to quickly apply their knowledge and experience in solving practical problems.

6. Communicative skills: ability to attract children; be able to restore purposeful pedagogical relations with children and parents; be able to regulate children's interpersonal and intra-community interactions; be able to communicate externally with children and parents.

7. Gnostic skills: the ability to determine the level of neuropsychological development of children; be able to critically analyze their experience and the results of pedagogical activity; be able to study the experience of other teachers and draw the right conclusions (theoretically and practically); be able to use psychological and pedagogical literature; be able to correctly understand students and explain the reasons for their behavior;

8. Human qualities: aspiration to improve pedagogical skills; ability to develop and implement a student education program; to be able to put oneself in the
position of a reader and look at the events from his point of view; be able to take a fresh look at previous events and the pupil's personality; striving to anticipate the consequences of their pedagogical impact on the student;

If we pay attention to the views of scientists who conducted research on the problem, in this regard, as noted by A.K. Markova [5], the personality structure of the teacher includes the following (Fig. 1):

![Subjective Features of the Teacher Diagram](image)

**Fig. 1.** The structure of the subjective feature of the teacher according to A.K. Markova

- Personality motivation (personality orientation and its types)
- Personality traits (pedagogical skills)
- Integral characteristics of the person (pedagogical self-awareness, creative potential).

A person’s motivation is based on his or her orientation and includes the direction of values, motives, goals, content, ideals. Orientation of the person determines the basic system of human relations to the world and himself, the semantic unity of his behavior and activities, allows to resist unpleasant influences from outside and inside, creates stability of the person, the basis of professional and self-development, behavioral tools and is a starting point for ethical evaluation of goals.

In general, in the direction of the educator, the areas of citizenship, education and independent learning can be distinguished [15].

Pedagogical orientation is the motivation for the teaching profession, the most important of which is the focus on the development of the personality of students. Sustainable pedagogical orientation is to be a teacher and strive to remain so. This will help him overcome the difficulties and obstacles in his work [18, 27].
Two major groups of pedagogical abilities can be distinguished [5]: perceptual-reflexive (perception-perception) abilities, which determine the ability of the educator and self-understanding. These skills are leadership; projective, constructive, management skills will be related to the ability to influence others.

There are other approaches to the analysis of pedagogical skills. In particular, N.V. Kuzmina distinguishes communicative, organizational, gnostic approaches. Naturally, each of the pedagogical skills highlighted can be manifested in a variety of situations, including the creative situations in which the teacher’s creativity inevitably changes and transitions to the students’ creativity.

Indeed, if professional qualities are related to the individual psychological characteristics of a person, it is expedient to substantiate what its structural structure consists of [3].

The formation of professional qualities in the personality of the future specialist is associated with individual characteristics. For example, the development of skills is important for any industry. Professional qualities are especially evident in talented people in this or that field.

A teacher who has formed professional qualities is a mature master of his profession – a teacher educator, has certain pedagogical skills. The educator constantly improves his knowledge and skills to successfully carry out his work in all situations, constantly learns modern pedagogical and information technologies, advanced pedagogical practices, methods and techniques, and develops pedagogical professional qualities [21]. The necessary competencies are formed during the professional activity of a teacher with such personal qualities. It is self-evident not only in the culture of labor, but also in the possession of high universal cultures: morals, values, and prestige.

Based on the ideas, situations, theories and approaches selected as the methodological basis for any research, the theoretical idea is reflected, the concept of the object is interpreted, the mechanisms, means and pedagogical conditions of its effective development are defined [22, 26].

**RESULT AND DISCUSSION**

In order to achieve educational goals in the training of personnel in the field of technological education, as well as the content of education and new principles of its organization, which are common to the entire higher education system - flexibility and variability of educational content; the ability to integrate educational resources into continuity, continuity, coherence, and learning processes relative to their predecessors; the priority of values and the importance of culture, ethics, etiquette; vocational training should reflect the development problems of the state, society, science and industry.

Pedagogical activity involves a system and sequence of activities in the context of pedagogical goal-oriented guidelines and constraints. At the same time, pedagogical
tasks must be solved within a certain period of time and in accordance with the principles of pedagogy. Pedagogical activity includes the teacher’s educational influence on the personal, intellectual and active development of learners and students.

Together, these components of pedagogical activity provide a link between the formation and effectiveness of pedagogical skills. If these organizers of pedagogical activity are not well formed or one of them is not formed at all, the effectiveness of solving pedagogical tasks is not ensured.

In the research of N.V. Kuzmina [4] the structure of pedagogical activity consists of five components: gnostic, design, organizational, communicative, constructive, to which was added another part as a result of our research, which is the production-technological part (Fig. 2).

![Fig. 2. Part of pedagogical activity](image)

The Gnostic component involves the continuous generalization and systematization of scientific knowledge, its transformation into educational knowledge, as well as the acquisition and accumulation of new knowledge about the mechanisms and laws of pedagogical activity. It is inextricably linked with the ability to distinguish, analyze knowledge, express problems, set tasks and solve them, seek new knowledge.

The motivational component is related to a set of psychological causes that explain human behavior, its connection, and its activity.

Constructive component content, forms of training, selection of course goals and methods and composition, ability to solve each pedagogical task, to make rapid changes in their activities in changing conditions, to combine pedagogical strategy, tactics and evaluate their results.

The communicative component is characterized by interaction in the community and is considered in two types: horizontal interaction (teacher and learners) and vertical interaction (pedagogical system leader and activity partner). Communicative skills are explained by the establishment of pedagogical goal-oriented relationships. They
are based on four factors: identification, the ability of students to be sensitive to individual characteristics, well-developed intuition, and suggestive traits [6].

The organizational component consists of solving the task of carrying out the planned work, the correct distribution of their strength and the strength of students in learning and other activities, the regulation of labor and interaction, the definition of responsibility, control.

Management - managing the process of professional activity, providing guidance, setting an example, analyzing and evaluating results.

Diligence – professional curiosity, social activism, diligence, discipline, perseverance, initiative, enthusiasm.

Discipline is the ability to respect and abide by the legal and ethical standards of the work team in which he or she works, as well as certain rules of conduct and discipline that meet the requirements of the institution.

The peculiarity of the production-technological component is that the teacher of technological education, the master of educational production organizes the process of education and training related to production in the conditions of material and technical production. Ability to organize production and sell products [12].

It is known that the master of industrial education performs the following (work) tasks: repair and adjustment of production and technical means, development of production and technical documentation, calculation and analysis in this area of production, highly qualified junior at the third-fourth level perform specialist work (on this profile).

As for the work of the teacher, his production and technological activities include: repair and adjustment of educational equipment, demonstration of students' work methods and operations in the process of theoretical education, development of technological process and related documents, didactic provide, perform computational analysis work to guide him and the technical creativity of students.

The production and technological activity of a teacher of technological education is manifested as a complex manifestation of the work of an engineer on the one hand, and the work of a qualified specialist on the other. The peculiarity of the teacher of technological education is that often the main forms of activity are carried out in an internally integrated manner and in the same unit of time, regardless of the wishes of his subjects.

This is evidenced by the results of a detailed analysis of the main types of pedagogical activities of a teacher of technological education. It is known that production and technological activity occupies a strong and sufficiently significant place in at least 10 main types of work of a teacher of technological education: 1) lesson planning, 2) teaching, 3) repair and adjustment of teaching aids and non-complex teaching
equipment, 4) preparation of samples for training in technical circles and publishing, 5) equipping the classroom, 6) acquaintance with new techniques and technologies, 7) study of technical and other literature, 8) participation in technical societies, 9) leadership of technical creativity circles, 10) spiritual and enlightenment propaganda work [13].

The professional suitability of a teacher of technological education is the level of engineering and pedagogical activity, which is characterized by stability, regardless of subjective conditions, based on individual preparation for the successful implementation of educational and upbringing tasks. It is the relevant knowledge and experience of a technology education educator who is able to anticipate possible outcomes, evaluate them, analyze the pedagogical situation and model an effective system of activities to achieve the desired results, make adjustments to their activities and justify it [24].

In this context, the professional suitability of a teacher of technological education can be considered as a stage of professional maturity, as an initial stage of formation of professional essence.

The analysis of pedagogical experience shows that the teaching process in higher education institutions is limited to the formation of knowledge, skills and abilities, taking into account their own professional experience gained in the first stage of training in the system of continuing technological education, without specially organized work on the formation and diagnosis of professional fitness of students. The result of training a teacher of technological education is a combination of a high level of formation of special knowledge, skills and abilities and the development of professional qualities, and manifests itself as a whole model only in the context of highly developed, balanced professional qualities and special knowledge, skills and abilities (Fig. 3.).

The implementation of the above measures will play an important role in further increasing the contribution of future teachers of technological education in the development of the economy of our country, their becoming an active fighter of national ideology and national interests. It is also important to take active measures to attract graduates of higher, secondary special and general education institutions to entrepreneurial activities.
Based on the results of the analysis, it can be concluded that the target functions of the teacher of technological education are almost entirely pedagogical functions. At the same time, the qualities of pedagogical orientation predominate in the existing lists of professional qualities of a teacher of technological education. Thus, there is a reorientation of the professional training of the specialist to the activities in the field of education.

The professional qualities of a future teacher of technological education are determined by psychopedagogical and general engineering and special training formed on the basis of modern scientific and technical knowledge. The purpose of training a teacher of technological education as an engineer-technologist is to provide psychopedagogical and technical-technological training of these specialists in the system of higher pedagogical education. The training of teachers of technological education should be carried out in higher education institutions in all areas of the classification of training of highly qualified personnel, trained in pedagogically adapted disciplines, and address the issues of education and upbringing of the younger generation.

The ultimate goal of training future teachers of technological education is a professional teacher who has acquired a system of professional skills, specialization and psychopedagogical knowledge in the field of pedagogical activity. The ultimate goal is not only to emphasize the ability of the future teacher of technological education to solve existing problems, but also to direct him to the solution of promising problems of human development and teacher training.

The ultimate goal of shaping the professional quality of a future teacher of technological education is to:

- In the formation of the professional and pedagogical quality of the future teacher of technological education, the main attention is paid to the formation on the basis of teaching aids, the content of pedagogical activity and personal abilities of the student;
• Is able to achieve personal activity with a holistic view of the content, objectives of professional and pedagogical activity, the problems to be solved in this process and the difficulties that may arise;

• The training of future teachers of technological education from a psychopedagogical point of view is aimed at a specific goal, i.e. the structure and content of pedagogical and psychological knowledge, determined by the specifics of technological education organized in the educational institution;

• The expected and achievable results of the professional and pedagogical activity of the future teacher of technological education is the personality of the student, his orientation (requirements, interests, values, work, consciousness, reasons); level of education (knowledge, skills, abilities, desire and skill to constantly enrich their knowledge); upbringing status (spiritual, aesthetic, physical, labor, etc.); socialization (readiness to organize active professional and social activities, to continue education, to adopt social and value rules); culture (ability to accept socio-cultural values, intellectual, economic, environmental, cultural, mental and physical labor culture, the content of relationships and behavior). The highest level of expected outcomes is the professional quality of the teacher.

Modeling the professional activity of a teacher of technological education is one of the factors that serve to provide a positive solution to the problem in the framework of this study. Therefore, it is necessary to have information about the modeling of professional and pedagogical activity of students, its essence and conditions [19].

In order to achieve educational goals in the training of personnel in the field of technological education, as well as the content of education and new principles of its organization, which are common to the entire higher education system – flexibility and variability of educational content; the ability to integrate educational resources into continuity, continuity, coherence, and learning processes relative to their predecessors; the priority of values and the importance of culture, ethics, etiquette; vocational training should reflect the development problems of the state, society, science and industry.
It is revealed that in the formation of professional qualities, educating young people on the basis of universal and national values, the development of industries to further improve the independent development of our country, the application of modern techniques and technologies in certain areas, their effective use. The modern specialist must be able to keep abreast of innovations in their field of professional activity, to see the directions of future development and ways to solve the problems that arise. Professional quality is the formation of a sense of respect for professionals, professional pride in the orientation and preparation of young people for the profession.

A structural structure of professional qualities related to the successful performance of functional tasks of professional and pedagogical activity of future teachers of technological education has been developed (Figure 4).

This structure includes gnostic (academic knowledge, integration of disciplines, modeling, design, forecasting), universally important qualities (constructive, communicative, organizational, managerial, diligent, disciplined, production-technological), individual-psychological qualities (will, emotional, capable, self-
improvement). The level of development of these qualities and qualities in the professional pedagogical activity of future teachers of technological education is a guarantee of successful implementation of pedagogical activity.

Gnostic is the ability of a student to integrate disciplines by acquiring sufficient knowledge within his or her profession, to ensure and model the interrelationships of all disciplines taught in the acquisition of necessary knowledge, and to construct and study a system of events, processes, or objects. It is reflected in the formation of intellectual qualities in the ability to plan and model objects and processes, to determine their properties, to think in advance about the outcome to be determined in the future on the basis of forecasting sources.

Common professional qualities are the systematic activity of constructing the structure and interrelationships of constructive objects and processes, communication, interaction, mastering their methods, organization, initiation, organization, organization, leadership, management, management of the professional process, guidance, example, analysis of results, evaluation, diligence, professional curiosity, social activism, diligence, discipline, perseverance, initiative, enthusiasm, discipline, respect for certain behaviors and procedures, and adherence to it professional qualities are formed in the knowledge of production-technological, organization of production and sale of products.

Professional individual-psychological qualities – motivation is an incentive to effectively organize professional activity, including intellectual potential, thinking, erudition, sensitivity, intelligence, foresight, observation, imagination, creativity, willpower, resilience in communication, achievement of goals, self-development, emotional, learners’ thinking, taking into account the young physiological characteristics of students, the ability to manage the like-minded and psychological environment, the ability, ability to perform certain activities and the ability to successfully perform work, self-improvement, self-analysis and evaluation develops its own individuality.

Professional competence is understood as a characteristic of a set of professional qualities that are important for the performance of direct professional functional tasks within the framework of qualification requirements. In this regard, professional competence is the basis of professional qualities of future teachers of technological education and analysis of technological, production and technological processes, analysis of technical documentation and assignments, flawless implementation of the labor process, compliance with technological requirements, acquisition of additional skills, culture and processes. High level of organization requires professional competencies, which are formed through the elements of activity, such as the elimination of technical and technological failures that occur in the production process.
CONCLUSION

The basics of the above activities include the competencies required not only for a particular specialist, but also for representatives of all specialties. For example, the tendency to acquire knowledge, organization, ability to lead a team, readiness to organize social activities. The types of activities that are the second and third components of the professional model in which professional qualities are formed determine the specific requirements for a particular profession. Levels of assessment of professional qualities are determined on the basis of criteria.

The teacher of technological education must first master the following system of skills related to the design of educational content: constructive description of learning objectives (educational, pedagogical and developmental); identification of indicators that reflect the level of formation of knowledge and skills of students in a particular profession; correct choice of drawings, schemes, projects, technical-technological and organizational-economic exercises and teaching methods, forms that allow to reflect these indicators; determine their sequence; identification of indicators that provide students with the necessary information on the formation of theoretical and practical knowledge and skills, etc.

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