IMPROVING THE TECHNICAL SKILLS OF MODERN TEACHERS AND INCREASE THEIR PREPAREDNESS FOR TEACHING

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ABSTRACT

Increasing the professionalism and competence was recognized as the main driving force of progress and activities leading to the goals of sustainable development. The modern education system involves the further improvement of the mechanisms for raising the competence of future specialists on the basis of a creative approach and an innovative system for putting them into practice. In order to increase the quality of current education system teachers should be armed with innovative methods and master the technical skills. The article looks into the requirements for the competent teaching staff.

Key words:

Competence, lifelong learning, technical skill, spiritual and moral competence.

Introduction

During the last decades, we in education have moved at light speed in the area of educational technology. Whether you are involved in higher, secondary, elementary, or special, all of us find it difficult to catch up, keep up, and put up with fast-moving computer-based technology. Not since the introduction of the blackboard have we seen a piece of equipment make such a difference in how we teach.

In the twenty-first century, significant changes are occurring related to new scientific discoveries, informatization, and globalization, the development of astronautics, robotics, and artificial intelligence. This century is called the age of digital technologies and knowledge. Considering all the changes taking place, the question is whether the teaching staff will be able to adapt them. The theory of education, figuratively speaking, has two levels. At the macro-level, in the "education-society" relationship, decentralization and diversification, internationalization of education, and the introduction of digital technologies occur. At the micro-level in the "teacher-learner" relationship, there is an active mix of traditional and innovative methods, combination of an activity approach with an energy-informational environment approach, cognition with constructivism and connectivism.

Materials And Methods

For the formation of the readiness of future teachers of technology and entrepreneurship for the development of moral consciousness among schoolchildren, the following conditions are required: information and technological support for the stable interest of students in a new aspect of their professional training; inclusion of knowledge about morality in the content of educational disciplines of a technological profile on a successive basis; teaching students the ability to guide schoolchildren to find the moral meaning of various types of work; application of individual and collective forms of teaching students to the elements of organizing entrepreneurial activity during the period of pedagogical practices of students.

A modern day teacher in is expected to approach innovatively to the teaching process. First of all, we should define the te "innovative teaching" .

Innovative Teaching Methods is a new way of teaching which includes creativity, interactive & technology in teaching. Renewing traditional teaching to provide a new method of teaching to make learning better. Innovative teaching engages the student in the classroom & develop an interest to learn.

The criteria and indicators of the readiness of the future teacher of technology and entrepreneurship for the development of moral consciousness in schoolchildren are:
- value-oriented (orientation to the moral and semantic essence of labor and its entrepreneurial version, its production in future pedagogical activity; the need to acquire moral knowledge; internal motivation of readiness for the purposeful development of the moral consciousness of schoolchildren);

- Information and competence (knowledge of the morally developing capabilities of the academic subject, the moral and semantic resources of information technologies, the methodological foundations of the pedagogically directed process of developing the moral consciousness of schoolchildren);
- activity-competence (the ability to direct schoolchildren to search for the moral meaning of various types of activity; organize training for schoolchildren in the elements of entrepreneurial activity; prepare them for moral choice in problematic situations of work, including entrepreneurial).

With that in mind, here is a comprehensive listing of the technology skills that every educator should have. Because as computer and associated technologies continue to change and evolve, educators must continue to strive for excellence in their work. Today that includes continued time and effort to maintain and improve their technology skills (as much as some educators do not want to admit).

Here are 20 basic technology skills that all educators should now have:

1. Word Processing Skills
2. Spreadsheets Skills
3. Database Skills
4. Electronic Presentation Skills
5. Web Navigation Skills
6. Web Site Design Skills
7. E-Mail Management Skills
8. Digital Cameras
9. Computer Network Knowledge Applicable to your School System
10. File Management & Windows Explorer Skills
11. Downloading Software From the Web (Knowledge including eBooks)
12. Installing Computer Software onto a Computer System
13. WebCT or Blackboard Teaching Skills
14. Videoconferencing skills
15. Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.)
16. Scanner Knowledge
17. Knowledge of PDAs
18. Deep Web Knowledge
19. Educational Copyright Knowledge
20. Computer Security Knowledge

In order to be a great teacher, you must display enthusiasm, leadership, commitment, and compassion. By exhibiting these key factors, you will appeal to the schools at which you are applying as someone who will work to better the lives of their students in a variety of ways. Helping others succeed is a central component to teaching, thus trust, knowledge, and commitment are invaluable traits. Teachers must also maintain current professional development standards by taking regular refresher courses and test.
Technical Skills

Results And Conclusion

Teachers must, of course, understand the material they teach. Naturally, different positions require different types and levels of skill, but even teachers of very young children need significant expertise. It is not enough for a first-grade math teacher to know how to perform basic arithmetic, for example. He or she must have a deep understanding of numbers and numeric relationships in order to be able to explain the material in a thorough and responsive way.

Teachers must be able to perform the core responsibilities involved in the role, from comfortably using Microsoft Office to create materials to being comfortable providing disciplinary action as necessary. Teaching in our modern world is quite demanding and requires the educators to perform successfully in several positions.

Common ground across different cultures on the nature of teaching, teacher   learning and teachers' competences can be outlined in six broad paradigms, which should be seen as integrated, complementary aspects of the profession   (Paquay & Wagner, 2001):

- the teacher as a reflective agent
- the teacher as a knowledgeable expert
- the teacher as a skilful expert
- the teacher as a classroom actor
- the teacher as a social agent
- the teacher as a lifelong learner.

Such a broad frame of reference can be a useful tool for analysis and dialogue, according to a systemic view of the teacher's professional development, in its tensions between person and institution, product and process, and what is desirable or possible.

In order to meet the demands of modern classrooms a teacher should always be on the way of self development. Stimulating teachers' engagement in professional learning and competence development It is possible to stimulate teachers to engage positively in developing their competences through a competence development plan that might:
- be based upon a clear model of teacher competence with sound theoretical underpinnings, on which there can be consensus;
- promote teachers' self-reflection;
- respect individual teachers' different starting points and levels of interest by offering a mix of options, incentives and requirements; and
- leave room for school autonomy in implementing continuous professional development plans.

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