EDUCATIONAL MOMENT TECHNOLOGY IN DEVELOPING TECHNOLOGICAL COMPETENCE IN FUTURE ENGINEERS

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Abstract: *This article examines the technology of the educational moment of developing the technological competence of students of higher educational institutions with the help of electronic educational tools. The main problems of organizing the educational process with the help of the stages of the technology of the educational moment, the preparation stage, the main stage, the conclusion stage, and the competence stages are shown.*

Key words and concepts: *Educational moment technology, continuous education, program, textbook, multimedia, e-work, e-portfolio, e-tests, e-databases, e-tasks, e-simulators, e-textbooks.*

Enter. Students of higher educational institutions of architecture and construction, tools and methods of human activity focused on the development of the construction industry, setting the perspective, professional skills, organizational skills, and the implementation of projects of industrial and civil buildings and the practical application of the results of the created project, flexibility of thinking and decision-making. requires the training of qualified specialists who have the potential to make, who can review the accumulated experience and advanced ideas, and who can design the production process based on modern technologies. From this point of view, it is clear that in order for students to become modern specialists, it is necessary to systematically and purposefully use electronic tools in the process of education and training.

Methods. The increased interest in the development of new educational technologies and modern electronic educational tools in the field of science is associated with:

-harmonizing the existing theories of teaching with the requirements of the modern practice of teaching and educating students, giving them a rapid 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 acquiring new knowledge;

- renewal of the professional activity of the professor-teacher based on the idea of complete management of the educational process, the appearance and repetition of the educational cycle. [1]

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 based on the content of the studied subject or subject, the interrelated activities of professors and teachers, and the internal processes of student personality development. Educational goals within the framework of

technological competence are formed through learning outcomes expressed in students' actions. It allows to clarify goals and create criteria for evaluating educational results.

It is known that the introduction of electronic educational tools into the educational process of higher education institutions, if they can be used for studying and gaining knowledge, it creates an opportunity to develop interest and qualities in the profession.

Analysis and results. The informational component is aimed at forming in-depth, systematic knowledge about the essence and specific features of educational technologies in future personnel. It is also designed to ensure the development of a person's special professional and technological direction, important professional knowledge, skills and qualifications as a subject of engineering activities of future personnel. [2]

Educational principles, methods and didactic tools aimed at forming the technological competence of future engineers were widely used. Thus, the innovative approach of the "Educational Moment" technology in the organization of practical training in the science of resistance of materials increases the intensity and effectiveness of the educational process in developing the technological competence of future engineers based on media education tools (Fig. 1).

The organization of "Technology of the educational moment" includes four stages: in the "Preparatory stage" functions of theoretical understanding, media and independent understanding are implemented. Pedagogical-methodical concepts are understood, imagination is formed on the basis of media tools that can be used in the process.

The "basic stage" consists of theoretical knowledge, media education and independent performance, in which the teacher focuses on media education. Determines the essence of the studied examples and problems, the essence of the advantages and disadvantages of the solution methods. Students are taught ways to improve their knowledge through hands-on practice. The future engineers perform the given tasks independently under the teacher's supervision based on the instructional methodology. the knowledge, skills and competences acquired at the moment point are combined as private waves and become technological competence as a general wave.

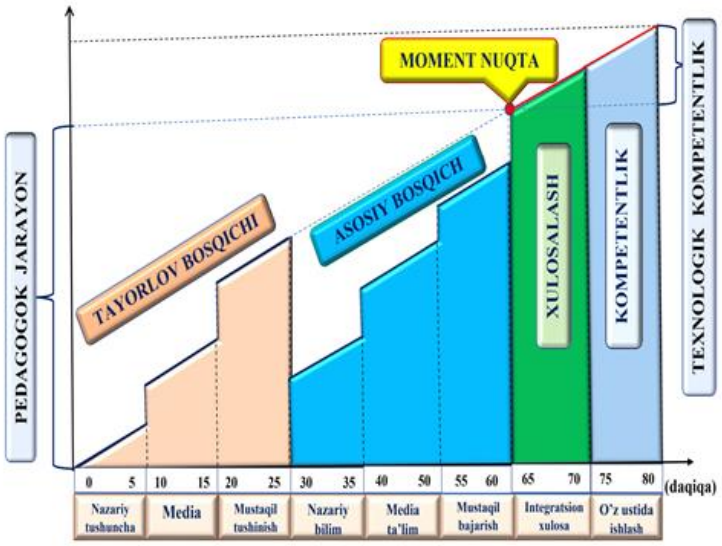

Figure 1. An innovative approach to the development of technological competence in future engineers is the "Educational Moment" technology

In the "Summary stage" an integrated conclusion is made. The teacher and future engineers analyze, compare and summarize the results of technological competence obtained in cooperation. In the "Competence stage" students work on themselves. Conditions will be created for students to strengthen the learned subject, perform calculation and graphic work on the subject, depending on their interest and creativity. [3]

In conclusion, it was determined that the purpose of the innovative approach introduced in the process of developing technological competences is to identify and analyze the characteristic aspect that determines the effectiveness and development of the studied process, while ensuring the coherence of theoretical, practical and independent education. As a result of the intersection of the stages at one point, the student's understanding and ability to independently perform the given accounting tasks ensured that the process was intensive and effective. By the 60th minute of the educational activity, the intersection of the processes at one point created a moment point that determines knowledge, skills and qualifications, this moment point indicates that future engineers have determined the direction and level of activity in the educational process and achieved technological competence. As much as possible, students were involved in practical activities in order to achieve efficiency in the educational moment. During the course of the lesson, high efficiency was achieved based on the nature of the topic, the correct selection of media education tools, and the correct distribution of time.

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