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THE ROLE OF DIDACTIC TOOLS IN DEVELOPING SPECIAL COMPETENCES OF TECHNOLOGY TEACHERS

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Annotation: The article analyzes the pedagogical content of using didactic tools in developing the special competencies of technology teachers in higher education institutions. The research process highlights the types of didactic tools, their functional role in the educational process, and the factors influencing the formation of competencies. Furthermore, the effectiveness of modern lesson requirements, didactic principles, and instructional tools used in technology classes is substantiated.

Keywords: educational activity, competence, didactic material, creative activity, ability, educational tools.

Introduction. In the current conditions of globalization and intensified competition, the process of specialist training in the higher education system is acquiring new content. Especially in the field of technological education, the development of teachers' professional competencies is one of the priority tasks. For successful activity in the labor market, future teachers are required to integrate theoretical knowledge with practical activity, search for and process new information, and effectively use modern didactic tools.

The concept of "competence" is interpreted in psychological and scientific literature as "ability" and "the skill of applying knowledge in activity." Professional competence, in turn, involves a deep mastery of the subject matter along with the ability to make effective decisions in complex, ambiguous, or unexpected situations. In the process of teaching technology, the content, scope of application, and effectiveness of didactic tools play a significant role in shaping competencies.

Research Methodology. The research was conducted based on the following methods:

1. **Theoretical Analysis**
   - studying scientific sources on pedagogy and didactics;
   - comparing research on competence and modern lesson requirements;
   - summarizing scientific views on the classification of tools used in technological education.
2. **Comparative and Analytical Approach**
   - comparing lesson forms: standard, non-standard, and modern lessons;
   - analyzing didactic principles adapted to the subject of technology.
3. **Structural–Functional Analysis**
   - classifying didactic tools into printed, technical, and real tools;
   - determining their place and functions in the educational process.

Results

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1. **The content-specific characteristics of a modern technology lesson were determined.** A modern lesson is aimed at shaping the student as an active subject. The teacher, in turn, performs the role of a leader, manager, and guide. The student thinks independently, plans practical activities, and engages in creativity.
2. **The application of didactic principles in technology education was systematized.**

- **Principle of Activity** – based on the student's independent inquiry.
- **Unity of Theory and Practice** – a fundamental requirement of technological education.
- **Visual Clarity** – working with real objects and models facilitates learning.
- **Comprehensibility** – the material must be presented in accordance with the student's level of knowledge.
- **Scientific Nature** – the content must be based on the latest scientific developments.

3. **The classification of didactic tools was presented based on a novel approach.**

- **Printed Tools:** textbooks, visual charts, handouts.
- **Technical Tools:** video projector, interactive whiteboard, flipchart, pinboard.
- **Real Tools:** tools and equipment, products, models, mock-ups.

Each tool performs different functions in the theoretical and practical stages of the technology subject.

4. **Factors positively influencing the formation of competencies were identified.**

- using real tools in practical sessions;
- engaging students in the process through interactive methods;
- modeling educational materials and enhancing visual clarity;
- encouraging creative activity.

Discussion. The obtained results indicate that the rational use of didactic tools in technology lessons is a key factor in shaping the teacher's technological, methodological, and creative competencies.

The demands placed on modern education imply that:

- The teacher must act not only as a knowledge provider but also as an active manager of the learning process.
- A student-centered educational model increases the effectiveness of practical sessions.
- Modeling lesson content, using visual aids and real equipment stems from the specific nature of the technology subject.

Updating didactic tools, integrating them with lesson content, and expanding technical capabilities are of decisive importance in developing the special competencies of future teachers.

Conclusion. The research has shown that didactic tools hold a specific place in shaping the special competencies of technology teachers. Their correct selection and goal-oriented use develop students' independent thinking, readiness for practical activity, and creative approach. Integrating didactic principles with practice enhances the effectiveness of the educational process.

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