



PROBLEMS OF DEVELOPING PROFESSIONAL COMPETENCE OF FUTURE PRIMARY TEACHERS

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Abstract

This article provides suggestions and recommendations for addressing existing problems and gaps in the development of professional competence of future primary school teachers.

Keywords: Professional competence, creative ability, cognitive thinking, digital technology, information and educational environment, and platform.

A modern approach to the perception of information by students of higher educational institutions is emerging through the use of the global network, television, computer programs, information and educational environments, and educational platforms. For future primary school teachers studying in higher educational institutions, traditional sources of information, such as a textbook or a professor's speech, are losing their influence, which leads to a decrease in interest in the educational process. Suppose digital technologies are used to organize the educational and upbringing process of future primary school teachers. In that case, they will increase their culture and ability to work with information and develop the ability to conduct independent research and creativity. Also, the relationship between the professor and future primary school teachers will change, an atmosphere of cooperation will arise, and problem-based heuristic learning, differentiated teaching, and a person-centered learning environment will be created.

Therefore, the development and implementation of mechanisms for using digital technologies in the development of professional competence of future primary school teachers is considered one of the urgent problems. Studies on these problems have been carried out in our country and the Commonwealth of Independent States by such scientists as N.A. Valikhanova [1], I.S. Soliyev [2], T.A. Boronenko [3], V. S. Fedotova [3], E. N. Yakovleva [4], N. N. Druzhinina [4], G. V. Voiteleva [4], I.E.



Krasilova [4], M.A. Krutikov [5]. Their studies present the theory and practice of using information and communication technologies in the development of professional competence of future primary school teachers.

The works of the above-mentioned scientists focused on the use of information and communication technologies in developing the competence of future primary school teachers, but today, due to the daily improvement of digital technologies, there is a need to improve research in this area. Therefore, the proposed research, namely the development of a new approach to the use of digital technologies in developing the professional competence of future primary school teachers, is considered one of the urgent problems.

Previous research in Syria has focused on these issues, namely the idea of using digital technologies to develop the professional competence of future primary school teachers.

To implement this idea, we first conducted observations on the state of teaching vocational subjects in the training of future primary school teachers in higher educational institutions. Observations included an analysis of the lectures and practical classes of Navoi State University and independent education of future primary school teachers in the 2021-2025 academic years, as well as an exchange of views with professors and teachers. At the same time, interviews and questionnaires were conducted with future primary school teachers and professors on the organization of classes and independent education. According to the analyzed classes and the results of the interviews and questionnaires, it became clear that future primary school teachers cannot fully master some topics in the content of the subject program of vocational subjects during the classes. It was also revealed that independent learning tasks such as writing an abstract and reading topics are being given. In our opinion, these problems arise due to the lack of sufficient attention paid to the use of digital educational technologies in the training of future primary school teachers. This requires the development of new approaches to the training of future primary school teachers, namely, the development of methodologies for using digital technologies.

Thus, based on an analysis of the literature on the subject and the state of teaching in higher education institutions, it was revealed that there are the following problems



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in the use of digital technologies in the development of professional competence of future primary school teachers:

- Insufficient skills of primary school teachers in using digital educational technologies, including educational environments located at global network addresses;
- Professors and teachers do not use the global network when designing lessons;
- Insufficient didactic educational tools designed to conduct lessons;
- A clear mechanism for organizing lessons in vocational subjects taught during the training of primary school teachers using digital technologies has not been developed;
- Insufficient attention is paid to the use of digital technologies in organizing independent education of primary school teachers in vocational subjects;
- Insufficient attention is paid to the use of online self-assessment systems in vocational subjects by primary school teachers.

In conclusion, it is necessary to eliminate the above-mentioned problems in the development of professional competence of future primary school teachers in higher educational institutions. As a result, it will be possible to effectively organize training in professional subjects taught in the training of future primary school teachers, increase their creative abilities in designing training sessions based on independent learning, and develop cognitive thinking and professional competence.

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