



INFORMATION-EDUCATIONAL TECHNOLOGIES FOR FUTURE TEACHERS

O'rinboyev Rustam Risqulovich

Teacher Of Jizzakh State Pedagogical University, Uzbekistan

ABSTRACT

This short thesis investigates the significance of integrating information-educational technologies (IETs) into the training and education of future teachers. The study highlights the impact of IETs on teacher preparation, explores their effectiveness in enhancing pedagogical practices, and identifies the key challenges and opportunities associated with their integration. By examining the current state of IET utilization in teacher education, this research aims to provide concise insights and recommendations for improving the readiness of future educators in the digital age.

KEYWORDS: Information-Educational Technologies (IETs), Teacher Preparation, Pedagogical Practices, Teacher Education Programs, Technology Integration, Digital Literacy, Teacher Readiness.

INTRODUCTION

In the digital age, the role of educators has evolved dramatically, necessitating the adaptation of teacher preparation programs to meet the changing demands of the profession. Information-educational technologies (IETs) have become indispensable tools in the modern educational landscape, and it is imperative that future teachers are equipped with the knowledge and skills to effectively harness these technologies in their professional activities. This introduction sets the stage for an exploration of the vital role IETs play in shaping the education of tomorrow and the educators who will lead it.

Background and Rationale: The rapid advancement of technology has revolutionized the way we communicate, access information, and learn. In today's interconnected world, educators must be well-versed in the integration of IETs to provide quality education, engage students, and adapt to ever-changing teaching methodologies. The need to equip future teachers with the competencies to navigate this digital landscape is clear.

Research Questions: This thesis aims to address the following key questions:

What is the impact of IETs on teacher preparation programs?

How do IETs enhance pedagogical practices in teacher education?

What are the challenges and opportunities associated with integrating IETs into teacher preparation?

Objectives: The objectives of this study are as follows:

To assess the influence of IETs on teacher readiness and knowledge.

To examine the effectiveness of IETs in improving pedagogical skills and classroom management.

To identify the obstacles and potential benefits of IET integration in teacher education.



Scope and Limitations: This research focuses on the integration of IETs into teacher education programs and their impact on the readiness of future educators. While the study acknowledges the broader context of educational technology, its primary focus is on the pre-service training of teachers.

Significance of the Study: Understanding the role of IETs in shaping the professional activities of future teachers is of paramount importance. This study will contribute to the ongoing discourse on modernizing teacher education and preparing educators to meet the challenges of the 21st century classroom.

Structure of the Thesis: The following chapters will delve into a comprehensive exploration of the role of IETs in teacher preparation, their effectiveness in enhancing pedagogical practices, and the challenges and opportunities they present. The study will conclude with recommendations for improving the integration of IETs in teacher education.

As the digital revolution continues to reshape the educational landscape, it is essential to recognize the pivotal role of IETs in shaping the future of teaching and learning. This thesis endeavors to shed light on the importance of IETs in the education of future teachers, paving the way for more effective, responsive, and technologically-adept educators.

In an era defined by technological advancement and the proliferation of information-educational technologies (IETs), the preparation of future teachers has undergone a significant transformation. This thesis has explored the critical role of IETs in shaping the readiness and capabilities of prospective educators for their professional activities. Through a comprehensive investigation of the impact of IETs on teacher preparation, the effectiveness of these technologies in enhancing pedagogical practices, and the challenges and opportunities associated with their integration, several key conclusions can be drawn.

First and foremost, it is evident that IETs have become an indispensable component of modern teacher education programs. These technologies have the potential to revolutionize the way future teachers are prepared, offering innovative tools and resources that can enhance their knowledge, skills, and adaptability. The integration of IETs into teacher education curricula has the power to create more dynamic, personalized, and effective learning experiences for both aspiring educators and their future students.

The effectiveness of IETs in enhancing pedagogical practices within teacher education is equally compelling. These technologies promote personalized learning, collaborative experiences, active engagement, and more efficient assessment and feedback mechanisms. As such, they align with contemporary educational philosophies that emphasize student-centered approaches and lifelong learning.

However, the integration of IETs is not without its challenges. Infrastructure and access disparities, teacher attitudes, and the need for technologically pedagogical knowledge (TPK) pose substantial obstacles. Furthermore, ensuring digital equity and inclusivity must be a priority to prevent the digital divide from widening. The adaptation of teacher education programs and their long-term sustainability in embracing IETs also require careful consideration.

CONCLUSION

In conclusion, the implications of this study are manifold. Teacher education programs must continue to evolve and adapt, acknowledging the transformative potential of IETs. Professional

development for educators must be geared toward enhancing their digital competencies and technological pedagogical knowledge. Policies and funding should support the integration of IETs into teacher preparation, ensuring that all aspiring educators have equitable access to these resources.

While challenges persist, the opportunities presented by IETs in shaping the future of education are undeniable. This research underscores the urgency of preparing future teachers to harness the power of IETs, ultimately creating a more technologically adept, adaptable, and effective teaching force. As the digital landscape continues to evolve, embracing IETs in teacher education will be an essential step toward ensuring quality education for the generations to come.

REFERENCES

1. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
2. Roblyer, M. D., & Doering, A. H. (2013). *Integrating educational technology into teaching: Transforming learning across disciplines* (6th ed.). Pearson.
3. Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6.
4. Ertmer, P. A., Ottenbreit-Leftwich, A. T., Sadik, O., Sendurur, E., & Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. *Computers & Education*, 59(2), 423-435.
5. Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.

