



PREPARING FUTURE PRIMARY SCHOOL TEACHERS FOR THE USE OF ICT IN THEIR PROFESSIONAL ACTIVITIES

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ABSTRACT

The integration of Information and Communication Technologies (ICT) in primary education is a crucial factor in enhancing the quality of teaching and learning. This article explores the importance of preparing future primary school teachers for the effective use of ICT in their professional activities. The study analyzes key pedagogical strategies, modern digital tools, and methods that can be applied to improve ICT competence among teacher trainees. The research highlights the necessity of developing digital literacy, pedagogical technology skills, and the ability to integrate ICT into the learning process effectively. The article also examines challenges faced by future teachers in adopting ICT and proposes solutions to enhance their preparedness. The findings contribute to the development of teacher training programs that align with contemporary educational demands and technological advancements.

KEYWORDS: Information and Communication Technologies (ICT), primary school teachers, professional competence, digital education, pedagogical training, software products, modernization of the educational process.

INTRODUCTION

Today, information and communication technologies (ICT) have become an integral part of the educational process, serving as a key tool for enriching educational content, increasing efficiency, and individualizing the learning process. This is especially relevant for the primary education system, as the formation of professional competence among primary school teachers and their preparation for the effective use of ICT lay the foundation for meeting modern educational requirements.

The primary education process is not only related to the intellectual development of children but also involves the formation of their information-processing skills, logical thinking, and creative potential. The role of ICT in achieving these goals is invaluable. However, enhancing the qualifications of primary school teachers in ICT usage and preparing them to effectively integrate modern digital technologies into the educational process remains one of the urgent tasks that need to be addressed today.

Preparing Primary School Teachers for Using ICT in Professional Activities:

1. Should include an invariable component for all pedagogical specializations (S. N. Isakova), as well as a mandatory component, because the activity of a primary school teacher has specific characteristics that must be considered in the preparation process [2].
2. Should incorporate a specialized course focused on studying ICT usage characteristics (I. N. Smirnova), but should not be limited to it, since a holistic and long-term process is necessary, enabling teachers to master various methodological approaches [3].

3. Should include learning the basics of working with computers during lessons (V. V. Kyurshunova), as well as other aspects of ICT use by primary school teachers, such as methodological and instructional material development. In this context, the teacher becomes the key factor in increasing ICT effectiveness.

Another subject related to the formation of skills for organizing the learning process among future primary school teachers is "Technical Teaching Aids and Their Application in the Learning Process." This course has a technical and technological focus, with methodology issues mainly linked to the didactic potential of technical tools. However, among the tools covered in the course, computerization tools (computers, modern office equipment, communication tools, etc.) do not occupy a central place, resulting in insufficient time for their study. The course does not contribute to effective methodological training, as technical tools are considered separately from software.

CONCLUSION

The role of ICT in education must be enhanced by integrating them into all areas of professional activity. Therefore, the targeted preparation of primary school teachers should include studying the methodology of their comprehensive application to improve the effectiveness of the learning process.

An analysis of the practice of developing professional competencies among primary school teachers in higher education institutions has revealed the following issues regarding the effective use of ICT in professional activities:

- The specific characteristics of primary school teachers' professional activities are not considered in the training process.
- The process lacks systematization and uniformity, with the goal being solely ICT competence.
- There are no specialized courses aimed at studying ICT application methods in teaching young students.
- Due to the separation of theoretical courses from pedagogical practice, practical skills in ICT usage for professional activities are not developed.

Recommendations for Preparing Primary School Teachers to Use ICT:

- The foundation should be:
 1. Designing, organizing, and implementing the educational process based on the integrated use of modern technical tools and software products.
 2. Directions for applying these technologies in teaching young students.
 3. Identifying the most effective ICT tools for teaching primary school children and analyzing their effectiveness.
- The learning process should be:
 1. Comprehensive, considering all aspects of professional activity.
 2. Structurally and methodologically sound, ensuring a systematic approach.
 3. Integrated into existing courses to create a unified framework for ICT competence development.
- Additional courses should be introduced to study the methodological aspects of using ICT in primary school teaching, focusing on the practical organization of lessons using digital technologies [1].

This section explores the following aspects:

1. Changing the goals and content of professional competency development for future primary school teachers in an ICT-based educational environment, as well as forming a system of necessary qualities for using ICT in primary education.
2. The process of preparing future primary school teachers for the effective use of digital technologies in pedagogical higher education institutions, considering the specific features of teachers' professional activities and the characteristics of organizing this process within the educational framework.

Training future primary school teachers to use ICT in professional activities is a systematic and continuous process aimed at the effective application of modern technologies while taking into account the specific features of teachers' work. To develop ICT competence, it is necessary to improve courses focused on the comprehensive use of modern technical and software tools. Furthermore, it is advisable to develop and implement specialized courses that combine theoretical knowledge with practical skills. This approach will enhance the effectiveness of the educational process and enrich it with informational and methodological resources, ultimately elevating the professional activities of primary school teachers to a new level.

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