SKILLS TO DEVELOP DIGITAL COMPETENCE OF FUTURE ELEMENTARY SCHOOL TEACHERS

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Abstract:
In the digital age, equipping future elementary school teachers with digital competence is essential for effective teaching and learning. This scientific article discusses the skills required to develop digital competence among future elementary school teachers and presents a comprehensive approach to foster these skills. The article emphasizes the importance of technological proficiency, digital literacy, pedagogical knowledge, critical thinking, adaptability, and collaboration. By integrating these skills into teacher education programs and providing opportunities for hands-on experience, reflective practice, and professional development, future elementary school teachers can acquire the necessary digital competence to enhance student learning and thrive in the digital landscape. In this article, the development of information competence of future primary school teachers. In preparing future primary school teachers to be able to use computer technologies efficiently and effectively, when they have a computer (Notebook), they will be able to use computer technology effectively and the possibility of perfect learning of computer technology becomes easier.

Keywords: digital competence, elementary school teachers, technological proficiency, digital literacy, pedagogical knowledge, critical thinking, adaptability, collaboration.

Introduction:

In an increasingly digital world, future elementary school teachers must possess digital competence to effectively integrate technology into their teaching practices. This article explores the skills necessary to develop digital competence among future elementary school teachers and proposes a comprehensive approach to foster these skills.

Skills for Developing Digital Competence:

a) Technological Proficiency: Future elementary school teachers need to be proficient in using various digital tools, applications, and platforms. They should be comfortable navigating technology, troubleshooting common issues, and staying updated on emerging technologies relevant to the classroom context.

b) Digital Literacy: Digital literacy refers to the ability to critically evaluate, access, and create digital content. Future teachers should be skilled in information literacy, online safety, digital

ethics, and responsible digital citizenship. They should also be able to guide students in developing these competencies.

c) Pedagogical Knowledge: Developing digital competence requires a strong foundation in pedagogical knowledge. Future teachers should understand how to align technology use with instructional goals, differentiate instruction using technology, and integrate technology across various subject areas. They should also be aware of evidence-based practices for effective technology integration.

d) Critical Thinking: Future elementary school teachers need to develop critical thinking skills to evaluate the quality, relevance, and credibility of digital resources. They should be able to guide students in discerning reliable sources, analyzing information, and engaging in informed decision-making in digital environments.

e) Adaptability: Digital competence requires adaptability to the ever-evolving technological landscape. Future teachers should be open to learning new tools, platforms, and strategies. They should embrace change, seek professional development opportunities, and continually update their digital skills to meet the needs of their students.

f) Collaboration: Collaboration skills are crucial for effective technology integration. Future teachers should be able to collaborate with colleagues, students, parents, and community members to enhance digital learning experiences. They should engage in collaborative problem-solving, share resources and best practices, and foster a culture of collaboration in their classrooms.

A Comprehensive Approach to Developing Digital Competence:

a) Integration into Teacher Education Programs: Teacher education programs should integrate digital competence development into their curricula. Courses and modules focused on technology integration, digital literacy, and pedagogical approaches should be included. Practical experiences, such as technology-infused lesson planning and teaching practice, should be provided to develop hands-on skills.

b) Hands-on Experience: Future teachers should have opportunities to gain hands-on experience with a variety of digital tools and platforms. Practical assignments, projects, and internships can help them apply their skills and build confidence in using technology for teaching and learning.

c) Reflective Practice: Encouraging reflective practice allows future teachers to critically evaluate their technology integration efforts. Reflective activities, such as journaling, peer feedback, and self-assessment, can help them identify strengths, areas for improvement, and strategies for enhancing their digital competence.

d) Ongoing Professional Development: Providing continuous professional development opportunities is essential for developing and maintaining digital competence. Workshops, conferences, online courses, and collaborative learning communities can support future teachers in expanding their digital skills, staying up-to-date with emerging technologies, and sharing experiences with peers.

Currently, in the completion of a subject of general secondary education or any part of it, "How effective it is if the computer is used, in other words, the pedagogical principles of computer use, this process affects its psychological characteristics, its cognitive process. the complex research of the mechanism and factors of influence, as well as many other aspects, is becoming relevant. This is the basis for the formation of a new content and essence in the educational system, in particular, in terms of organizing and implementing educational processes, developing educational and methodological support, especially in improving the effectiveness of passing training sessions. is creating.

One of the main methods of improving the quality and efficiency of the educational system is the use of modern information and communication technologies, including multimedia training courses, and the involvement of highly qualified personnel in the provision of interactive communication between the teacher and the student. . In this regard, the scientific justification of new approaches that ensure the level of professional competence required for the training of technological education teachers in higher education institutions has become an urgent task.

Competence does not mean the acquisition of separate knowledge and skills by the student, but the acquisition of integrative knowledge and actions in each independent direction.[1]

Competence is expressed by the student's acquisition of knowledge, skills and abilities necessary for the implementation of personal and socially significant professional activities and their ability to apply them in professional activities. In this place, the essence of the concept of "competence" is fully revealed, it is manifested in the following two forms: a set of personal qualities of students and as basic requirements of the professional field [8].

Due to the fact that the educational content is grouped in the form of subject blocks (for all subjects), interdisciplinary (for a set of subjects) and subjects (for a specific subject) in the curriculum, it is possible to demonstrate the following three levels of competence

- basic competence (focus on the humanitarian, socio-economic content of education);

- interdisciplinary competence (according to the specific scope of educational subjects and educational blocks of general professional training);
- competence in one subject (subject) (according to having a clear and certain opportunity within a special academic subject).

In multimedia technologies, because the traditional information is not presented in the form of text, but in the form of images, sounds and actions, it teaches students to be more active, attentive, eager and curious in the lessons, because every piece of information recommended involves their participation and movement. is done through We just talked about the use of multimedia tools in the lessons, but how do we use multimedia tools in the lessons when we train a pedagogue who will effectively use those multimedia tools? Therefore, according to modern requirements, we should prepare future primary school teachers to be able to use computer technologies efficiently and effectively.

First of all, the importance of computer technology today should be deeply ingrained in the minds of students. In addition, it is appropriate to open computer courses and attract future personnel to them. There are rooms equipped with computers in higher educational institutions for organizing computer courses. It is enough to appoint a teacher who works only after classes.

With the help of audio-video tools and information technologies, the ability to independently search, analyze and select the necessary information, change it, store and transmit it is formed. This competence ensures that the student learns the basics of academic subjects based on important information.

The use of multimedia technologies in the educational process allows conducting classes in an interactive mode. Multimedia (English word multi - many, media - environment)

- this is a single view consisting of information in different forms (text, image, sound, video, animation).

Multimedia technologies refer to the process of selecting and using technical and software tools in the process of creating a multimedia product. The main goal of multimedia technologies is to create a multimedia product that is easy and convenient to receive information. Today, multimedia technologies are widely used in human activities, that is, in business, education, medicine, military and other fields. These areas of activity have a wide range of software tools for creating multimedia products. Some of them are designed to work with separate multimedia components. Although the definition of multimedia seems simple, the process of working with it is considered complex. In addition to knowing multimedia, it is necessary to know the technical and software tools of multimedia. We call specialists who create applications from multimedia information as multimedia creators. Multimedia applications can be viewed on a computer, TV screen, PDA (personal digital assistant), or mobile phone. In addition, multimedia applications can be placed commercially, or on CD or DVD carriers for delivery to a destination, or on the Internet for information retrieval. All

kinds of after-school clubs are opened in higher education, but no one can guarantee that these clubs are working perfectly. Having a computer (Notebook) in training future elementary school teachers to be able to use computer technology effectively and efficiently will facilitate the effective use of computer technology and the opportunity to learn computer technology perfectly. As a result, students' learning improves. Effective use of these opportunities in the continuing education system attracts students to solving complex tasks of education and upbringing. The effectiveness in this field depends on the knowledge, skills, professional skills, talent, talent and culture of the teachers, as well as the ability to use new pedagogical and information technologies in the course of the lesson.

Conclusion:

Developing digital competence among future elementary school teachers is vital for effective teaching and learning in the digital age. By fostering skills such as technological proficiency, digital literacy, pedagogical knowledge, critical thinking, adaptability, and collaboration, teacher education programs can equip future teachers with the necessary competencies. Integrating these skills into the curriculum, providing hands-on experiences, promoting reflective practice, and offering ongoing professional development opportunities are key components of a comprehensive approach to developing digital competence. Empowering future elementary school teachers with digital competence will enable them to create engaging and meaningful learning experiences for their students, preparing them for success in the digital world.

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