USE OF DIGITAL TECHNOLOGIES IN IMPROVING PROFESSIONAL COMPETENCE OF FUTURE PRIMARY CLASS TEACHERS

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Annotation: *This article presents the theoretical foundations of improving the professional competence of future primary school teachers based on digital technologies, the definition of the concept of professional competence, and the stages of improving professional competence based on digital technologies.*

Key words: *competence, professional competence, education, digital technology, information, pedagogical skills, improvement.*

Enter. Fundamental reform of the education system, training of highly qualified personnel who meet high moral and ethical requirements for the development of the society is the common task of the education system employees. Theoretical-methodological arming of the educational system aimed at all-round development of the personality is defined as the main goal of pedagogy today. Successful completion of the high, but honorable tasks described above requires high professional skills, knowledge and a broad worldview from each pedagogical worker.

The President of our country Sh.M. Mirziyoyev said, "It is very important to solve another problem: it is the professional level of pedagogues and professors, their special knowledge. In this regard, it is necessary to create an environment that actively supports the processes of education, issues of spiritual and educational maturity, and the formation of true values", their opinions are very important.

The main goal of the competence approach is to help the graduate of the educational institution adapt to social life. From this point of view, the competency approach is one of the current problems facing the education system. Competence is the ability to apply the theoretical knowledge, practical skills and abilities acquired in the field of science in solving practical and theoretical problems encountered in everyday life. Competence is a Latin word, competence means capable, capable. In addition to pure professional knowledge, skills, and abilities, competence also includes initiative, cooperation, ability to work in a group, communicative ability, ability to realistically evaluate, logical thinking, ability to sort and use information. Education aimed at the formation of competences is an education aimed at the formation of competences for practical application of acquired knowledge, skills and qualifications in personal, professional and social activities.

Digital learning is an educational practice that supports the learning process and leads to tangible results. It serves not only to continue the educational process through digital educational tools, but also to increase the quality and efficiency of education. The introduction of digital education into the educational process is carried out on the basis of the use of information technologies. Information and communication technologies are one of the main mechanisms of innovative activities of primary school teachers. They give the

pedagogue the opportunity to manage information, use it, and also spread knowledge in all areas of human activity. Accordingly, in the modern information society, a pedagogue has a wide range of professional, cognitive skills using computer and communication technologies, including radio, television, modern mobile devices, gadgets, interactive equipment, podcasting, streaming and augmented reality technologies, web services, mobile applications, etc. , leisure, the ability to solve household and other tasks has a special place. Professional skills of a pedagogue on information and communication technologies include: a) awareness of the involvement of the educational system in global information processes; b) willingness to master methods of effective access to an almost unlimited amount of data and analytical processing of this data; d) striving to form and develop personal creative qualities that allow for the formation of pedagogical ideas in a modern information environment in order to obtain innovative pedagogical results, as well as to create a unique information environment; e) willingness to jointly develop scientific and social experience, to reflect and self-reflect together with all subjects of information interaction; f) mastering the culture of receiving, selecting, storing, repeating, presenting, transmitting and integrating information; g) willingness to use modern interactive telecommunication technologies as an important direction of professional growth in the constantly changing information society, in the conditions of continuous education; h) ability to model and design the information and educational environment and predict the results of one's professional activity. **Literature review.** In the psychological theory of educational activity (P.Ya. Galperin, V.V. Davidov, A.N. Leontev, A.K. Markova, S.L. Rubinshtein, N.F. Talizina, D.B. Elkonin, etc.), the mastery of the teaching content and the development (development) of the student depend on it. It shows that it does not happen through the transmission of information, but only in the course of its active activity, there is always a movement with certain characteristics behind the skills and abilities. This situation forms the psychological basis of the approach based on learning activities, which has had a great impact on the development of the goals, content and methods of education during the second half of the 20th century. N.F. Talizina considers the educational process to be "the process of students solving various tasks and carrying out appropriate activities for them". V.I. According to Zagvyazinskiy, education is an activity-based approach, which implies that "all pedagogical activities are directed to the organization of intensive, increasingly complex activities", because a person can learn science and culture, the world only through his activities. and learns the methods of change, forms and improves personal qualities. The basis for the development of students in the educational process is to direct the student to change himself as a subject of study and education." A.V. According to Khutorskoy, "a competent person in a certain field has the relevant knowledge and skills that allow him to reason and act effectively within the field"

Research methodology. Qualities characteristic of the teacher's profession, that is, high pedagogical skills, are not formed suddenly. It develops on the basis of constant work on itself, research and skills. The teacher's acquisition of high professional skills is carried out directly through the continuous education system. Professional development, which

occupies the main place in the continuous education system, allows to analyze the activity of the student and give him prospective directions.

Professional competence is the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and the ability to apply them in practice at a high level.

The types of teacher's professional competence are as follows:

1. Professional
2. Personal
3. Universal
4. Cultural
5. Special

Professional competence:

- having knowledge of pedagogy and psychology;
- work on oneself; - being able to plan, evaluate and establish feedback on the educational process;
- to be able to understand the needs of students;
- formation of students' motivation;
-Knowledge of ICT; -innovation of the educational environment;
- to know his subject perfectly; - knowing one of the foreign languages.

Stages of formation of professional competence:

1. Self-analysis and understand the essentials;
2. Determining the goal and task of self-development;
3. Self-expression and correction of shortcomings.

The penetration of modern information technologies into the field of education allows pedagogues to qualitatively change the content, methods and organizational forms of teaching. The purpose of these technologies in education is to strengthen the intellectual abilities of students in the information society, as well as humanization, individualization, intensification of the educational process, and the improvement of the quality of education at all levels of the educational system.

The following can be recognized as important pedagogical conditions for training a future teacher:

- normative and educational-methodical documents that can meet modern requirements (state education standard, model curricula, working curricula, model curricula, working programs, textbooks, educational availability of manuals, methodological recommendations, additional special literature, instructional tools, lesson plans, projects, etc.);
- high level of knowledge, skills and qualifications of scientific and pedagogical staff (professors, associate professors, teachers, qualified teachers, technicians), sufficiently developed level of professional competence and having scientific potential;
- material and technical aspects of the educational process (educational buildings, educational auditoriums, educational workshops, practical-laboratory equipment), information technologies (radio, television, computer, copiers, laboratory equipment, that it

is sufficiently provided in terms of audio, video, multimedia, simulators, film projectors, slide projectors, video projectors, the availability of a set of technical tools, etc.);

- the creation of a socially and educationally-technologically favorable environment (teachers, students, leaders and students, as well as the content, direction, unity of goals, etc. of students' mutual relations);

- consistent, continuous and systematic implementation of organizational and educational-practical activities.

Summarizing the definitions and descriptions given to the concept of "professional competence of a teacher", it can be interpreted as follows: Professional competence of a teacher is one of the important aspects of professional competence in the activity of a pedagogue. liq represents all needs, abilities, skills, knowledge and interests. For this, he must: - tend to manage the process of creative research; - one should remember that the effectiveness of creative research depends on the pedagogical, psychological and theoretical preparation of the teacher.

I.V. Robert identifies the following main pedagogical goals of using modern information technology tools:

1. Intensification of all levels of the educational process through the use of modern information technologies:

- increase the efficiency and quality of the educational process;
- increasing the activity of cognitive activity;
- deepening of inter-project relations;
- increase the volume and optimize the search for the necessary information.

2. Development of a student's personality, preparation of a person for a prosperous life in the information society:

- development of different types of thinking;
- development of communication skills;
- formation of skills to make the best decision or offer solutions in a difficult situation; aesthetic education through the use of computer graphics, multimedia technologies;
- formation of information culture, ability to process information;
- development of task or situation modeling skills;
- formation of skills to carry out experimental research activities.

3. Work on fulfilling the employer's social order:

- training of an educated and literate person;
- training of users with the help of computer;
- implementation of professional guidance in the field of informatics.

The use of technological innovations in the educational system leads to the improvement of all levels of the educational process and ensures the following:

- increasing the efficiency and quality of the educational process by introducing new information technologies;

- providing motivating motives (incentives) that require the activation of cognitive activity;

- deepening of interdisciplinary relations through the use of modern information processing tools in solving problems in various scientific fields.

The concept of "competence" entered the field of education as a result of psychological research. Therefore, competence is "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses conflicting information, consistently develops and "ownership of a plan of action in complex processes"3

As part of our research, we follow the approach of V. Khutorskoy and give the following definitions:

1) "professional-methodical competence" is the professional-methodical knowledge, professional-methodical skills and professional qualities of a future primary school teacher, necessary for quality performance of certain/concrete types of educational-methodical activities as a sum/set;

2) "Professional-methodical competence" of the future elementary school teacher as a set of professional-methodical competencies; and such acquisition means his readiness to perform professional-methodical activity consciously and qualitatively.

Digital technologies have become so embedded in our lives that today not only our daily activities, but also the development of socio-economic spheres cannot be imagined without them. Naturally, as in other areas, the introduction of advanced technologies in the tax administration is fundamentally changing its activities. It is not only related to the relationship between taxpayers and tax authorities, but also introduces innovations from filing of declarations to methods of payment of taxes and data storage.

Today, digital technologies are rapidly developing and require keeping up with the times in every field. The use of digital technologies in the educational system is of great importance in improving the quality of education and educating socially active young people in the present era, when the speed of obtaining and using information is very high. Previously, we conducted educational programs in the traditional way, that is, in the form of lecturing through large books and manuals. This, in turn, did not ensure that the quality of education was so high. Currently, the process of digitalization of education has begun to improve the quality of education. The current state of the education system is characterized by the increasing role of non-traditional educational technologies. Learning by the learner with their help is much faster than with traditional technologies. These technologies change the nature of knowledge development, acquisition and distribution, deepening and expanding the content of the studied subjects, quickly updating it, using more effective teaching methods, and also significantly expanding the opportunity for education for everyone. will give.

We will answer the question of what is digital technology as follows: it is a modern form of business management. in it, a large set of data in digital form and the process of their processing serve as the main factor of production and management. Using the obtained results in practice makes it possible to achieve much greater efficiency compared to traditional forms of management. For example, various automatic production processes, 3D technology, cloud technologies. it is possible to mention the provision of remote medical

services, the production and delivery of products with the help of smart technologies, the processes of storing and selling various goods. In this article, we will focus instead on digitization in the education system.

- Analysis and results (Analysis and results). Digital learning is an educational practice that supports the learning process and leads to tangible results. It serves not only to continue the educational process through digital educational tools, but also to increase the quality and efficiency of education. The introduction of digital education into the educational process is carried out on the basis of the use of information technologies. Information and communication technologies are one of the main mechanisms of innovative activities of primary school teachers. They give the pedagogue the opportunity to manage information, use it, and also spread knowledge in all areas of human activity. Accordingly, in the modern information society, a pedagogue has a wide range of professional, cognitive skills using computer and communication technologies, including radio, television, modern mobile devices, gadgets, interactive equipment, podcasting, streaming and augmented reality technologies, web services, mobile applications, etc. , leisure, the ability to solve household and other tasks has a special place.

Formation of the professional competence of the future teacher has a special place among the complex problems in the training of pedagogues. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional pedagogical activity is becoming more evident. Future teachers are enriched with practical, psychological, methodical, research types, as well as with the formation of teacher's professional competence. It is necessary to include the groups of diagnostic, communicative, management and projective studies in the essential characteristics of the diagnosis of professional competence. The pedagogue's cognitive activity is largely determined by the complexity, dynamics, non-standardity of the things being studied, the influence of the boundaries that separate social phenomena, their search, uncertainty, which implies observation, the ability to model the interlocutor's inner world. In this case, the characteristics of self-regulation are characterized by the need to constantly improve one's knowledge and skills, and the ability to strictly coordinate one's behavior towards other people.

- **Conclusion and recommendations.** In short, if education is provided through digital technologies, the methods of education become easier for learners. In this case, multimedia, overhead projector, computer, laptop, televisions connected to the Internet, telephone lines, smart boards, and projectors play the role of educational system mediators. Training teachers with such tools ensures the improvement of the quality of education. We all know that the use of digital technologies in online classes has a good effect. For example, we can consider online classes given on television as a type of digital education.

So, in digital education:

- has the opportunity to study wherever and whenever he wants;
- the culture of receiving and using information from the Internet is formed;
- raises the education system to a new level;
- dramatically reduces time and money consumption;

- Such as not getting lost in the "digital world" and having advantages in finding a good job.

To improve the professional competence of future primary school teachers on the basis of digital technologies, first of all, sufficient conditions should be created, only then the desired goal can be achieved.

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