

## IMPROVING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS IN A DIGITAL TECHNOLOGY ENVIRONMENT

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**Abstract:** *This article discusses the methods and content of improving the professional competences of future teachers in the environment of digital technologies, as well as effective tools. How to equip a teacher with new digital competencies is described on the example of world pedagogy. Digitization, the introduction of computerization, affects all spheres of life and society. The importance of digital technologies in higher education, requirements for their rational and effective use are presented.*

**Key words:** *digital technology, professional competence, foreign experience, practical importance, economy, pedagogical skills, education, upbringing, development, information and communication technologies, virtual world, development, globalization, motivation, integration, result, experience.*

"Digital literacy", "digital education", "digital educational environment", "digital didactics" are the concepts that are currently receiving great attention all over the world. Currently, digitization is rapidly taking over all spheres of human activity. Society now faces the task of educating specialists with these digital professional competencies. In Uzbekistan, President Sh. M. Mirziyoyev issued decisions and orders to train thousands of programmers to build a digital economy, digital education, digital smart cities. The digital economy is included in the training program of a number of specialists in the field of digital tourism and digital education. Providing digital education to the entire population by establishing state services, forming digital communication skills, telephone and computer skills in them. In the encyclopedias, informatization means the use of information technologies in all spheres of human life and society. Informatization in the field of education is intended to improve the thinking and intellectual abilities of students and learners by using data collection, processing, storage and technical means. Training of qualified and competent employees in the field of economy is one of the urgent tasks of the present time. This is one of the most prestigious directions in the field of education of our country. Creation of a digital education system HEMIS program is a bright example of digitalization of education in higher education. Digitization of all types of education should be brought to such a level that it would make it possible for all strata of the population to receive education. Digitization of education should be brought to such a level that all educational organizations and employees of the management system can use it.

HEMIS in higher education, electronic diary in secondary education, etc. should be systematically launched. Each participant should have competencies in digital education and digital economy. This means that the personal competencies of every citizen are formed in the electronic environment. His skills, qualifications, knowledge, competencies, accumulated experience, and various achievements are visible. This shows the citizen's competitiveness in the labor market. It shows the competitiveness of a person in the labor

market. In order to increase competitiveness in the labor market, a person develops and improves his/her skills. For example, the absence of certain certificates and certificates that determine the level of knowledge of a foreign language among current master's and doctoral students motivates them to increase their competence and improve their qualifications. The state policy on the digitization of the economy raises the issue of training competent employees and pedagogues who can work in the digitized field of education up to the field of secondary special education. New information and communication technologies. pedagogues needed additional knowledge and skills to get the right direction in the digital environment.

Must have digital competencies to work in digital education and digital education institution. Digital competencies of educators European model Digital Competence of Educator (Dig Comp Edu) 22 shows competencies. Of these, the formation of digital competences in 6 directions is indicated. Let's look at each of them. The first direction is to create a digital professional learning environment for effective professional cooperation. The second direction is to search for digital educational resources, create and create conditions for cooperation. The third direction is the use of digital tools and equipment in the effective process of education. The fourth direction is the strategy of using digital methods for effective evaluation. The fifth direction is to further expand the educational opportunities of students with digital methods. The sixth direction is to monitor and monitor the development of students' digital competences by the pedagogue. The second, third, fourth and fifth directions constitute a change of the digital education module. They gave a deep analysis of what competencies a modern pedagogue should have. Thus, it is shown that the teacher uses digital methods in his effective innovative activities in the educational environment.

The first direction covers all subjects of mutual cooperation through digital technologies: students, colleagues and parents. At the same time, this direction improves the teacher's reflexive ability, the analysis of his pedagogical activity based on digital technologies, and the use of digital resources and methods. Competencies of the second direction form the pedagogue's ability to select digital resources, adapt to students to find the necessary information, organize their own digital base and create conditions for safe use by their colleagues. Students and their parents can use this database. Competence in the third direction is inextricably linked with the educational process. It is related to the teacher's competence as an organizer in the educational process and serves the development of students by allowing them to work in groups and independently. The fourth direction is related to the evaluation process, which is formed in its structure and the implementation of the general evaluation is embodied. The teacher should be able to evaluate the students' activity and knowledge with a critical objective and analysis. It should use digital technologies to establish timely feedback. The fifth direction is that the teacher should be able to access digital resources, should have this ability.

At the same time, it should cultivate a differentiated and individual, personal approach to education, thereby attracting students to digital technologies. It should solve the problems of digital education that arise in students. It should open the way for students to show themselves in digital education. The sixth direction is related to information and

media literacy of the pedagogue. The pedagogue should be able to collect information in professional cooperation and solve the problems faced by the students in the digital educational environment at a high level. It should ensure effective reading and learning of students in digital technologies. The competencies listed above create conditions for the pedagogue to show himself and improve his work. According to G.V.Potemkina, the digital competencies of the pedagogue allow to use the digital didactic opportunities and resources of education. For the development of digital didactics, he envisages didactic projects and joint learning and assimilation of new knowledge. Today's pedagogues should have the skills to work interactively with the collected information along with working in a digital environment. Such a conclusion can be reached based on the analysis. Teachers now have the task of developing new competencies. This is a responsible and honorable task. In order to develop the society and the economy, it is necessary to raise the quality of education to a new level and acquire digital educational competencies. It is considered very important and responsible, especially in the teaching of technical and technological sciences.

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