

**THE NECESSITY OF DEVELOPING METHODOLOGICAL POSSIBILITIES FOR USING DIGITAL ASSESSMENT TOOLS IN PRIMARY SCHOOL CLASSROOMS**

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**INTRODUCTION:**

This scientific study focuses on improving a methodology aimed at developing the professional competence of future primary school teachers based on digital technologies. In particular, within the framework of the course “Technology Education and Its Teaching Methodology,” digital tools, platforms, educational software, and interactive approaches are analyzed. The research is directed toward increasing the effectiveness of teaching pedagogical technologies on didactic and methodological foundations. In this regard, the application of modern technologies in practice substantiates the enhancement of teachers’ professional potential, their approach to problem situations, and their creative thinking abilities.

**AIM:**

The main aim of this research is to improve a methodology oriented toward developing the professional competence of future primary school teachers through the effective use of digital technology opportunities. Within the scope of the study, mechanisms for forming the knowledge, skills, and competencies necessary for teaching activities are developed using modern digital tools.

**MATERIALS AND METHODS:**

The study examines the process of developing the professional competence of future primary school teachers based on digital technologies. Both theoretical and practical research methods were applied in an integrated manner. In particular, conceptual foundations were developed through the analysis of pedagogical and methodological literature, the study of scientific sources related to modern digital teaching technologies, and the comparison of advanced experiences. In addition, surveys, interviews, and observation activities were conducted among students studying at higher education institutions. At the empirical stage, experimental lessons were organized, their results were analyzed, and the effectiveness of the proposed methodology was evaluated.

**DISCUSSION AND RESULTS:**

The research findings indicate that learning activities organized on the basis of digital technologies significantly enhance students’ independent thinking, self-directed learning, and information and communication competencies. The use of interactive platforms such as Google Classroom, Moodle, and LearningApps makes lessons more effective and engaging. The results of the experimental work show that digital methodological approaches play an important role in forming future teachers’ skills to deliver lessons in a flexible, modern, and technology-oriented manner that meets learners’ needs.

**CONCLUSION:**

To prepare future primary school teachers as specialists who meet modern requirements, are digitally literate, think creatively, and possess strong pedagogical skills, it is necessary to fundamentally improve the methodology of teaching technology education. This can be achieved not only through existing knowledge but also through creative approaches, the integration of digital tools, and effective information exchange between teachers and students. Therefore, the proposed methodological approaches open new horizons in improving lesson quality in primary education, increasing students’ interest in learning, and enhancing teachers’ self-confidence.

**Keywords:**

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education, personnel, information and communication technologies, digital technology, cognitive activity, primary education, digitalization. This scientific study improves a methodology for developing the professional competence of future primary school teachers based on digital technologies. In particular, within the discipline “Technology Education and Its Teaching Methodology,” digital tools, platforms, educational programs, and interactive approaches are analyzed. The research is aimed at increasing the effectiveness of teaching pedagogical technologies based on didactic and methodological foundations. The necessity of applying modern technologies in practice is substantiated in order to enhance the professional potential of future teachers, their ability to solve problem situations, and the development of creative thinking.

#### AIM:

The purpose of this research is to improve a methodology aimed at developing the professional competence of future primary school teachers through the use of digital technology opportunities. Within the framework of the study, mechanisms for forming the knowledge, skills, and abilities required for pedagogical activity using modern digital tools are developed.

#### MATERIALS AND METHODS:

The study examines the process of developing the professional competence of future primary school teachers using digital technologies. Both theoretical and practical research methods were applied, including analysis of pedagogical and methodological literature, study of scientific sources on modern digital educational technologies, comparison of advanced practices, as well as surveys, interviews, and observations of students at pedagogical higher education institutions. At the empirical stage, experimental lessons were conducted and the effectiveness of the developed methodology was evaluated.

#### DISCUSSION AND RESULTS:

The research found that lessons organized on the basis of digital technologies contribute to the development of students’ independent thinking, self-learning abilities, and information and communication competencies. The use of interactive platforms such as Google Classroom, Moodle, and LearningApps makes lessons more effective and engaging. Experimental results confirmed that digital methodological approaches play an important role in shaping flexible, modern, and technology-based teaching methods among future teachers, adapted to students’ needs.

#### CONCLUSION:

To prepare future primary school teachers who meet modern requirements—digitally literate, creative, and possessing pedagogical mastery—it is necessary to fundamentally improve the methodology of teaching technology education. This can be achieved not only through theoretical knowledge, but also through the implementation of creative approaches, integration of digital tools, and effective information exchange between students and teachers. The proposed methodological approaches open new horizons for improving lesson quality, student interest, and teachers’ self-confidence.

#### Keywords:

education, personnel, information and communication technologies, digital technologies, cognitive activity, primary education, digitalization.

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#### MAIN TEXT

One of the most pressing tasks facing the education system in the 21st century is to improve the quality of students’ learning and develop teachers’ professional competence through the effective integration of modern technologies into the educational process. This need is particularly significant at the primary education stage, as this is where students’ fundamental knowledge, skills, and worldview are formed.

In the preparation of future primary school teachers, technology education and its instruction based on modern methodological principles play a crucial role. Such education includes not only theoretical knowledge, but also practical activities, project-based learning, and the use of digital tools. Therefore, integrating digital technologies into the teaching of technology subjects in pedagogical education institutions has become an important means of providing students—future teachers—with knowledge and skills that meet contemporary requirements.

This study analyzes methodological approaches used in the formation and development of the professional competence of future primary school teachers based on digital technologies, their effectiveness, and the innovations emerging through the subject of technology education.

#### 1. Current State of Digital Technologies in Education

Today, digital technologies have become an integral part of education. For primary school teachers in particular, interactive methods, multimedia resources, AI-based exercises, and virtual laboratories significantly influence the quality and effectiveness of education. Therefore, updating and improving teaching methodologies in this area is a highly relevant issue.

#### 2. Structure of Professional Competence

The professional competence of future primary school teachers includes the following components: pedagogical and psychological preparedness; knowledge and application of information and communication technologies; lesson design through didactic approaches; creative and critical thinking skills; ability to use innovative teaching methods.

#### 3. The Role of Technology Education

The subject “Technology Education” plays an important role in developing students’ labor skills, technical thinking, design abilities, and creative work skills. When integrated with digital tools, technology education enables teachers to:

- foster creative approaches among students;
- teach project development using digital tools;
- utilize virtual classroom environments and distance learning opportunities.

#### 4. Methodology for Integrating Digital Technologies

The improved methodology is based on:

- the use of the blended learning model;
- application of tools such as Google Workspace, ClassDojo, Kahoot, Quizizz;
- implementation of electronic portfolios and digital laboratories.

Education, personnel, information and communication technologies, digital technology, cognitive activity, primary education, digitalization. For citation: Mukhiddin M. Berdiyev. (2025)

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