DEVELOPMENT OF TECHNOLOGICAL COMPETENCE OF FUTURE PRIMARY CLASS TEACHERS AS A PEDAGOGICAL PROBLEM

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Abstract. This article tries to focus on the characteristic aspects of the primary school teacher's professional knowledge and technological competence, as they are important for the implementation of a competency-based approach in the educational process.

Keywords: primary school teacher, technological competence, professional pedagogical education, competence-based approach, professional qualification.

In the conditions where the technological competence of the future elementary school teachers in the republic is constantly changing, having studied the advanced foreign experiences, developing the technology, didactic foundations for the development of their technological competence in the higher educational institution, pedagogical conditions, content and structure, improvement criteria and degrees of formation, form, method, tools, model, increasing the effectiveness of teaching quality, as well as the theoretical and practical foundations of the development of technological competence in future elementary school teachers in a pedagogical higher educational institution development is important.

It is known that the expected result in the process of teaching students in pedagogic higher education institutions is formed in the form of requirements for mastering the basic educational programs presented through general cultural, general professional and professional competencies. The profile (specialty) competence of the future teacher is defined in the state educational standards, which is an important component of the teacher's professional competence.

It should not be forgotten that it is one of the problems that are rarely studied at the moment. One of such issues is to clarify the competent approach to the development of technological competence in future elementary school teachers and to develop its structural model in accordance with the main provisions of the State Education Standards. In order to determine the technological competence of the future elementary school teacher, it is interesting to study some of the studies devoted to the study of this concept, both theoretically and practically.

Yu.G.Tatur and V.Ye.Medvedev have defined the competence of the future specialist as his opportunity for successful creative activity in the professional and social sphere *(knowledge, skills, experience, personal qualities, appropriate and complete information and communication tools ability to use wisdom, etc.)* striving to demonstrate in practice and competence as an ability, and the readiness of the future specialist to use all available opportunities in order to successfully operate in a certain field and to consciously realize his responsibility for the result described as.

According to G.A. Larionova, the structure of readiness includes a set of practical knowledge and characteristics that ensure the entry into activity of a person. And preparation for work is complex, consisting of two components, i.e. operational *(knowledge and skills)* and personal *(instruction, work orientation, professional motive characteristics, system of habits and*

relationships, emotional and volitional functions, professionally important qualities of a person) is a system.

Based on this, the modern trend of professional pedagogical education is aimed at the development of professional competence of the future teacher as a result of professional training at a higher educational institution, which prepares future primary school teachers for information technologies. means that it should also be reflected in the training system. The implementation of a competency-based approach to the training of pedagogues in information technologies requires understanding the category of the teacher's professional qualifications in information technologies at a theoretical level.

Today, a number of innovations and changes are being introduced in the field of education around the world. As a result of the modernization of general education, they led to changes in the requirements for the teacher's professional activity. Informatization can be said to be an important direction of modernization of the school and based on the demand of the time. The introduction of computer technologies into the school labor system requires the availability of professional information and technological competence among pedagogical staff, especially primary school teachers, which makes the problem of professional information and technological training of primary school teachers urgent in the transformational context. It should also be noted that the modernization of the educational process in higher education institutions, the development of the technological competence of future teachers in the improvement of the quality level of the system of training pedagogues, equipping them with modern professional knowledge, qualifications and skills related to the field Armament, independent of scientific and technical innovations, creative use and development of skills to solve prospective tasks are among the important requirements, which serves to prove the urgency of the problem.

Based on the requirements of periodic education, at the same time, approaches to the processes of training future pedagogic personnel are frequently changing. Because competence orientation as a characteristic of professional pedagogical education, to be more specific, it is important for future teachers to gain experience in solving professional problems during their education at a higher educational institution. Also, one of the main goals and tasks of training modern teachers who meet the requirements of modern education is the task of forming and further developing the information-technological competence of the future elementary school teacher as a component of their professional competence.

It should be noted that the semantic component of the concept of "professional information and technological competence of a primary school teacher" has not yet been clearly defined. The set of professional duties of a primary school teacher is also not specified, however, as a solution to this problem, the teacher's competence in information technology can be demonstrated. It is also necessary to build the content of educational programs for the training of primary school teachers on information technology, and its principles should take into account the structural elements of professional experience included in the content of professional training. In particular, there are many educational programs that can be used in the field of information and communication technologies, which are currently being implemented in the field of training of future elementary school teachers in higher educational institutions and in the post-higher education system. it is also very important to pay special attention to the formation of skills to interact with software tools.

Implementation of a competency-based approach to the training of pedagogues, in particular future primary school teachers, in information technologies, first of all, "professional

competence of primary school teachers in information technologies (IT competence)" it is necessary to remember that it requires a theoretical understanding of the category.

The information and technological competence of a modern primary school teacher implies the ability to solve professional problems in three sets:

professional tasks in the field of pedagogical management *(organizational, management, communication, gnostic tasks)* determined by information-technological activity in the school information space;

professional main pedagogical tasks determined by information technology activities related to the organization of education of elementary school students using computer technologies;

teaching information technologies and informatics to elementary school students, as well as the professional tasks related to the implementation of information technology activities of the elementary school teacher are determined by the new state educational standards.

Today, in the process of implementing the requirements of the Law on Education, the training of highly qualified pedagogues is being put on the agenda as an important issue. Therefore, based on these requirements, training of knowledgeable, independent thinkers, creative seekers, highly qualified, cultured, and capable of using innovative media is one of the urgent problems. The issue of applying the teacher's technological, including professional-methodical competence to the processes of education and training is also relevant among the conditions that guarantee the development of a person in the new model recognized by the law, his development as a possessor of deep knowledge, and his perfection.

Accordingly, from the development trends during the education period of the young generation, to the study of the influence of new teaching technologies on the learner and their mental and intellectual abilities, and in science It requires the combination of didactic methods with innovative and information-communication tools. For this, a future teacher is required to have a high level of technological competence.

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