HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

PREPARATION OF FUTURE PRIMARY SCHOOL TEACHERS FOR THE USE OF DIGITAL TECHNOLOGIES IN NATURAL LANGUAGE TEACHING: CONTENT, STRUCTURE, AND CRITERIA

Bolibekova Maftuna Shermukhammadovna
Doctoral student at Gulistan State University
Tel: +998975689313
Email: maftunabolibekova06@gmail.com

Abstract

This article analyzes the theoretical and methodological foundations of future primary school teachers' readiness to use digital technologies in teaching the mother tongue. The integration of digital technologies into mother tongue education is interpreted not merely as the use of technical tools, but as a complex professional and pedagogical process related to didactic goals, methodological design, age-specific characteristics of primary school learners, the formation of speech competences, and assessment of learning outcomes. The article explains the structure of readiness through motivational-value, cognitive, technological-operational, methodological-design, and reflective-evaluative components. It is argued that the effective use of digital resources in mother tongue lessons contributes to the development of reading literacy, oral and written speech, spelling awareness, text analysis skills, and independent thinking. As a result, the article proposes criteria, indicators, and levels for assessing future primary school teachers' readiness to use digital technologies in mother tongue teaching.

Keywords: future primary school teacher, mother tongue teaching, digital technologies, digital competence, methodological readiness, reading literacy, pedagogical innovation, assessment criteria.

Entrance

In the modern education system, the use of digital technologies is becoming an integral component of a teacher's professional competence. Especially at the primary education stage, the process of teaching the native language is of decisive importance in the development of a student's speech, thinking, literacy, communication culture, and the formation of skills for working with text. Therefore, forming the readiness of future primary school teachers for the purposeful, methodologically grounded, and pedagogically safe use of digital technologies is a pressing scientific and methodological problem.

The process of digitalization in Uzbekistan's education system has been designated as one of the important directions of state policy. The "Digital Uzbekistan - 2030" Strategy sets the task of widely implementing modern information and communication technologies in public administration, education, healthcare, and other sectors. In the Concept for the Development of the Public Education System until 2030, priority tasks include updating the content of education, improving teaching methods, the gradual implementation of individualization principles, and the introduction of modern information and communication technologies and innovative projects into the educational process.

The main task of teaching the native language in primary education is not only to provide grammatical knowledge. This process involves developing the student's abilities in listening, reading, oral presentation, composing written speech, text perception, asking questions, logical thinking, and the cultured expression of their thoughts. In implementing these tasks, digital technologies create effective didactic opportunities through audio texts, interactive exercises, electronic dictionaries, presentations, multimedia tasks, online tests, text processing platforms, and rapid feedback tools.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

However, the inclusion of digital technologies in the educational process itself does not improve the quality of education. UNESCO's 2023 Global Education Monitoring Report emphasizes that when assessing the effectiveness of technologies in education, their relevance, equality, scalability, and sustainability are important; it also notes that digital tools should support human pedagogical communication rather than replace it. Consequently, a future primary school teacher must be able to choose a digital tool not for "lesson decoration," but as a methodological solution that serves a specific educational goal.

From this perspective, the readiness of future primary school teachers to use digital technologies in teaching their native language encompasses three main issues: first, the teacher's knowledge of the pedagogical possibilities of digital technologies; second, to be able to select them in accordance with the content, stage of the native language lesson, and the age characteristics of the student; third, to be able to evaluate, analyze, and improve the results of digital activities.

Relevance of the topic

Today, primary school students are entering the information environment very early. They are familiar with various mobile applications, video materials, interactive games, electronic tasks, and multimedia tools. This situation requires a primary school teacher not to prohibit or bypass digital tools, but to direct them in a targeted, moderate, age-appropriate, and pedagogically beneficial manner. Especially in native language lessons, digital technologies provide important opportunities for expanding the student's vocabulary, understanding sound-letter relationships, strengthening spelling rules, understanding text content, creating creative written works, and developing oral speech.

The DigCompEdu concept, developed by the European Commission, shows that the digital competence of educators is not limited to technical skills, but is considered as an integrated system related to digital resources, teaching and learning, assessment, expanding students' capabilities, and developing their digital competence. This approach indicates the need for a comprehensive assessment of the training of future primary school teachers.

The scientific significance of the topic lies in the fact that although students in primary education can often use digital tools in daily life, they may lack sufficient methodological training in linking them with the didactic goals of native language education, designing educational tasks in accordance with the digital environment, organizing an individual approach, and assessing a student's speech development. Research also notes that theoretical foundations such as DigCompEdu and TPACK are widely used in developing the digital competence of future teachers, and there is a need for special assessment criteria in this field.

Purpose of the research

The purpose of this article is to theoretically and methodologically substantiate the content, structural components, and evaluation criteria for the readiness of future primary school teachers to use digital technologies in teaching their native language.

Research objectives

The article defines the following tasks:

1. Determining the content of the concept of a future primary school teacher's readiness to use digital technologies.
2. Justification of the didactic possibilities of using digital technologies in mother tongue education.
3. Developing the structural components of digital readiness.
4. Determination of criteria, indicators, and levels for assessing the readiness of future teachers.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

5. Development of methodological recommendations for the use of digital technologies in primary school native language lessons.

Research methods

The study utilized methods of theoretical analysis of scientific and pedagogical literature, study of regulatory legal acts, comparative analysis of international concepts of digital competence, pedagogical modeling, generalization, and standardization. At the empirical stage, this model can be verified through questionnaires, observation, analysis of lesson plans, and practical assignments.

Scientific interpretation of the basic concept

The readiness of a future primary school teacher to use digital technologies in teaching their native language is an integrative professional-pedagogical quality that expresses the student's ability to integrate digital tools with the goals, content, methods, and assessment results of the native language lesson, effectively apply them in developing students' speech competencies, adhere to digital security and pedagogical ethics, and analyze and improve their activities.

There are three important points in this definition. First, digital readiness is a broader concept than technical literacy. Second, digital technologies in native language education should serve language, speech, text, literacy, and communication competencies. Third, the use of digital technologies in primary school conditions must be based on the principles of age-appropriateness, a healthy pedagogical environment, student attention management, and maintaining lively communication.

Didactic possibilities of using digital technologies in mother tongue education

Digital technologies can be effectively used in native language classes in the following areas:

First, in the formation of phonetic and graphic skills. Audio recordings, animations showing sound-letter correspondence, and pronunciation comparison exercises help develop students' auditory perception and correct pronunciation.

Second, in developing reading comprehension skills. Tasks such as electronic texts, interactive questions, creating a text cluster, highlighting the main idea, and titling the text enhance students' conscious work with the text.

Third, in the formation of written speech. Digital writing platforms, spelling exercises, sentence constructor, and story creation platforms develop students' skills in independent written expression.

Fourth, evaluation and feedback. Through online tests, quick surveys, digital rubrics, and electronic portfolios, the teacher can quickly determine student results, analyze errors, and provide individual assistance. In the OECD Digital Education Outlook 2023 materials, it is also noted that in developing teachers' digital competencies, it is important to assess the connection with the system of intra-school development and professional training.

Fifth, in ensuring a differentiated approach. Through digital tools, you can assign tasks of various levels for students in need of strong, medium, and additional support. This supports an individual growth trajectory in primary school.

CONCLUSION

The readiness of future primary school teachers to utilize digital technologies in native language instruction is considered a vital component of modern pedagogical education. This is because at the primary education stage, the subject of the native language plays a key role in forming students' speech development, literacy, text comprehension, oral and written expression, logical thinking, and communicative culture. Therefore, the use of digital technologies in this process should be evaluated not as an external technical tool, but as a methodological and didactic opportunity that serves to develop students' language competencies.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

During the study, it was established that the readiness of a future primary school teacher to use digital technologies is a complex, integrative professional-pedagogical quality. This readiness is formed on the basis of a combination of motivational-value, cognitive, technological-operational, methodological-design, and reflexive-evaluative components. The motivational-value component is characterized by the student's positive attitude toward digital technologies, openness to innovation, and a need to improve the quality of education. The cognitive component covers knowledge in digital pedagogy, native language teaching methodology, age characteristics, and digital security. The technological-operational component refers to the skills of practical use of digital tools, interactive platforms, multimedia resources, and electronic assessment tools.

The methodological and design component represents the ability to harmonize digital technologies with the goals, content, methods, tasks, and evaluation criteria of the native language lesson. It is this component that determines the future teacher's ability not only to use the digital tool but also to direct it toward developing students' reading comprehension, written speech, spelling literacy, text work, and independent thinking skills. The reflexive-evaluative component is associated with the teacher's ability to analyze their own activities, evaluate the effectiveness of digital tasks, identify students' mistakes, and improve the subsequent educational process.

The criteria proposed in the article serve as a theoretical and methodological basis for identifying, evaluating, and developing the digital readiness of future primary school teachers. Using these criteria, it is possible to determine high, medium, and low levels of student preparation, identify their strengths and weaknesses, and organize targeted methodological work in the pedagogical education process. In particular, the use of these criteria in the processes of practical training, pedagogical practice, preparation of lesson plans, creation of digital resources and development of electronic assessment tasks gives an effective result.

References

1. Law of the Republic of Uzbekistan "On Education." September 23, 2020, No. ZRU-637.
2. Decree of the President of the Republic of Uzbekistan "On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030." April 29, 2019, No. UP-5712.
3. Decree of the President of the Republic of Uzbekistan "On approval of the 'Digital Uzbekistan - 2030' Strategy and measures for its effective implementation." October 5, 2020, No. UP-6079.
4. Decree of the President of the Republic of Uzbekistan "On Approval of the National Program for the Development of School Education for 2022–2026." May 11, 2022, No. UP-134.
5. UNESCO. Global Education Monitoring Report 2023: Technology in education - A tool on whose terms? Paris: UNESCO, 2023.
6. OECD. OECD Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem. Paris: OECD Publishing, 2023.
7. Redecker C. European Framework for the Digi.Mishra P., Koehler M.J. Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge // *Teachers College Record.* 2006. Vol. 108, No. 6. P. 1017–1054. DOI: 10.1111/j.1467-9620.2006.00684.x.
8. Gonscherowski P., Rott B. A systematic review of the literature on TPACK instruments for pre-service teachers and digital resource selection // *Discover Education.* 2025.
9. Madatov K., Matlatipov S., Aripov M. Uzbek text's correspondence with the educational potential of pupils: a case study of the School corpus. 2023.