

**PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL
TEACHERS IN THE DIGITAL ENVIRONMENT**

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The formation of the future primary school teacher's readiness to use digital educational resources in selected areas should be based on ideas about the content and specific features of future professional activity. This helps to prepare the future specialist for action in various fields. The competence-based approach creates opportunities for students to achieve professional maturity in the process of processing problematic situations and information, with the relevance of developing professional competence. When integrating this practice into curricula, it is necessary to choose pedagogical approaches that are flexible to digital conditions. The main approaches to teaching, aimed at developing the readiness of the future primary school teacher to use digital educational resources in his professional activities, should be pedagogical approaches that allow the education of students to be as close as possible in professional activities, taking into account educational activities and solving specific problems. As a basis for approaches to the development of students' professional training in a digital environment, we selected the following approaches[1]: - a professional competence approach aimed at developing students' knowledge and skills in the maximum convergence of educational activities and professional activities to solve specific professional problems; - a competency-based approach, in which not the parameters specified in the structure of professional activity, but the knowledge and skills of students, the

expected results in obtaining effective methods of activity are prioritized, not the volume of hours, the learning process and the sum of the resulting information, but the ability of a person to act in various problem situations develops. In our study, we understand the competency-based approach to professional pedagogical education as a single system of organizational and technological provision of the process of training teachers in determining the types of basic, general and special pedagogical activities that guarantee the level of setting goals, selecting content, high level, and is explained by the effectiveness of the professional pedagogical activity of the teacher[2]. Digital educational resources can be used as a means of presenting ready-made information or illustrating a fact, concept, law, or example under consideration[2]. Didactic tools can be used to organize a problematic presentation of the material being studied[2]. Building the learning process on the basis of a problematic presentation of the material allows the use of didactic tools both in lectures and practical classes, and in organizing students' independent activities[3]. In the process of developing the readiness of a future primary school teacher to use digital educational resources, collective, group, and individual forms of organizing students' learning are widely used. Traditional forms of teaching (practical lesson) such as lectures, practical classes (special seminar, seminar, laboratory work, practical classes), combined forms of teaching (combining lecture and lecture elements) to develop the readiness of the future elementary school teacher to use digital educational resources for consultations, independent, research work of students, educational practice[3]. The lectures discuss general theoretical issues, fundamental ideas and concepts in the field of using digital didactic tools, and demonstrate various types of digital didactic tools. types of assessment,

including electronic tests, should be used to test and evaluate knowledge and skills in the process of independently solving problems of different nature and complexity. In the process of developing the readiness of the future elementary school teacher to use digital educational resources, group and collective forms of organizing student activities can be used when conducting laboratory and or practical classes, developing various projects and solving correctly selected problems. An individual form of teaching is used for students to independently study additional materials and prepare reports. Organizing independent work allows you to solve several important problems. First, students have the opportunity to gain knowledge from a variety of sources, including digital ones. Secondly, students will have the skills to independently plan and organize their learning process, which will ensure their preparation for continuous post-tertiary education (primarily self-sufficiency) after graduation from the University. In addition, independent work allows to reduce the negative effects of some of the individual characteristics of students (e.g. inertia, inability to distribute attention, inability to move within the time limit, etc.) and maximize the use of individual strengths, independent selection of time and Work Methods, Preferred media, etc[3]. When organizing independent work for students, digital resource centers can be used to select the necessary information; study new educational material; laboratory and practical work; analysis and construction of models in virtual laboratories; creation of “own” products of educational activities: notes, theses, projects, etc.; development of skills and skills; preparation of speeches and presentations; preparation for competitions, Olympiads, intellectual tournaments; conducting educational and research work; testing as a form of control and self-control, etc[4]. The formation of the readiness of a future primary school teacher to use digital

educational resources is a purposeful process that is carried out in stages. At each stage, the learning process is built as a process of gaining experience in solving professional problems. A. identified the stages of developing the readiness of a future primary school teacher to use digital educational resources. I. Gersen, V. A. Kozyrev, N. F. Radionova, A. P. Tryatshchina and others present the stages of the formation and development of professional competence of a primary school teacher: from assistance in the formation of basic professional competence to assistance in the development of basic competencies at the first stage, to assistance in the development of basic professional competence at the second stage, from this - in the third stage to the development of Since we consider professional training to be the initial level of professional competence, we will not dwell on the stage of retraining teachers. We distinguish the following stages of developing the readiness of a future primary school teacher to use digital educational resources: the first stage is to create motivation for using digital educational resources in primary grades and to implement existing (initial) competencies in the process of professional pedagogical training; the second stage is to gain experience in solving the professional problems of an elementary school teacher using a digital resource center based on general professional content; the third stage is to improve the experience of solving the professional problems of an elementary school teacher with the help of a central educational center in the process of studying methodological subjects. The content of each stage of the formation of the future primary school teacher's readiness to use digital resources is revealed in the description of the formative experiment. The above represents the conceptual principles of a methodology for developing the readiness of a future primary school teacher to use digital educational resources. sional problems of

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