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ENHANCING ELECTRONIC DIDACTIC SUPPORT FOR THE DEVELOPMENT OF METHODOLOGICAL READINESS OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract
This article analyzes the role and importance of electronic didactic support in developing the methodological readiness of future primary school teachers. It highlights the content of educational and methodological materials created on the basis of modern information and communication technologies, their role in shaping teachers professionally, and ways to implement them in practice. The article also discusses the interactivity of electronic didactic tools, opportunities for independent learning, and aspects that serve to increase educational effectiveness. Based on research findings, recommendations highlight prospects for improving electronic learning resources.

Keywords: primary education, methodological readiness, electronic didactic support, information technology, teacher training, digital education, interactive learning resources, educational effectiveness.

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Introduction

Primary education is the most important and responsible stage of the educational system, creating the foundation for the intellectual, spiritual, aesthetic, and physical development of the individual. Especially today, the professional readiness of primary school teachers, including their methodological potential, is becoming inextricably linked to the development of the digital educational environment in society. The implementation of digital technologies in the educational process and the effective use of modern electronic didactic tools require high methodological and technological readiness from teachers. Therefore, developing the methodological readiness of future primary school teachers through electronic didactic support that meets modern requirements remains one of the most pressing issues today.

Reforms aimed at improving the quality of education and improving the system of training pedagogical personnel are consistently being implemented in our country. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-5712 “On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030”, the “Digital Uzbekistan–2030” strategy, the Law “On Education and Upbringing”, as well as the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On Improving the System of Advanced Training and Retraining of Teachers” constitute the legal basis for the measures taken in this direction. These documents place special emphasis on

providing the educational process with electronic tools, introducing modern technologies into the activities of teachers, and mastering information and communication technologies in depth.

Main Body. From a theoretical point of view, methodological readiness refers to a teacher's pedagogical and psychological knowledge, teaching methods, and skills in organizing lessons taking into account the age, individuality, and needs of students. Today, this readiness is not limited to traditional methods alone but also includes mastering electronic didactic resources that are being formed on the basis of information technology. Electronic didactic support is a complex that includes educational programs, electronic textbooks, video lessons, interactive tests, virtual laboratories, simulators, platforms, mobile applications, and other digital resources. These tools simplify the learning process, ensure interactivity, and develop students' independent learning skills.

Furthermore, it is possible to increase lesson effectiveness, enhance students' interest in the lesson, and establish effective communication between teacher and student through electronic didactic support. This takes the professional readiness of future primary school teachers to a new level. In addition to mastering modern technologies, aspiring teachers must also acquire the skill of correctly and effectively implementing them in the lesson process. As a result, the educational process is not only technologically updated but also enriched with methodological approaches.

Based on the above, it can be said that the development of methodological readiness of future primary school teachers through electronic didactic support is not only a modern educational requirement but also an integral part of the reforms being implemented in our country. This, in turn, serves to train teachers who can provide modern knowledge to future generations, have innovative thinking, and be able to skillfully use digital technologies.

Today, one of the most pressing issues is improving the effectiveness of the education system, modernizing the educational process, and developing the methodological readiness of future primary school teachers through the widespread introduction of digital technologies. Electronic didactic support tools have become an integral part of the educational process, playing an important role in enhancing the professional skills of teachers. This article highlights the issues of improving electronic didactic support in the development of the methodological readiness of future primary school teachers.

The reforms being implemented in the field of education in the Republic of Uzbekistan pay special attention to improving the training of pedagogical personnel. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-5712 of April 29, 2019 “On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030” envisages a radical reform of the education system and the widespread introduction of digital technologies. Also, the “Digital Uzbekistan–2030” strategy outlines important directions for the development of digital technologies in our country and their application in the educational process. These documents demonstrate the need for widespread use of electronic didactic tools and increasing the digital competence of teachers in the education system.

Methodological readiness includes a teacher's pedagogical knowledge, teaching methods, and skills in organizing lessons taking into account the individual characteristics of students. In the

modern educational process, this readiness also requires in-depth mastery of information technologies and electronic didactic resources. Electronic didactic support includes digital resources such as curricula, electronic textbooks, video lessons, interactive tests, virtual laboratories, simulators, platforms, and mobile applications. These tools simplify the educational process, ensure interactivity, and develop students' independent learning skills.

One of the advantages of electronic didactic support is its interactivity, which increases students' interest in the lesson and ensures their active participation. For example, through interactive tests and games, students can reinforce their knowledge and increase their level of mastery. Also, electronic textbooks and video lessons allow students to study topics more deeply and help teachers organize the lesson process in a more interesting and effective way.

The integration of digital technologies into the educational process also has a positive impact on the professional development of teachers. The use of electronic educational resources allows teachers to master new pedagogical technologies, organize lessons more effectively, and adapt to the individual needs of students. It also encourages teachers to work on themselves and increases their professional competence.

To improve electronic didactic support in the development of methodological readiness of future primary school teachers, it is necessary to pay attention to the following areas. First, it is necessary to increase the digital competence of students by organizing special courses and seminars on digital technologies in pedagogical higher education institutions. These courses will help teachers develop practical skills in the effective use of electronic didactic tools, the creation of digital resources, and their integration into the lesson process.

Secondly, it is important to ensure the participation of teachers in the creation of electronic didactic materials and to use their experience. This allows teachers to express their pedagogical experiences in a digital format and share them with others. Also, this process develops teachers' creative potential and contributes to their professional growth.

Third, it is necessary to develop methodological manuals and recommendations on the use of electronic didactic tools in educational institutions. These manuals will guide teachers on the effective use of electronic resources, understanding their advantages and disadvantages, and optimal use in the lesson process. Also, these recommendations will help teachers in planning lessons and taking into account the individual needs of students.

Fourthly, it is necessary to conduct scientific research to improve the quality of electronic didactic tools and ensure their relevance to the educational process.

Conclusion. The role of electronic didactic support is significant in developing the methodological readiness of future primary school teachers. Electronic educational tools and didactic materials help teachers master modern pedagogical technologies, as well as organize the educational process more effectively and interactively. These tools not only strengthen the methodological readiness of the teacher, but also create great opportunities for the development of students' knowledge and skills.

As indicated in the article, electronic didactic materials introduce teachers to innovative pedagogical approaches, simplifying and making the educational process more engaging. Further improvement of these tools plays an important role in increasing the professional competence of teachers, as well as in developing the intellectual potential of students.

At the same time, the introduction of new technologies in improving electronic didactic support provides teachers with opportunities to improve their skills and apply innovative methods. This gives a great impetus to the professional development of future teachers and serves to further improve the quality of education.

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