

## TEACHER FORMATION IN DIGITAL ERA Makhamadzhanova N.P. (Republic of Uzbekistan)

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**Abstract:** *considering that total digitalization of all spheres of human activity leads to the need to specify the positions of interaction between education and information technology, the object of the study is to learn the process of professional teacher training at secondary schools in digital era. The unlimited access and use of digital opportunities by a modern student, a future teacher, requires an approach to the process of professional training aimed at forming a value attitude to information in order to transfer it to students in future professional activities. One of the fundamental components in forming a teacher should be the formation of cultural relations with information, digital resources in the predominance of the value-worldview, and not just the technological aspect. On the basis of a holistic and consistent theory proposed in research, which interprets and reveals the foundations for the formation of a digital culture of a future teacher in the value-worldview aspect, sets guidelines and methods for introducing a new educational paradigm into professional pedagogical training.*

**Keywords:** *digital era, technology, interaction, information, approach, professional training, theory, education.*

## ФОРМИРОВАНИЕ УЧИТЕЛЯ В ЦИФРОВУЮ ЭПОХУ Махамаджанова Н.Р. (Республика Узбекистан)

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**Аннотация:** *учитывая, что тотальная цифровизация всех сфер человеческой деятельности приводит к необходимости уточнения позиций взаимодействия образования и информационных технологий, объектом исследования является изучение процесса профессиональной подготовки педагогов общеобразовательной школы в цифровую эпоху. Неограниченный доступ и использование цифровых возможностей современным студентом, будущим педагогом, требуют подхода к процессу профессиональной подготовки, направленного на формирование ценностного отношения к информации с целью ее передачи обучающимся в будущей профессиональной деятельности. Одним из основополагающих компонентов в формировании педагога должно стать формирование культурных отношений с информационными, цифровыми ресурсами при преобладании ценностно-мировоззренческого, а не только технологического аспекта. На основе предложенной в исследовании целостной и непротиворечивой теории, осмысляющей и раскрывающей основы формирования цифровой культуры будущего педагога в ценностно-мировоззренческом аспекте, задаются ориентиры и методы внедрения новой образовательной парадигмы в профессиональную педагогическую практику.*

**Ключевые слова:** *цифровая эра, технология, взаимодействие, информация, подход, профессиональная подготовка, теория, образование.*

As we are witnessing the process of global transformation of the forms of presentation of information and information exchange; digital resources and their capabilities become the basis for building effective interaction systems in the market. The digital environment makes it possible to expand the limits of human capabilities, in its capabilities to overcome geographic and political boundaries, to make the world values of culture accessible to everyone. The principles and pace of work in a digital society require a change in the paradigm of education, the result of which will be a developing individual, ready to function in the most complex information and knowledge digital systems [1].

In demand is a specialist who is freely oriented not only in the subject area of the profession, but also has a high level of adaptability to changes in the technological, economic, and production areas. The education system should be aimed at preparing for the conditions of professional activity in the information society. The formation of a new type of culture - the digital culture of teachers - is becoming one of the means of solving the problem of the quality of professional training of a future teacher, teacher of higher education, teacher of vocational training. Digital culture contributes to the process of cognition of reality in general, in modern conditions it is a way of mastering cultural reality, mastering the intellectual reserve of mankind, and also at the ideological level contributes to the assimilation of professional experience, allowing a specialist mastering the teaching profession to synthesize information from the industrial and psychological-pedagogical sphere to professional pedagogical knowledge. The teacher at the present stage of development of education should become a cultural guide for students [2]. Forming

the digital culture of the future teacher, we lay the foundations for the information worldview of this specialist, which manifests itself in the principles of organizing his future professional activity.

The system of professional pedagogical education, which has been under modernization since introducing Decree of the President dated January 25, 2021 No. PD-4963 “On measures to support research activities and implement a system of continuous professional development in the field of public education”, is characterized by problems of education: a learning model focused on the “consumption of ready-made knowledge”, the absence or weak development of a system for taking into account the individual capabilities of students, a lack of attention to the formation of a system of flexible skills of graduates of all levels of training. The current situation requires constantly analyzing the leading trends in the development of the economic sphere, the cultural foundations of society, the requirements of the labor market, continuously mastering new techniques and technologies for preparing the younger generation, as well as the professional competencies necessary for innovative industries [3]. Digital culture is becoming one of the conditions conducive to the development of a new value-oriented model of professional teacher education [4].

The purpose of the study is to develop, theoretically substantiate and experimentally test the value-oriented concept of the formation of a digital culture of a future teacher.

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