

**PEDAGOGICAL BASIS OF PREPARING FUTURE TEACHERS FOR INTELLECTUAL
LEARNING IN A DIGITAL LEARNING ENVIRONMENT**

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Abstract: This article shows the importance of acquiring intellectual knowledge, the requirements for intellectual knowledge in the higher education system, and the pedagogical features of preparing future teachers for intellectual activity.

Key words: intellectual activity, professional activity, interdisciplinary integrative approach, scientific-methodical analysis, demonstration materials

**ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ К
ИНТЕЛЛЕКТУАЛЬНОМУ ОБУЧЕНИЮ В УСЛОВИЯХ ЦИФРОВОГО
ОБРАЗОВАНИЯ**

Аннотация: В данной статье показана важность приобретения интеллектуальных знаний, требования к интеллектуальным знаниям в системе высшего образования, педагогические особенности подготовки будущих учителей к интеллектуальной деятельности.

Ключевые слова: интеллектуальная деятельность, профессиональная деятельность, междисциплинарный интегративный подход, научно-методический анализ, демонстрационные материалы.

Introduction. In recent years, the issues of preparing future teachers for intellectual activity and developing their potential in a digital educational environment have become relevant. Worldwide, the preparation of future teachers for professional pedagogical activity requires the development of intellectual aspects, preparing them for scientific research and the development of innovative solutions. This is an important aspect of the issue raised. Preparing future teachers for intellectual pedagogical activity and clarifying its pedagogical characteristics serves as an important factor in creating a creative environment in the higher education system and preparing students for intellectual professional activity.

This area is also developing in Uzbekistan and is taking an important place at the level of state policy. The 2018 Address of the President of the Republic of Uzbekistan focused on innovations in the field of education, modern requirements for science and pedagogical activity. Also, consistent work is being carried out on the introduction of digital technologies and pedagogical methodologies in the higher education system.

The appeal expressed the ambitious tasks related to implementing an innovative state policy that embodies the most pressing demands of the present era, the urgent needs for the development and renewal of our country, and achieving great results in this, relying on modern mechanisms and principles of democracy.

As our President noted: "We need to develop a national idea that will be a source of strength for us in implementing the grand tasks we have set ourselves. In particular, we need to understand our national identity, study the ancient and rich history of our homeland, strengthen scientific research in this regard, and comprehensively support the activities of scientists in the humanitarian field"[1].

Methods. This article presents observations, analysis, and comments on the pedagogical features and effectiveness of the process of preparing future teachers for intellectual activity in a digital

educational environment. This includes such key factors as the mastery of digital educational technologies, the introduction of new pedagogical methods, and the encouragement of students to creative activity. The article also discusses the development of textbooks, methodological guides, and electronic educational materials aimed at developing the intellectual potential of future teachers.

Results. Observations show that there are several important factors in preparing future teachers for intellectual activity. Among these factors, the development of digital educational technologies, the effective organization of online education, and the formation of creative and critical thinking skills play the most important role.

The use of modern pedagogical technologies, the development of advanced scientific programs, and the development of international cooperation also play a significant role in preparing future teachers for professional activity. Solving such urgent and promising issues is currently considered a priority by the Government of the Republic of Uzbekistan.

As evidence of this opinion, we can cite the Law of the Republic of Uzbekistan No. 637 “On Education” dated September 23, 2020, and the Decrees 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” dated October 29, 2019 and No. PF-5847 “On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030” dated October 8, 2019, as well as the Decrees of the President of the Republic of Uzbekistan No. PF-6079 “On Approval of the Strategy “Digital Uzbekistan - 2030” and Measures for its Effective Implementation” dated October 5, 2020, and similar state documents.

In the modern world, the processes of improving the quality of higher education, introducing the latest achievements of science and technology into the education system, and modernizing the personnel training system are being integrated. Large-scale work is being carried out in our country in this area. In recent years, extensive attention has been paid to the training of innovatively developed, competitive personnel in the education system. Due to this, qualitative changes in the field of education in preparing students for intellectual activity and their compliance with the requirements of world education and the extent to which they find their place in professional activity are being determined[2].

In preparing future teachers for intellectual activity, it is also necessary to form their understanding of creative activity. It is advisable to develop creative activity in students based on a number of factors. In particular, being aware of software documents related to their specialty, being able to effectively use modern pedagogical technologies and digital educational technologies, being able to prepare didactic materials related to subjects and topics, computer literacy, and the ability to use electronic educational literature are among the factors that encourage them to engage in creative activity.

Based on the above considerations, we can conclude that the intellectual development of future teachers in a digital learning environment can be achieved by focusing on factors such as:

- stimulating their intellectual and creative thinking;
- developing in them the necessary skills for critical thinking, problem solving, and developing innovative solutions;
- effectively organizing communication between teachers and students in a digital environment;
- engaging students and creating motivation to learn through interactive teaching methods, such as online simulations and games;
- encouraging teachers to constantly update their knowledge using digital technologies.

Discussion. This article is aimed at preparing future teachers for intellectual activity in a digital educational environment, taking into account the educational requirements of developed countries,

and it is based on the pedagogical features of the process of preparing future teachers for intellectual activity.

The results of our observations in this area show that the main goal of preparing future teachers to be intellectually competent is to prepare them to analyze (compare, compare, and judge) the collected materials and to analyze existing knowledge through their characteristics such as intelligence, thinking, intelligence, thoroughness, and creativity [3]. In the process of preparing future teachers for intellectual activity, the main focus should be on pedagogical characteristics, the development of innovative technologies and creative activity. It is also necessary to improve the professional activity of teachers through the effective use of digital educational technologies, attract students to the educational environment, and implement innovations in the education system. The full mastery of innovative pedagogical methods and technologies, the development of systematic approaches to the formation of the intellectual potential of teachers, create opportunities for adapting to changing educational requirements.

It is advisable to implement the pedagogical features of intellectual preparation of future teachers for pedagogical activity in a digital educational environment in the following sequence:

- students should be familiar with the basics of the subjects they need to study and have the skills to explain these subjects;
- future teachers should master the basics of digital educational technologies and master the skills to introduce innovative methods and technologies in subjects;
- future teachers should constantly develop themselves, improve their pedagogical abilities and skills;
- future teachers should also be aware of social issues and become an active part of society;
- future teachers should also be knowledgeable in a foreign language and digital technologies;
- future teachers should also be familiar with normative and regulatory documents related to the field of education and have the skills to use them in professional activities;
- future teachers should have the skills to prepare visual aids for specialties and special subjects and be aware of innovations in the subject;
- future teachers should know the requirements of the State Educational Standards for Education in order to successfully conduct their professional activities in the future.

Based on the above-mentioned pedagogical features of preparing future teachers for intellectual activity in a digital educational environment, it would be appropriate to carry out the process of preparing future teachers for intellectual knowledge in the following sequence:

- achieving the training of innovatively developed future teachers through the development of science and creative activities;
- in the preparation of future teachers for professional activity, constantly pay attention to determining priority areas for the development of science and innovative technologies and targeting appropriate resources;
- instilling in future teachers a desire to develop State scientific programs, support well-founded initiatives and projects;
- always paying attention to instilling in students a desire to support public-private partnerships in the field of science and scientific activities;
- preparing future teachers to strive for science and create an attractive environment for it, to attract young people to scientific activities, and to select young talents;
- protection of the rights of future teachers to intellectual property objects;
- training future teachers to optimize the financing of the field of science and scientific activity;
- training future teachers to ensure the close connection of the field of science and creative activity with the information space;

- training future teachers to analyze and use sources related to the development of international cooperation in the field of science and creative activity, etc [4].

In conclusion, we can note that the organization of the educational process in the education system on the basis of a consistent, continuous, systematic and clear social goal, interdisciplinary connection in this process, as well as work based on the unity of all existing factors that are effective in forming an intellectual worldview, is a guarantee of achieving the intended goal. This situation makes it possible to assess the essence of certain social events from different perspectives, to see their development, to observe the transition from one state to another, to understand their interdependence and interdependence, and to understand their mutual dependence. Thus, the specific characteristics of intellectual activity in the digital educational environment depend on the internal, personal qualities of each person and external factors.

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