FORMATION OF READINESS OF FUTURE PRIMARY SCHOOL TEACHERS TO USE DIGITAL EDUCATIONAL RESOURCES

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In the modern educational landscape, the integration of digital technologies has become essential to enhance teaching and learning processes. Primary education, as the foundation of a child's academic journey, requires teachers who are proficient in utilizing digital educational resources (DERs) to foster interactive, engaging, and effective learning environments. Preparing future primary school teachers to adopt and implement DERs is a critical task for teacher training programs worldwide. This article explores the importance of forming readiness among future primary school teachers to use digital tools and outlines key strategies to achieve this goal.

Digital educational resources, including online platforms, educational software, multimedia content, and interactive tools, offer numerous benefits in primary education. They enable personalized learning, cater to diverse learning styles, and promote critical thinking and creativity among young learners. For future primary school teachers, competence in DERs is vital to meet the demands of 21st-century education, where digital literacy is a core skill for both educators and students. Moreover, the rapid advancement of technology and its integration into curricula necessitate that teachers are not only familiar with these tools but also confident in applying them effectively.

Despite the growing emphasis on digital education, several challenges hinder the readiness of future primary school teachers. These include limited access to technology during training, insufficient pedagogical guidance on integrating DERs, and varying levels of digital literacy among pre-service teachers. Additionally, some trainees may exhibit resistance to adopting new technologies due to a lack of confidence or prior exposure. Addressing these barriers is essential to ensure that future educators are well-equipped to harness the potential of digital resources.

To prepare future primary school teachers for the effective use of DERs, teacher education programs must adopt a multifaceted approach:

- Theoretical and Practical Training: Incorporate courses on digital pedagogy into the curriculum, combining theoretical knowledge with hands-on experience. This includes training on specific tools such as learning management systems (e.g., Google Classroom), educational apps, and interactive whiteboards.

- Workshops and Simulations: Organize workshops and simulated classroom scenarios where trainees can practice using DERs in a controlled environment. This builds confidence and allows them to experiment with innovative teaching methods.

- Mentorship and Collaboration: Pair pre-service teachers with experienced educators who excel in digital integration. Collaborative projects and peer learning can further enhance their skills and adaptability.

- Access to Resources: Ensure that training institutions provide adequate access to digital tools, including hardware (e.g., tablets, computers) and software, to familiarize trainees with real-world applications.

- Assessment and Feedback: Implement assessments that evaluate trainees' ability to design lessons using DERs, followed by constructive feedback to refine their skills.

Beyond technical skills, the readiness of future teachers also depends on their attitudes toward technology. Cultivating a positive mindset and intrinsic motivation is crucial. Teacher training programs should emphasize the transformative impact of DERs on student engagement and learning outcomes, encouraging trainees to view digital tools as allies rather than obstacles.

The formation of readiness among future primary school teachers to use digital educational resources is a dynamic process that requires a blend of technical proficiency, pedagogical knowledge, and a proactive attitude. By addressing challenges and implementing targeted strategies, teacher education programs can empower the next generation of educators to create digitally enriched classrooms. As technology continues to evolve, ongoing professional development will remain essential to sustain and enhance this readiness, ensuring that primary education keeps pace with the demands of the digital age.

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