

THE IMPORTANCE OF APPLICATION OF DIGITAL TECHNOLOGIES IN THE PRIMARY EDUCATION SYSTEM

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Annotation: Digital technologies are entering every industry today. In particular, the integration with education sets the stage for increasing the quality of the lesson and finding the latest information through the internet. The use of computer technology, especially in lesson reviews, provides opportunities for the organization of high-quality and interesting lesson sessions. In this article, general concepts and approaches, experiments are expressed in detail about the methodologies for organizing the lesson in schools in an integrated way through computer technology.

Keywords: digital technology, integration with education, computer literacy, information technology, lesson, Sciences, Science, enlightenment.

Introduction. Classroom integration of digital technologies is a complex and multifaceted process with diverse dynamics, including digital technology, teacher and student qualifications, family support, and innovation within educational programs. This article presents a systematic literature analysis to analyze how the educational integration of educational technology at non-university levels has been developed in classroom practice in recent years. In the selection of articles, various site databases have been used, from 2023 to the present, the main concepts related to its research purpose have been obtained by performing a temporary search for scientific articles. The main results point to several variables that need to be strengthened to enhance the integration of digital technologies in the classroom, among which special attention is paid to preliminary training, and teacher training stands out as a decisive factor. This opens up debate about the trainings that would involve future teachers integrating digital technology into the teaching process. Through the use of computer technology in educational processes, the quality of the lesson will not only increase through many interesting and new and animated videos, but the teacher's methodology with a modern methodology will develop.

Currently, schools are organizing lecture halls that are integrated with a wide range of modern computer technologies. Alternatively, the quality indicator of computer science lessons is rising as the possibilities of computer technology increase. Today it is difficult to imagine young people without knowledge about modern computer technology. In addition to Informatics in schools, in the cross section of other subjects, it is necessary for the student in the course processes to make the most of computer technology in young people and give elementary directions on programming that cover this field of digital technology. Digital technologies as intermediary elements of reading processes provide teachers with the opportunity to break away from the traditional hierarchical model.

Forms frameworks and networks in which students write, read, learn, interact, build together, and identify their identities. The implementation of digital technologies in educational processes increases the quality of lesson processes and provides the basis for making classes interesting and understandable. Today's citizens experience hyperconnectivity every day. It is what constitutes the third evolutionary force of humanity for some authors, as a mediating element in the interaction between humans and technology. The psycho-social schemes of people are constantly changed, and this allows individuals and communities to use their oral, Sonic and visual cultures to create new civic practices.

One of the tasks facing education is to train people whose knowledge is capable of exercising their rights as loyal and participating citizens in a society that is an important source of social and economic progress. Teaching students on the basis of Multimedia tools has the following advantages: there is an opportunity to more deeply and perfectly master the materials being given; the passion for close contact with new areas of education increases even more; as a result of the reduction in the time of education, the opportunity to save time; the acquired knowledge is stored long in the memory of a person, and when necessary, the opportunity to apply in practice is achieved. In particular, the formation of a culture of the use of digital technology is also important. The formation of the skills of correct and productive use of information is also important in schoolchildren. Computer science and information technology as a fundamental science is engaged in the development of a methodology for establishing the information-wise provision of management processes with the desired objects on the basis of Computer Information Systems.

There is also an opinion that one of the main tasks of science is to determine what information systems are, what place they occupy, what structure they should have, how they work, what laws are inherent in it. In the field of Informatics in Europe, the following main scientific areas can be distinguished: the development of a network structure, the production of a computer-integrated process, economic and medical informatics, social insurance and environmental Informatics, professional information systems. The emergence of the Multimedia system has led to the emergence of revolutionary changes in several professional areas, such as education, science, art, computer training, advertising, technology, medicine, mathematics, business, scientific research.

Although the idea of using computers in the educational system appeared much earlier, the application of Information Technology in all areas of the educational system began to be fully introduced into practice with the advent of computers equipped with multimedia devices.

The use of Multimedia tools in education provides an opportunity: to ensure the humanization of education; to improve the effectiveness of the educational process; development of the personal qualities of the learner (mastery, thirst for knowledge, Independent Education, self-education, ability to self-maturity, creative abilities, ability to apply the knowledge gained to practice, interest in learning, attitude to work); development of the communicative and social abilities of the learner; with the help of computer tools and information e-learning resources, the possibilities of individualization and differentiation of open and distance education are significantly expanded due to the individual (individual) education of each individual; to look at the learner as an active learning subject, to recognize his appreciation; Integration of digital technology in the classroom some studies show a clear link between digital technology

integration and the success of 21st century youth. The integration of technology in teaching processes is a complex and multifaceted process and includes elements such as culture and management, teachers, students, families and educational programs. It is difficult to find an exact definition of the concept due to the different models of technology integration identified in the educational theory adopted by the researchers. Constant changes between technology and education are also taking their toll.

Literature analysis on the topic As noted, today it is impossible to think about education without thinking about technologies that support educational processes. The educational integration of technology is nothing new in the field of educational technology research today. International studies have shown that technology implementation in classrooms for more than twenty years has been providing the expected results in terms of improving the quality of teaching processes. The international commitment that motivated the implementation of models whose goal was to respond to the technological educational needs of 21st century citizens led to the search for Theoretical and conceptual foundations that characterize the dimensions. It is necessary to train digitally qualified teachers and students. On the other hand,.

The research done so far on the implementation of public policies that promote technology integration in education claims to be diverse. It covers a range from an institutional approach to the analysis of subjectivity and practices between educational agents. It is noted that the studies developed in this direction have revealed increasingly specific problems, such as not taking into account the complexity and diversity of school cultures, the commercial orientation of programs, the stability of some initiatives and the lack of appropriation of educational policies. Also, the use of digital technologies not only prevents data obsolescence, but also provides continuity with new and different information. In recent decades, several models and theories of technology integration have been studied in the classroom in order to support this integration of teachers. Theoretical models that are most commonly used in research focused on the integration of digital technologies in the classroom have been considered. Teacher training to integrate technology into the teaching process One of the key elements in any model of digital technology integration is the training of teachers for digital competence. If we refer to research developed on this topic, current research shows that teachers are not qualified for the actual integration of digital technologies in the classroom. While there is a positive attitude towards digital technologies and their use at the educational level, teaching on their pedagogical use remains adequate in the initial and ongoing learning stages.

Teachers do not have the opportunity to observe, reflect and experiment with how digital technologies can be used in classroom teaching-educational activities. However, it is necessary to adapt to the demand of our time not only students, but also teachers, to work with new methodologies, and to form in itself the ravines of the efficient use of modern technologies. The manifestation in the course processes as a modern teacher, which he said in a word darcor. It is instrumental in bringing the progressive younger generation to adulthood in all respects. Kamchliks observe Knowledge, Experience, Display and teaching practices in the use of digital technologies in the classroom; lack of opportunity to reflect on the attitude to technology, teaching experience or the role and problems of technology in the educational world; insufficient technical-pedagogical advice on the design and development of digital educational resources and the use of media; lack of collaborative work in the teaching profession; lack of motivation, motivation and time to effectively integrate technology in the classroom; it is necessary to

evaluate the digital competence of teachers in order to develop appropriate training for teachers. In addition, in a very relevant study, teachers with good pedagogical - technological competence are more interested in educational technologies, and we see that their hopes for the results of the use of instrumental technologies are growing. It is also worth mentioning that early education through computer technology provides an opportunity to organize classes.

That is, qualified professor teachers can place different video classes on the platform. The result is an opportunity for students to see future classes through the platform, while seeing the classes that have been taken in parallel makes it possible to connect with the teacher when they have incomprehensible places. In fact, today educational programs cannot be imagined through computer technology. Today, Information Technology has created a wider range of opportunities for the implementation of modern methods, methods and software tools of innovative technologies in the educational system.

The effective use of these opportunities in the system of continuing education depends on the knowledge, qualifications, professional skills, talent, talent and culture of teachers and the activity of being able to use new pedagogical and information technologies in the course of the lesson. Therefore, today a new system of modern educational technologies is created in our republic, the main task of which will be to ensure continuity and continuity of educational content in the educational system, improve the methodology of teaching subjects, introduce new pedagogical and information technologies into the educational process. One of the aspects that must be evaluated in the actions of the training being carried out and presented as an obstacle to the correct integration of digital technologies in the classroom is the specific instrumental nature of the training, which does not offer sufficient content to increase the educational capabilities of digital tools, educational strategies or didactic models. Under the training plans, the teacher's vision as a technician who must have the necessary instrumental skills to use technological resources is justified or it is assumed that, indeed, teachers have the ability to transform this knowledge into pedagogical application.

The integration of digital technologies requires teacher training, therefore, to revise current approaches and practices that are still practically focused on technical-computer education. In addition to the formation of digital skills and competencies in teachers, the fact that such skills are associated with the content of each subject taught. Of these three dimensions, the most emphasized by researchers is the pedagogical aspect, in which it is necessary to reflect on new educational strategies, to reveal suitable didactic methods for the development of educational experience using digital technologies. Design and selection of a suitable technological didactic material for teaching and assessment of students. Therefore, in order to effectively integrate technology in the classroom, teacher training must be focused on principles that stand out in Educational Research.

For example: curriculum content orientation includes the use of active educational strategies, engaging teachers in collaboration, using models and modeling, assisting in coaching and expert support, the availability of time for feedback and reflection, and sustainable continuation in the medium and long term. In addition, some studies consider the following important for adequate teacher training for the purpose of integrating digital technologies: the development of a constructivist and student-oriented model provides an opportunity for teachers to reflect on their educational practices together and in collaboration; It is necessary to study the results of recent

studies in order to reveal new areas of research and identify aspects that need to be addressed in order to effectively integrate digital technologies into training processes. It is especially interesting to assess what happened in the pre-and post-pandemic period, when digital technologies had a huge impact on educational conditions.

Research methodology. The study was approached on the basis of a review of systematic literature to analyze the educational integration of educational technology in classroom practice at the non-university level. The main purpose of the study is to analyze the educational integration of technologies in modern teaching practice. The research questions are organized in three areas: conceptual framework, analysis of the relationship between keywords identified in the literature on the subject being analyzed; pedagogical measurement recognition of didactic tools related to educational levels, areas of knowledge, pedagogical approaches, teaching practices and educational integration of technologies that arise in localized research.

As a conclusion, it can be said that education in particular makes school education digital integration with technologists. Step by step, teachers should be able to use digital technologies and, most importantly, improve their cognitive skills. It is also worth saying that the use of computer devices in the lesson ravines not only makes it convenient for teachers, but also provides students with an interesting lesson. Another significance of integration with digital technologies in their developed education is the provision of an early education program to students.

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