



OPPORTUNITIES FOR THE DEVELOPMENT OF TEACHER INTELLECTUAL COMPETENCE IN THE DIGITAL EDUCATIONAL ENVIRONMENT

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Annotation: *V state analiziruyutsya vozmozhnosti razvitiya intellectualnoy kometnosti pedagoga v cifirovoy obrazovatelnoy srede. In the framework analysis, the concept of "intellectual competence", new requirements for pedagogues in the digital educational environment, and takje puti razvitiya znanii, umeni i navykov pedagoga dlya realizatsii etix trebovaniy are created. Takje predlagayutsya sistemnye podkhody i rekomendatsii po vysheniyu effektivnosti prakticheskoy raboty v fifrovoy srede. В заключение представлены разутаты налазы, полученные в стат, и проспецивий развития.*

Keywords:: *digital learning environment; teacher; intellectual competence; digital competence; pedagogical innovation; knowledge activity.*

INTRODUCTION

Now the global and national education system is entering the stage of digitalization and Industry 4.0. Innovative technologies, online and hybrid forms of education are widely implemented in this. In such conditions, the teacher is required to work in an active digital environment in his professional activities. This requires the teacher to have an intellectually developed ability to learn, analyze, integrate digital resources, and work through innovative techniques, rather than being limited only to the pedagogical and science field visions.

Intellectual competence is for the teacher — a set of knowledge, skills, relationships aimed at planning, implementing, monitoring the educational process and achieving positive results. The intellectual competence of the teacher determines its professional effectiveness, problem solving and effective use of available resources.

In the digital education environment, however, the content of intellectual competence has expanded: here the teacher must also take into account new elements such as digital technologies, online platforms, e-learning resources, virtual collaboration, and information analysis.

For example, when a teacher operates in a remote learning environment or in a hybrid form, he is faced with new tasks such as organizing quality online classes, applying electronic assessment instruments, monitoring student activities in a digital environment.

Therefore, our goal is to systematically analyze the possibilities of developing the intellectual competence of the teacher within the framework of the digital educational environment. To achieve this goal, we will determine the structural link of intellectual competence and consider the conditions in the digital environment, ways of development and mechanisms for their implementation.

MAIN PART

1. The concept and composition of intellectual competence



There are several approaches to interpreting intellectual competence. For example, in the structure of intellectual and creative competence for teachers or future teachers, the following are distinguished: motivational value, cognitive, communicative, metacognitive, research, self-education and personal components. {"The analyzed intellectual and creative competence ... motivational value, cognitive, communicative, metacognitive, research, self educational, and personal."} {6}

From this content, the intellectual competence of the teacher may include:
 acquisition and application of knowledge in a structured, analytical form (cognitive);
 motivation and social value attitude to new knowledge (motivational value);
 implementation of an effective communicative and cooperative relationship with colleagues, students (communicative);
 ability to control one's own learning, to reflexive (metacognitive);
 participation in pedagogical research and innovation activities (examination/research);
 predisposition to permanent professional development (self-education);
 personal (valuable) position, responsibility and professional identification (personal).

When interpreted in this context, the teacher's intellectual competence is not limited to just textual reduction or the use of an electronic device; it assumes a complex, multicomponent and professional development process.

2. New requirements for a teacher in a digital education environment

In the digital learning environment (online, hybrid, blended learning), the teacher is assigned the following new tasks:

combining technologies with pedagogical goals. For example, the effective use of an electronic platform and online tools in the teaching process. With this, it is possible to algorithmize the activities of the reader, introduce multimedia tools, perform online testing and evaluation. {6}

compilation and selection of digital resources: e-textbooks, videos, podcasts, online zadani preparation and adaptation for the reader. For example, in a digital education environment, teachers must be able to choose "technological tools that support student activities". {8}

collaborate with a student in online and offline settings, organize virtual discussions, be active in digital communities with colleagues. This requires competence in communicative and digital communication. {9}

data analysis and monitoring: monitoring student activities in an online environment, using platform logs, analyzing results and making pedagogical decisions on this basis.

constant acquisition of modern knowledge, awareness of digital innovation and restructuring of pedagogical activity on this basis.

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It follows from the requirements: in a digital educational environment, the intellectual competence of the teacher finds an appearance in a new format, and a strategic approach is necessary for its development.

3. Opportunities for the development of intellectual competence



3.1. Professional development and training

It is theological for teachers to organize regular trainings on digital technologies, e-learning tools, online platforms (e.g. LMS). Studies report that: it turned out that the digital competence of teachers was in the results of the questionnaire — at a moderate level. {4} therefore, in the training of specialists, it is advisable to organize special programs, master classes and practical laboratories.

3.2. Partnerships and professional teams

Teachers can be active in digital collaboration environments (online forums, blogs, professional networks). This allows them to explore new technologies, share experiences, and solve problems together. For example, such teams are useful to transform from a "regular teacher" to a "specialist who can control digital processes".

3.3. Practical projects and innovative activities

Teachers can organize projects valid in a digital educational environment — preparation of video lessons, introduction of virtual laboratories, inclusion of gamification elements and hokazo. It combines the processes of research, analysis, reflection and serves to enhance intellectual competence.

3.4. Advanced technology selection and integration

In digital education, the quality of technological tools, their selection and integration into the pedagogical process are a prominent indicator of the intellectual competence of the teacher. The research states that: "teachers must stand as users and tend to change technologies and apply them to a pedagogical purpose". {1}

3.5. Reflection and efficiency analysis

It is necessary for the teacher to carry out a rule revision of his activities in the digital environment, analyze the results of the student, use virtual Journal, platform logs, and selectively carry out activities based on the results. It supports personal and professional growth.

3.6. Data sources and digital service

In order to develop the intellectual competence of the teacher in the context of digital education, it is important to expand its sources of knowledge: online courses, webinars, MOOCs, electronic magazines and blogs. At the same time, the teacher can use innovative platforms to improve his own ped mastery.

4. Factors that can hinder development in the digital environment

In the development of intellectual competence, the following may be an obstacle:

The teacher's disinterest or fear of Technology (ICT anxiety) may preclude integration of these digital resources. {7}

Material and technical unsecured — the absence of the necessary devices, internet speed, platform referrals.

Lack of time and motivation for professional development — many teachers usually work according to a "day plan", cannot allocate special time for new activities.

Discrepancy between pedagogical and technological integration — there may be problems in the selection, adaptation and accelerated introduction of technology into the pedagogical process. {4}



Low student digital experience-if students are not proficient in using technology, the teaching process can also be complicated for the teacher.

5. Opportunities and recommendations in the conditions of Uzbekistan

In the educational system of Uzbekistan, the environment of digital education is developing rapidly. In doing so, the following provides opportunities:

As part of the National Education Strategy, electronic textbooks, virtual platforms, online courses and hybrid forms are being implemented.

Seminars and trainings on the development of digital competence began to be organized for teachers.

The practice of distance education and hybrid education was introduced during the pandemic, creating new experiences for teachers and educational institutions.

In these conditions, recommendations for the development of intellectual competence for teachers from Uzbekistan:

The organization of digital ped masterclasses in educational institutions should be focused on practical activities.

To introduce a system of mentoring teachers with colleagues with the highest pedagogical and digital experience.

Develop a digital competence measurement tool for each teacher and draw up individual development plans based on its results.

Providing technological infrastructure: the formation of a favorable environment for computers, the internet, online platforms in classes.

Involvement of teachers in innovative projects: video lessons, online tolerance systems, application of a mobile application and the introduction of elements of gamification.

RESULTS AND DISCUSSIONS

The intellectual competence of the teacher is gaining new content and form in the digital educational environment.

In order to successfully operate in a digital environment, digital and intellectual competencies at the teacher level must develop in a unified way.

There are opportunities for the development of intellectual competence: professional development, cooperation, practical projects, technological opportunities, reflection.

At the same time, there are a number of obstacles — the unpopularity of technology, resource limitations, lack of qualifications and low digital experience by students — that exist.

In Uzbekistan, the ground for the development of a teacher in a digital educational environment is becoming important, but for the effective implementation of this process, specific strategic measures and recommendations are needed.

As part of the discussion, it can be said that the development of intellectual competence does not mean only the study of technology — it requires the adoption of pedagogical new practicality, serial development, innovation. For example, as shown in the studies, teachers assess their numerical abilities at the “intermediate” level. {4} the reason for this is mainly the lack of a pedagogical approach to the use of technology or the limitation of methodological education.

Moreover, in digital education, technology is only a tool, and its pedagogical maqsadlarga mosligi muhimdir. {1}

it is important that it is suitable for purposes. {1}

And in the Uzbek context, educators, institutions, educational leadership should work cooperatively in integrating this process into the national education system.

Conclusion

The development of intellectual competence of the teacher in the conditions of a digital educational environment is an important factor for the modern pedagogical success of the teacher. Intellectual competence includes cognitive, motivational value, communicative, metacognitive, research, self-education, and personal components. In the digital environment, the teacher is now assigned new tasks in which technological, pedagogical, communicative opportunities are united.

For teachers, these opportunities are available: professional development, cooperation, practical projects, technological integration and reflection processes. However, there are obstacles in the implementation of this development, such as resources, qualifications, motivation and readiness for technology. Therefore, educational policymakers and institutions are required to implement measures to support this process.

In the transition to a digital educational environment in the conditions of Uzbekistan, it is advisable to implement the above measures so that the intellectual competence of teachers can achieve heights. Mentoring, training, technology support, cooperation environment and individual development areas should be introduced to educators.

In place of the conclusion, it can be noted that the digital educational environment is not a mess for the teacher, but allows individual intellectual development. Educators take advantage of these opportunities to meet new modern requirements can act as a professional who will receive, achieve innovation and efficiency in education.

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