BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

METHODOLOGICAL FOUNDATIONS OF PREPARING FUTURE PRESCHOOL TEACHERS FOR THE USE OF MULTIMEDIA TECHNOLOGIES BASED ON THE COMPETENCY-BASED APPROACH

Narmatova Fotima Dilshod kizi
2nd-Year PhD Student, Gulistan State University
Teacher of Specialized Subjects,
Syrdarya Pedagogical Technical School

Abstract. The article analyzes the methodological foundations of preparing future preschool teachers for the use of multimedia technologies in the context of the digitalization of the preschool education system from the perspective of the competency-based approach. Based on international documents and scientific studies aimed at developing teachers' digital competencies, the content of multimedia competence is revealed.

Keywords: multimedia technologies, competency-based approach, future preschool teacher, digital competence, preschool education, multimedia competence, professional training.

The processes of digital transformation taking place in the global educational arena are imposing new requirements and challenges on all levels of the education system, including preschool education. As a result of the rapid development of information and communication technologies and multimedia technologies, there is a growing need to improve the content, forms, and methods of education. The formation of professional competencies among future preschool teachers plays a significant role in ensuring the effective and efficient implementation of these processes. In this regard, the Decree of the President of the Republic of Uzbekistan No. PF-6079, "On Approval of the Digital Uzbekistan–2030 Strategy and Measures for Its Effective Implementation," adopted on October 5, 2020, provides a strategic framework for enhancing the qualifications and competencies of pedagogical personnel through the introduction of digital technologies into the education sector. The "Digital Uzbekistan–2030" Strategy identifies the development of the digital economy and digital education as one of the priority tasks, which in turn necessitates the formation of new competencies among future preschool teachers [1].

Discussing the concept of competence, N.A. Muslimov states that the English term competence literally means "ability" and serves to express knowledge, skills, mastery, and capability [2, p. 315]. According to K.D.

Riskulova, although the concepts of competence and competency are directed toward the same objective, they differ in essence. In her view, competency is associated with practical activity and reflects the degree to which knowledge, skills, and abilities are demonstrated through experience, whereas competence refers to expertise in a particular field [3, pp. 21–22]. Based on these definitions, competence can be understood as a high level of practical readiness characterized by the integration of knowledge, skills, mastery, and abilities.

The professional activity of future preschool teachers should include not only traditional pedagogical knowledge and skills but also digital literacy, the ability to use information and communication technologies, organize distance learning processes, and apply multimedia tools for pedagogical purposes. This is because the effectiveness of preschool children's development and education largely depends on teachers' ability to creatively use digital technologies. Today, one of the priority tasks of teacher education is not only to provide theoretical knowledge but also

to develop competencies for the effective use of modern digital technologies in professional practice. From this perspective, the issue of preparing future preschool teachers for the use of multimedia technologies acquires particular scientific and practical significance.

According to international research conducted by Xia Liu, Athanasios Toki, and John Pange, the state of information and communication technology (ICT) use in preschool education in Greece and China was comparatively analyzed.

[24.06.2026 16:23] Fotima Dilshodovna: The findings indicate that both countries have achieved significant progress in the digitalization of preschool education and the integration of ICT into educational processes. In particular, the technical infrastructure of preschool educational institutions has been improved, access to computers and the Internet has expanded, and ICT usage rates have steadily increased over the years.

The study scientifically substantiated the positive impact of ICT on preschool children's development. According to the researchers, the effective use of ICT and multimedia tools contributes to the development of children's cognitive processes, language skills, mathematical concepts, creativity, social competencies, and learning motivation. In particular, educational activities organized through multimedia technologies stimulate children's interest, help maintain their attention for longer periods, and enhance the assimilation of educational content [4].

Furthermore, the UNESCO ICT Competency Framework for Teachers (2018) serves as an international methodological foundation for the development of educators' digital competencies. The framework emphasizes that the quality of modern education is directly related to teachers' ability to effectively use information and communication technologies [5]. In other words, future preschool teachers should develop not only technical knowledge but also pedagogical and methodological competencies.

The recommendations developed by the NAEYC and Fred Rogers Center (2012) state that the use of technology and multimedia tools in work with preschool children should serve pedagogical purposes, correspond to children's developmental characteristics, and be guided by teachers [6].

These scientific perspectives confirm the priority of the competency-based approach in preparing future preschool teachers for the use of multimedia technologies. This approach focuses on developing teachers' ability to purposefully and effectively use multimedia technologies in professional situations.

The process of preparing future preschool teachers for the use of multimedia technologies is based on the following methodological approaches:

- Competency-based approach – involves the integrated formation of knowledge, skills, abilities, and professional experience related to the use of multimedia technologies;
- Systemic approach – enables the preparation process to be viewed as an interconnected system of goals, content, methods, tools, and outcomes;
- Activity-based approach – contributes to developing practical experience in creating, analyzing, and applying multimedia products in educational activities;
- Learner-centered approach – supports the formation of individual learning trajectories, independent learning activities, and the development of creative thinking skills;

Digital pedagogy approach – studies the theoretical and practical foundations of applying information and communication technologies for pedagogical purposes.

Conclusion

In the context of educational digitalization, preparing future preschool teachers for the use of multimedia technologies is one of the priority directions of modern teacher education. Theoretical analysis demonstrates that multimedia technologies have a positive impact on the linguistic, cognitive, social, and creative development of preschool children. However, the educational effectiveness of these technologies primarily depends on teachers' competencies in selecting and applying them appropriately for pedagogical purposes.

References

1. Decree of the President of the Republic of Uzbekistan No. PF-6079, On Approval of the Digital Uzbekistan–2030 Strategy and Measures for Its Effective Implementation, October 5, 2020.
2. Muslimov, N.A. Theoretical and Methodological Foundations of Professional Formation of Vocational Education Teachers. Doctoral Dissertation. Tashkent, 2007. p. 315.
3. Riskulova, K.D. The System of Forming Sociolinguistic Competence of Future English Language Teachers. Doctoral Dissertation Abstract. Tashkent, 2017. pp. 21–22.
[24.06.2026 16:23] Fotima Dilshodovna:
4. Liu, X., Toki, A., & Pange, J. (2014). ICT Use in Preschool Education: Greece and China Compared. Procedia – Social and Behavioral Sciences, 112, 1167–1176. DOI: 10.1016/j.sbspro.2014.01.1281.
5. UNESCO. UNESCO ICT Competency Framework for Teachers (Version 3). Paris: UNESCO, 2018. 68 p. ISBN 978-92-3-100285-4
6. NAEYC, Fred Rogers Center. Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8: A Joint Position Statement. Washington, DC: National Association for the Education of Young Children, 2012. 15 p.