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THE ROLE OF DIGITAL EDUCATION IN CONTINUING PROFESSIONAL DEVELOPMENT COURSES

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Abstract: This article examines the role of digital education in the continuing professional development of native language and literature teachers. It also provides suggestions and recommendations for the effective integration of digital technologies into their professional learning and teaching practices.

Keywords: mobile learning, mobile applications, education, structure, professional competence, continuing professional development.

Introduction

Today, mobile phones, smartphones, and tablets are widely used by the population of Uzbekistan. However, a considerable amount of time is often spent using these devices for entertainment purposes, including watching videos, playing online games, browsing social media, and exchanging information with peers through messaging platforms such as Telegram. In this context, encouraging users, particularly teachers working in general secondary education schools, to make purposeful and educational use of mobile technologies has become an important issue.

In the context of globalization, developing the ability of native language and literature teachers to understand the significance of digital technologies and use them effectively in their professional activities is one of the pressing challenges addressed by continuing professional development courses offered at pedagogical excellence centres.

Main Part

The rapid development of digital devices is transforming many aspects of everyday life, from the ways people work and communicate to how they acquire knowledge. Digital technologies have the potential to overcome geographical barriers, reduce socioeconomic limitations, and create more equitable learning opportunities for students at different levels of education.

The integration of digital education into independent learning activities is particularly beneficial. According to UNESCO, mobile technologies can support access to educational resources and create additional opportunities for learning beyond conventional classroom environments [1].

In this regard, the use of digital education provides several important opportunities:

1. **Access to independent learning resources regardless of time and location.** Learners can search for information and continue their studies even when computers or other conventional

educational equipment are unavailable. For example, mobile devices allow users to access subject-related video lessons, textual resources, and self-assessment applications.

2. **Increasing learners' interest in the subject.** Access to additional educational resources can stimulate learners' curiosity and encourage more active engagement with subject-specific content.

3. **Supporting communication and information exchange.** Social media platforms and specialized digital systems enable teachers to provide subject-related recommendations, share educational materials, and maintain communication with learners.

These opportunities can contribute to the continuing professional development of native language and literature teachers working in general secondary education schools. Therefore, it is important to introduce mechanisms for integrating digital technologies into their professional development activities.

When implementing digital education, particular attention should be given to learners' mobility and their experience of acquiring knowledge through digital devices. In this learning environment, mobile technologies serve as tools that facilitate access to educational content and support independent learning.

One of the main advantages of digital devices is their ability to provide access to information, educational videos, virtual laboratories, and self-assessment applications regardless of location.

Through portable devices, learners and professional development course participants can communicate, discuss various issues, and demonstrate creativity. For instance, native language and literature teachers can use their digital devices to develop educational resources related to their professional activities and publish these resources on websites and online platforms. Such practices are particularly important for supporting teachers' continuing professional development.

Digital education can be understood as an approach that facilitates smart learning and smart teaching while playing an important role in fostering innovative practices among native language and literature teachers. It provides considerable opportunities for educational innovation, which should be used purposefully and effectively.

Within this environment, course participants can access online resources, communicate through social networks, participate in conferences, work with podcasts and videocasts, use Skype for educational purposes, and integrate videoconferencing and webinars into the learning process.

Consequently, continuing professional development programmes for general secondary education teachers, including native language and literature teachers, should address several important objectives: encouraging lifelong learning and professional growth; developing the effective use of online information resources; supporting the organization of extracurricular educational activities; improving the monitoring and assessment of learning activities; and promoting the active integration of innovative technologies into teaching practice.

The use of digital technologies in the continuing professional development of native language and literature teachers offers several advantages. These include the development of subject-specific didactic materials, the application of innovative technologies in classroom

instruction, and access to educational resources that support students' personal development and upbringing.

For these reasons, the integration of digital technologies into the continuing professional development of native language and literature teachers can be regarded as an effective approach to improving their professional competencies.

This form of professional development is also consistent with contemporary competency-based education, which emphasizes teachers' ability to identify challenges in their professional practice, explore possible solutions, critically analyse acquired knowledge, and apply it effectively in real educational situations.

The European Framework for the Digital Competence of Educators (DigCompEdu) similarly emphasizes the importance of developing educators' digital competencies in areas such as professional engagement, digital resources, teaching and learning, assessment, and learner empowerment [2].

Furthermore, the use of digital education creates additional opportunities for individualizing and differentiating professional development activities according to teachers' learning needs, professional experience, and existing competencies.

Conclusion

The didactic potential of digital technologies makes them an important component of contemporary approaches to the continuing professional development of native language and literature teachers. Their effective integration into professional learning activities can contribute to the improvement of teachers' digital competencies, support innovative pedagogical practices, and create additional opportunities for independent and lifelong learning.

Moreover, the application of new and effective digital approaches can help address a range of current educational challenges, particularly those related to the organization of teaching activities, the development of instructional resources, and the educational and personal development of learners.

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