



METHODOLOGY FOR DEVELOPING THE PROFESSIONAL MOBILITY OF FUTURE TEACHERS BASED ON DIGITAL EDUCATION

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ABSTRACT

This article examines the issues of preparing future Russian language teachers through digital education. It highlights modern approaches to the formation of professional mobility, digital competencies, and methodological readiness of students in philological and language education programs within the context of educational digitalization. The study analyzes scientific and pedagogical approaches of domestic and foreign researchers to the problem of continuous professional development of teachers, as well as the experience of implementing digital technologies in teacher education systems across different countries. Particular attention is paid to the use of digital educational platforms, multimedia tools, and innovative technologies in the process of teaching the Russian language. The necessity of developing future teachers' skills in organizing online learning, carrying out independent educational activities, and effectively utilizing digital resources is substantiated. The study concludes that digital education contributes to the development of professional mobility, competitiveness, and innovative thinking among future Russian language teachers.

Introduction

At present, rapid changes occurring in all spheres of life, the development of digital technologies, the emergence of new information and communication tools, and their widespread integration into the educational process require new approaches to the preparation of future language teachers. The training of students in philological and language education programs for professional activity based on digital education has become a particularly relevant pedagogical issue. In the modern educational environment, a future Russian language teacher should possess not only a high level of linguistic and methodological knowledge but also digital competencies, skills in working with multimedia tools, and the ability to organize online learning.

In the context of the rapid development of the digital educational environment, special importance is attached to teachers' professional mobility, innovative thinking, readiness for

self-directed learning, and the ability to effectively use digital tools. This, in turn, necessitates ensuring the continuous professional development of future language teachers within the framework of the lifelong learning concept. Psychological and pedagogical studies offer various approaches to the development of professional growth and digital competencies among future teachers. In foreign research and academic literature, the term *continuous professional development (CPD)* has increasingly replaced the concepts of *in-service training* and *on-the-job training* in recent years. This concept also includes preparing future language teachers for effective work in a digital educational environment.

Russian scholars pay particular attention to issues of teachers' professional growth and the formation of digital competencies. L.M. Mitina considers professional development as a process of qualitative transformation of a teacher's inner world and professional self-realization. N.V. Antonov and O.A. Ivanova view professional development as a process of forming professionally significant knowledge, skills, communicative mastery, and reflective abilities of teachers.

In the process of training future Russian language teachers, the organization and effective use of a digital educational environment become one of the most important tasks. Under conditions of digitalization, the teacher's functions expand: they become not only a source of knowledge but also a specialist who organizes the educational process in a digital environment, selects information, and manages online communication. A.Yu. Uvarov defines the digitalization of education as achieving educational outcomes through digital technologies and personalizing the educational process. This broadens opportunities for creating individualized learning pathways, organizing independent learning, and using online platforms for students in philological programs.

M.E. Vaindorf-Sysoeva and L.M. Subocheva interpret digitalization as the transfer of pedagogical processes into a digital environment, the integration of information technologies into educational content, and the orientation of educational participants toward independent information search and processing. This approach is particularly important for developing the digital literacy of future language teachers.

Today, Moodle, Google Classroom, Zoom, interactive platforms, multimedia programs, and artificial intelligence technologies are widely used in Russian language teaching. These platforms contribute to the development of digital competencies among future Russian language teachers, as well as skills in organizing online classes, managing virtual communication, and creating electronic educational resources.

Results

The analysis of international experience demonstrates that in countries such as Singapore, China, Finland, and Hong Kong, the continuous professional development of teachers is closely linked with digital education. For example, Singapore's teacher education system is based on understanding learners' psychology, mastering subject content, teaching methodology, and digital educational technologies. In Finland, special attention is paid to the development of teachers' digital competencies, the creation of individualized educational trajectories, the use of online educational resources, and *peer-to-peer learning* technologies. This experience is particularly valuable for preparing students of philological programs for work in a modern educational environment.

In various regions of Russia, practical work is also being carried out to develop teachers' digital competencies. For instance, in the Republic of Tatarstan, professional development courses are organized based on teachers' individual needs, while personalized educational pathways are formed through digital platforms.

The preparation of future Russian language teachers based on digital education is built upon the following key principles:

- continuity;
- personalization;
- development of digital competencies;
- network interaction;
- self-directed learning;
- application of innovative pedagogical technologies.

The principle of continuity implies the systematic acquisition of new knowledge and skills by future teachers throughout their professional careers.

The principle of personalization involves creating educational trajectories that take into account the individual characteristics, interests, and professional needs of each student.

The development of digital competencies is aimed at equipping future Russian language teachers with skills in working with electronic educational resources, multimedia technologies, online platforms, and digital communication tools.

The principle of network interaction promotes cooperation among pedagogical universities, research centers, and professional communities.

Conclusion

It should be noted that the preparation of future Russian language teachers through digital education is one of the priority areas of the modern educational system. This process contributes to the formation of digital competencies, professional mobility, innovative thinking, and self-directed learning skills among future teachers. The effective organization of a digital educational environment, the use of modern platforms and technologies, and the integration of international experience into the national education system make it possible to improve the professional training of students in philological and language education programs.

Furthermore, digital education serves as an important factor in increasing the competitiveness of future language teachers, facilitating their rapid adaptation to professional activities, and enabling them to organize the educational process based on innovative approaches.

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