



PROBLEMS AND SOLUTIONS IN DEVELOPING TEACHERS' DIGITAL COMPETENCE IN TEACHING "UPBRINGING" AND "LAW" SUBJECTS

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ABSTRACT

This article analyzes the challenges encountered in developing the digital competence of teachers in teaching the subjects "Education" and "Law" at general education schools. According to the research findings, 64% of teachers rated their digital skills as low. The main obstacles identified include the lack of methodological resources, weak technical infrastructure, and motivation issues. The article proposes practical recommendations to address these problems, such as organizing specialized training sessions, creating a database of digital methodological materials, improving infrastructure, incentivizing teachers, and implementing a mentoring system.

Introduction

Nowadays, the integration of digital technologies into the educational process has become an integral part of modern pedagogical approaches. In the resolution PQ-4851 dated October 6, 2020, by the President of the Republic of Uzbekistan, increasing teachers' digital literacy and guiding them to work based on innovative methods has been identified as one of the priority directions of education policy. Especially, the effective teaching of the subjects "Education" and "Law," which serve to shape social and legal awareness, with the help of digital tools, plays an important role in broadening students' worldview and enhancing their civic responsibility.

However, analysis of the current education system shows that many teachers still cannot fully and systematically integrate digital technologies into the lesson process. This situation is primarily explained by factors such as low levels of digital competence, lack of methodological materials, insufficient technical infrastructure, and teachers' motivation.

The purpose of this article is to identify the main problems faced in developing the digital competence of teachers of the subjects "Education" and "Law" and to propose practical solutions. Within the framework of the research, scientific conclusions and recommendations were developed based on surveys, interviews with teachers, and analytical observations of the lesson process.

Literature Review

In recent years, the concept of digital competence has been regarded as an important methodological category in the education system. The DigComp model developed by the European Union (Ferrari, 2013) studies digital competence in five main areas: information literacy, digital communication, digital content creation, safety, and problem-solving related to technology [1]. Based on this model, methods for assessing and developing teachers' digital skills have been proposed, and it is widely applied in education systems worldwide.

This issue is also relevant in the education system of Uzbekistan. In particular, the decree PQ-4851 of the President of the Republic of Uzbekistan dated October 6, 2020, sets tasks for creating digital education platforms and training pedagogical staff as specialists with digital competencies [2]. However, in practice, there are still many shortcomings in this direction.

Xolboev M. (2021), in his research, analyzed teachers' attitudes towards digital technologies and the effectiveness of their use [3]. According to him, many teachers struggle to use interactive methods and multimedia tools, which leads to monotonous lessons.

Moreover, Ibragimova N. (2022), in her studies on modern teaching methods of the "Law" subject, found that simulation methods, interactive tests, and working with legal situations increase students' mastery of the subject [4]. However, it was also emphasized that teachers need sufficient technical skills to apply these tools effectively.

Analysis of literature related to the "Education" subject shows that this subject plays an important role in instilling moral, aesthetic, and spiritual values. As Abdullayeva G. (2020) noted, visualizing educational topics with the help of digital tools (such as video clips, audio stories, and infographics) helps students develop a deep understanding [5].

At the same time, the UNESCO document "ICT Competency Framework for Teachers" (2021) considers digital competencies an integral part of a teacher's professional skills. According to this document, a teacher should not only be a user of technology but also a person who uses it for innovative pedagogical approaches.

Furthermore, modern literature also studies the psychological factors in developing digital competence. For example, Bandura's (1997) self-efficacy theory is regarded as an important factor in shaping teachers' attitudes and motivation towards the use of digital technologies [6].

Analysis and Discussion of Results

The results of the study indicate that there are significant problems in developing the digital competence of teachers of the subjects "Education" and "Law," and these problems are mostly systemic and multifactorial in nature. Notably, 64% of teachers do not consider themselves digitally competent, which implies that this issue is not only external but also internal — involving psychological and motivational challenges.

The lack of sufficient digital competence is not only due to unfamiliarity with technical tools but also due to the inability to apply them methodologically and purposefully. The study found that many teachers use modern technologies merely as visual aids in lessons, but do not fully integrate them as tools that actively engage students. This finding aligns well with UNESCO's (2021) statement that "digital competence is not about knowing technology but the ability to integrate it into the learning process."

The problems identified in the study — lack of methodological support, inadequate technical infrastructure, and motivational deficiencies — are closely interconnected. Thus, even if a teacher has access to technical tools, without sufficient methodological preparation and confidence, they cannot fully utilize the available opportunities. This can also be explained within the framework of Bandura's (1997) self-efficacy theory, which states that a teacher's confidence in technology directly affects how and how effectively they use it in lessons.

Additionally, observations show that limited use of interactive technologies primarily decreases students' interest in lessons. This is especially evident in the "Education" subject, which requires liveliness and emotional impact. Lessons that are not enriched with visual or interactive approaches tend to provoke indifference among students, negatively affecting their intrinsic motivation.

Compared to international experience, although steps are being taken in the education system of Uzbekistan to develop digital competence, this process is still neither extensive nor systematic. The European Union's DigCompEdu model (Redecker, 2017) assesses teachers' digital competence in six areas: professional engagement, digital content creation, lesson planning and delivery, assessment, student engagement, and personal development [7]. Our research shows that teachers generally have weak preparation in many of these areas.

It should be emphasized in the discussion that the initiative cannot rest solely on the teacher to solve this problem. Systematic measures are needed, including:

- Developing specialized digital methodological manuals,
- Supporting teachers through mentoring systems,
- Improving digital infrastructure,
- Making professional development courses mandatory.

Based on the above, it can be concluded that developing digital competence is not only the individual responsibility of the teacher but also a pressing issue requiring a strategic approach by the entire education system.

Conclusion

The research results show that there are several challenges in developing the digital competence of teachers of the subjects "Education" and "Law." According to the survey data, 64% of teachers consider themselves digitally incompetent, indicating a low level of effective use of digital technologies. Additionally, 66% of teachers have not participated in special training on digital education, which points to a lack of methodological preparation.

Class observations reveal that digital tools are mostly used in the form of PowerPoint presentations, while interactive online tests and games are used less frequently (30% and 10%, respectively). This is insufficient to ensure active student participation during lessons.

Interviews identified problems such as weak technical infrastructure, a shortage of digital methodological materials, and decreased motivation among teachers. Notably, psychological barriers to digital technologies were found especially among older teachers.

At the same time, the results indicate that developing digital competence requires not only technical and methodological but also psychological and organizational measures. Addressing these issues is crucial for improving the quality of education and shaping students based on modern knowledge.

To enhance digital competence in teaching "Education" and "Law," it is necessary first to organize regular professional development courses that train teachers to use modern digital tools effectively. Additionally, developing interactive methodological materials and multimedia resources for both subjects is important for improving education quality.

- Organizing regular professional development courses to train teachers in practical digital competence.
- Creating special digital methodological materials — developing interactive and multimedia resources for the subjects "Education" and "Law."
- Strengthening technical infrastructure — providing stable internet and modern devices in schools.
- Establishing a mentoring system — facilitating knowledge exchange between young and experienced teachers.
- Including digital competence in certification — considering digital skills in professional development and assessment systems.
- Enhancing motivation and psychological support — fostering a positive attitude toward using technologies.
- Promoting digital education culture — widely disseminating and encouraging successful practices.

Strengthening technical infrastructure, i.e., ensuring stable internet access and modern devices, enables teachers to fully utilize digital tools. The mentoring system, facilitating knowledge exchange between younger and more experienced educators, accelerates teachers' professional growth.

Moreover, digital competence should be included in certification and professional development processes to reinforce its importance in teaching activities. Psychological support and incentive programs should be developed to build teachers' motivation and positive attitudes toward technology use. Ultimately, promoting digital education culture and widely implementing successful practices will elevate the educational process to an innovative level.

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