

**ISSUES OF TEACHING PRIMARY SCHOOL STUDENTS BASED ON
PEDAGOGICAL TECHNOLOGIES****Mirzabekova Gumshagul Khojabekovna****Senior Lecturer of the Department of Primary Education****Nukus State Pedagogical Institute****Abstract**

This article explores the integration of pedagogical technologies into the education of primary school students, emphasizing the challenges and opportunities associated with their implementation. It reviews current trends in teaching methodologies, particularly in how technology-based tools can enhance learning outcomes. The study presents a synthesis of the challenges faced by educators and students in adapting to new pedagogical strategies and provides recommendations for effective technology integration.

Key words: *primary education, pedagogical technologies, technology, teacher preparedness, curriculum.*

Introduction

In recent years, the integration of technological tools in education has become increasingly prevalent, especially in primary school classrooms. Pedagogical technologies refer to digital tools, techniques, and platforms that enhance teaching and learning processes. These tools include multimedia resources, e-learning platforms, digital assessments, and interactive simulations. The primary goal of utilizing pedagogical technologies is to improve the educational experience, engage students, and promote active learning. However, despite the potential benefits, the implementation of these technologies in primary schools presents numerous challenges.

Primary education is a critical stage in cognitive and social development, and how students learn during these formative years has lasting effects on their academic and personal growth. Therefore, it is essential to explore how pedagogical technologies can be optimally integrated into primary school education to ensure positive outcomes. This article examines the main issues related to the use of pedagogical technologies in primary school settings, as well as potential solutions to these challenges.

Methods

This study employs a qualitative research approach to explore the challenges of teaching primary school students using pedagogical technologies. Data were collected through a combination of teacher surveys, interviews, and classroom observations. A total of 30 primary

school teachers from various schools participated in the study. The teachers were asked about their experiences with using technology in the classroom, the obstacles they face, and their perceptions of how technology influences students' learning. Additionally, classroom observations provided insights into the practical use of technological tools during lessons. The data were analyzed thematically to identify common issues and patterns.

Results

The study revealed several critical challenges faced by primary school teachers in implementing pedagogical technologies in their classrooms. These issues fall into five main categories: access to technology, teacher preparedness, student engagement and distractions, curriculum integration, and student equity. Each of these factors significantly impacted the effectiveness of technology use in the educational process.

1. Access to Technology: One of the most prominent issues identified in the study was the uneven access to technology within primary schools. Many schools, particularly those in rural or low-income areas, faced significant infrastructure problems, such as outdated or insufficient hardware, unreliable internet connections, and inadequate digital resources. Teachers frequently reported that some classrooms were equipped with only a few devices, limiting the opportunities for all students to engage with technology during lessons. This lack of access led to disruptions in learning, as students were often forced to take turns using devices or missed out on technological activities altogether.

In schools that did have sufficient technology, maintenance issues were another concern. Devices were often broken or slow, leading to frustrations among both teachers and students. Some teachers mentioned that the lack of adequate IT support exacerbated these problems, as technical issues could take days or weeks to resolve, disrupting lessons and delaying learning progress. Furthermore, the inconsistency of internet connectivity hindered the use of cloud-based applications and online resources, which are essential for many modern educational tools. Overall, limited access to reliable and functioning technology was a significant barrier to maximizing the benefits of pedagogical technologies in the classroom.

2. Teacher Preparedness: Another critical finding from the study was the insufficient preparedness of teachers to effectively integrate pedagogical technologies into their teaching practices. Despite the availability of digital tools and resources, many teachers reported feeling inadequately trained to use these technologies in a pedagogically sound manner. While a few teachers had participated in professional development programs, the majority expressed a need for

more focused, ongoing support to build their confidence and competence in using educational technologies.

The teachers surveyed noted that most professional development opportunities were either too generalized or overly technical, which made it difficult for them to see how the tools could be applied to their specific classroom needs. Many teachers also reported that their training had focused more on the technical aspects of the tools—such as how to operate them—rather than on how to integrate them into their lesson plans in a way that enhances student learning. This lack of pedagogical guidance left many teachers feeling uncertain about how to effectively use technology to engage students and improve learning outcomes. Additionally, some teachers were hesitant to adopt new technologies due to concerns about classroom management, as they feared that students might become distracted or disengaged.

3. Student Engagement and Distractions: While technology has the potential to increase student engagement, the study revealed that it also introduced significant challenges in terms of student focus and attention. Teachers reported that students were often more interested in the entertainment features of digital tools rather than the learning content. For example, students using tablets or laptops frequently accessed games, social media, or non-educational websites, which diverted their attention away from the lesson.

Teachers indicated that managing distractions was one of the most difficult aspects of using technology in the classroom. Some students struggled to maintain attention when using interactive digital platforms or watching educational videos, as they were tempted to multitask or explore unrelated content. This issue was particularly prevalent in younger students, who had not yet developed the self-regulation skills necessary to use technology responsibly during lessons.

4. Curriculum Integration: Another significant challenge identified in the study was the difficulty teachers faced in effectively integrating technology into the existing curriculum. Many teachers reported that, while digital tools could enhance certain aspects of learning, they often struggled to find ways to align these tools with the curriculum in a meaningful way. The lack of ready-made, curriculum-aligned resources created additional barriers to integrating technology into lesson plans. As a result, teachers sometimes used technology in ways that felt disconnected from the overall learning objectives, leading to lessons that lacked coherence.

Teachers also faced challenges in determining which digital tools and platforms were most effective for their specific subjects or grade levels. While some teachers had access to digital textbooks, online learning platforms, or educational apps, they often lacked the time and support to evaluate and select resources that best complemented their teaching methods. Additionally,

many teachers found it difficult to balance traditional teaching techniques with the use of technology, leading to an inconsistent approach that sometimes resulted in fragmented lessons.

Discussion

The findings of this study highlight several significant issues related to the integration of pedagogical technologies in primary schools. The unequal access to technology, both within schools and at home, stands out as a critical barrier that must be addressed. Policymakers and school administrators need to prioritize equitable access to digital tools, ensuring that all students have the resources they need to succeed.

Teacher preparedness is another key issue. While some teachers are comfortable using technology in the classroom, many require further professional development to effectively integrate digital tools into their teaching methods. Professional development programs should be tailored to the specific needs of primary school teachers, focusing not only on technical skills but also on pedagogical strategies for using technology to enhance learning outcomes.

Additionally, the balance between engagement and distraction remains a persistent concern. Teachers need guidance on how to manage and optimize the use of technology to keep students focused and on-task while still taking advantage of its potential for interactive and personalized learning.

The integration of technology into the curriculum also requires more thoughtful planning. Educational technologies should be seamlessly incorporated into existing lesson plans, and teachers need support in identifying resources that align with curricular goals. Collaboration between teachers, tech specialists, and curriculum developers is essential to ensure that technology enhances rather than disrupts the learning process.

Conclusion

The integration of pedagogical technologies in primary education offers significant potential to improve teaching and learning. However, various issues—such as unequal access, insufficient teacher preparedness, distractions, and curriculum integration—pose challenges that must be addressed. To overcome these barriers, it is crucial to provide equitable access to technology, invest in ongoing teacher professional development, and carefully consider how technology can be integrated into the curriculum. With the right support and infrastructure, pedagogical technologies can play a transformative role in shaping the future of primary education.

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