

# Future Primary Education Teachers' Digital and Social-Civic Skills: An Analysis from the Didactics of Social Sciences to Enhance Teacher Competency Training

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## Abstract

In the 21st century, the landscape of primary education is evolving rapidly due to technological advancements and the increasing importance of social-civic skills. Future primary education teachers must be equipped with both digital competencies and social-civic awareness to effectively educate and prepare students for the challenges of the modern world. This article explores the integration of digital and social-civic skills within the framework of the didactics of social sciences, emphasizing the need for comprehensive teacher competency training. By examining current practices and proposing strategies for enhancement, we aim to provide a roadmap for developing well-rounded and proficient future educators. A school district in the United States implemented a professional development initiative focused on enhancing teachers' digital and civic competencies. The initiative included a series of workshops and online courses on digital literacy, social media for civic engagement, and project-based learning. Teachers were also provided with access to digital tools and resources, as well as opportunities for collaboration and mentorship. As a result, teachers reported increased confidence in using digital technologies and integrating civic education into their teaching practices, leading to more engaged and informed students. Teacher training programs should integrate civic education into the curriculum, providing pre-service teachers with knowledge and understanding of civic principles and practices. This can include coursework on civic education theory, as well as practical experiences in community service and civic activities. Ongoing professional development is crucial for helping teachers to stay current with advancements in digital technologies and civic education. Training programs should offer workshops, seminars, and online courses that focus on these areas, allowing teachers to continually enhance their skills and knowledge.

**Keywords:** Machine learning • Social justice • Artists

## Introduction

This framework emphasizes the integration of technology, pedagogy, and content knowledge. It highlights the need for teachers to develop a deep understanding of how technology can support and enhance teaching and learning in specific subject areas. Rooted in the work of Vygotsky, this theory posits that learning is a social process. It underscores the importance of social interactions and cultural contexts in the development of cognitive and social skills. This theory focuses on the role of education in promoting civic knowledge, skills, and values. It highlights the importance of preparing students to be informed, engaged, and responsible citizens. Digital skills encompass a broad range of competencies required to effectively use digital technologies. Demonstrating civic virtues such as respect, empathy, and responsibility in interactions with students and the community. Creating a classroom environment that encourages open discussions on social and civic issues, helping students to develop critical thinking and debate skills. Current practices in teacher training programs vary widely in their integration of digital and social-civic skills. Many teacher education programs do not provide comprehensive training in digital and social-civic skills, leading to gaps in teachers' competencies. Limited access to digital tools, resources, and professional development opportunities

can hinder teachers' ability to develop and apply these skills. Some educators may be resistant to adopting new technologies or pedagogical approaches, due to a lack of familiarity or perceived complexity. To address these challenges and enhance teacher competency training, several strategies can be implemented: Teacher training programs should incorporate the TPACK framework to ensure that teachers develop a balanced understanding of technology, pedagogy, and content knowledge [1,2].

## Literature Review

This can be achieved through targeted coursework, practical experiences, and reflective practices. Teacher training programs should emphasize active learning and collaboration, providing opportunities for pre-service teachers to engage in hands-on activities, group projects, and peer learning. This can help them to develop both digital and social-civic skills in a supportive and interactive environment. Ensuring that pre-service teachers have access to a wide range of digital tools and resources is essential for developing their digital competencies. Training programs should include instruction on how to use these tools effectively and integrate them into teaching practices. Teacher training programs should integrate civic education into the curriculum, providing pre-service teachers with knowledge and understanding of civic principles and practices. This can include coursework on civic education theory, as well as practical experiences in community service and civic activities. Ongoing professional development is crucial for helping teachers to stay current with advancements in digital technologies and civic education. Training programs should offer workshops, seminars, and online courses that focus on these areas, allowing teachers to continually enhance their skills and knowledge. Creating a supportive learning community within teacher training programs can help pre-service teachers to develop both digital and social-civic skills. Mentorship, peer support, and collaborative learning opportunities can provide a foundation for ongoing growth and development. A teacher training program at a university

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in Finland has successfully integrated digital literacy and civic engagement into its curriculum. The program includes courses on digital pedagogy, civic education, and community-based learning. Pre-service teachers participate in hands-on projects that involve using digital tools to address civic issues, such as creating online campaigns for environmental sustainability or developing educational resources on human rights. This approach has resulted in graduates who are well-equipped with both digital and social-civic skills, and who are prepared to foster these competencies in their students. A school district in the United States implemented a professional development initiative focused on enhancing teachers' digital and civic competencies. The initiative included a series of workshops and online courses on digital literacy, social media for civic engagement, and project-based learning. Teachers were also provided with access to digital tools and resources, as well as opportunities for collaboration and mentorship. As a result, teachers reported increased confidence in using digital technologies and integrating civic education into their teaching practices, leading to more engaged and informed students. Policymakers and education stakeholders should prioritize the development and implementation of comprehensive teacher training programs that integrate digital and social-civic skills [3,4].

## Discussion

The ability to integrate digital tools and resources into teaching practices to enhance student learning. The ability to create and share digital educational materials. The ability to use digital tools to communicate and collaborate with students, parents, and colleagues. Digital tools can provide personalized learning experiences, catering to the diverse needs of students. Interactive digital resources, such as educational games and simulations, can increase student engagement and motivation. Digital assessment tools can provide real-time feedback, helping teachers to monitor student progress and adjust instruction accordingly. Digital platforms can facilitate collaborative projects and peer learning, fostering a sense of community and teamwork. Social-civic skills refer to the abilities necessary to participate effectively in civic life and contribute to the community. Social-civic skills are crucial for preparing students to be active and responsible citizens. Incorporating civic education into the curriculum to provide students with knowledge and understanding of civic principles and practices. Facilitating opportunities for students to engage in community service and civic activities. This can be achieved through targeted coursework, practical experiences, and reflective practices. Teacher training programs should emphasize active learning and collaboration, providing opportunities for pre-service teachers to engage in hands-on activities, group projects, and peer learning. This can help them to develop both digital and social-civic skills in a supportive and interactive environment. Ensuring that pre-service teachers have access to a wide range of digital tools and resources is essential for developing their digital competencies. Training programs should include instruction on how to use these tools effectively and integrate them into teaching practices. Creating a supportive learning community within teacher training programs can help pre-service teachers to develop both digital and social-civic skills. Mentorship, peer support, and collaborative learning opportunities can provide a foundation for ongoing growth and development. A teacher training program at a university in Finland has successfully integrated digital literacy and civic engagement into its curriculum. The program includes courses on digital pedagogy, civic education, and community-based learning. Pre-service teachers participate in hands-on projects that involve using digital tools to address civic issues, such as creating online campaigns for environmental sustainability or developing educational resources on human rights. This approach has resulted in graduates who are well-equipped with both digital and social-civic skills, and who are prepared to foster these competencies in their students. Supporting innovation and continuous

improvement in teacher training programs is essential for ensuring that future educators are prepared to meet the evolving demands of the 21st century. This can include investing in research and development, promoting the use of emerging technologies, and fostering a culture of continuous learning and improvement among educators [5,6].

## Conclusion

Policymakers and education stakeholders should prioritize the development and implementation of comprehensive teacher training programs that integrate digital and social-civic skills. This can include revising teacher education standards, providing funding for resources and professional development, and supporting research on best practices in this area. Collaboration and partnerships between teacher training programs, schools, and community organizations can enhance the development of digital and social-civic skills. These partnerships can provide pre-service teachers with practical experiences, access to resources, and opportunities for civic engagement. Future primary education teachers must be equipped with digital and social-civic skills to effectively educate and prepare students for the challenges of the modern world. Integrating these competencies into teacher training programs is essential for developing well-rounded and proficient educators. By adopting comprehensive training approaches, promoting collaboration, and supporting continuous improvement, we can ensure that future teachers are prepared to foster digital literacy and civic engagement in their students, contributing to a more informed, engaged, and responsible society.

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## Conflict of Interest

None.

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