

THE DIDACTIC POTENTIAL FOR DEVELOPING THE TEXT-CREATION COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS.

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Abstract: This article analyzes the didactic potential of developing the text-production competence of pre-service primary school teachers. It examines the concept, structural components, and modern pedagogical approaches that support the formation of text-production competence. The study also highlights methodological opportunities and effective didactic tools for improving future teachers' text-production skills as an essential component of their professional training.

Keywords: Didactic potential, text-production competence, pre-service primary school teachers, primary education, professional competence, communicative competence, pedagogical technologies, methodological approach, creative thinking, quality of education.

In the context of globalization and digital transformation, the demands placed on the education system are steadily increasing. Modern society requires the preparation of teachers who possess not only profound theoretical knowledge but also the competencies to think independently, communicate effectively, analyze information, and express ideas in a coherent and meaningful manner. From this perspective, the development of text-production competence among prospective primary school teachers constitutes an essential component of their professional preparation.

Today, digital technologies, are widely used in education system, schools are being equipped with high-tech educational facilities and opportunities for academic mobility are expanding significantly.

Primary school teachers play a pivotal role in fostering learners' oral and written literacy. Therefore, they themselves must be capable of producing coherent, meaningful, grammatically accurate, and stylistically appropriate texts across various genres and communicative contexts. Text-production competence represents one of the key professional competencies that reflects a teacher's communicative culture, critical and creative thinking, information-processing skills, and ability to organize effective communication within the educational process.

Within higher education institutions, the development of this competence among prospective teachers requires the integration of interactive teaching methods, a competency-based approach, practical learning activities, project-based learning, and

the effective use of digital educational technologies. Such an approach contributes to preparing future teachers not only as proficient writers but also as competent educational professionals who can communicate their ideas clearly, logically, and persuasively while successfully carrying out contemporary pedagogical practice.

To educate students as individuals who meet the demands of the modern era, it is first necessary to shape teachers accordingly. A well-developed and competent teacher personality is capable of nurturing a well-rounded generation.

The didactic potential for developing the text-production competence of prospective primary school teachers refers to the educational opportunities created through the content, methods, instructional tools, organizational forms, and pedagogical technologies employed in the teaching and learning process to foster learners' ability to produce high-quality texts. In this context, didactic potential encompasses not only the transmission of theoretical knowledge but also the organization of practical learning experiences that contribute to the development of prospective teachers' professional competencies.

Prospective primary school teachers play a pivotal role in teaching pupils reading and writing, fostering their oral and written literacy, and organizing learning activities involving different text genres. Therefore, they must be capable of planning the content of a text, constructing its logical structure, adhering to grammatical and stylistic conventions, and expressing ideas clearly, coherently, and effectively. These abilities constitute the core components of text-production competence.

The didactic potential for developing text-production competence is manifested through several key dimensions:

A competency-based approach integrates theoretical knowledge with practical application, enabling prospective teachers to transfer acquired knowledge into authentic professional contexts.

Interactive teaching methods, such as brainstorming, clustering, debates, case studies, and project-based learning, foster students' independent, critical, and creative thinking while enhancing their writing abilities.

Practical writing tasks, including essays, narratives, descriptive texts, explanatory texts, reflective writing, and lesson plans, contribute to the gradual development and refinement of text-production skills.

The goal of text creation tasks is to enable students to write fluent, interesting, original and creative texts.

Digital educational technologies and artificial intelligence-based platforms expand opportunities for planning, drafting, editing, analyzing, and revising written texts, thereby improving the quality of written communication.

Reflection and peer assessment encourage students to critically evaluate their own and others' written work, promoting continuous improvement in writing performance and professional self-development.

The effectiveness of this didactic potential depends on the coherence among curriculum content, teaching methods, assessment strategies, and the educational environment. When text-production activities are systematically integrated into teacher education programs, prospective teachers develop not only a high level of written communication competence but also critical thinking, communicative competence, creativity, and professional reflection. These competencies significantly enhance their ability to cultivate pupils' literacy and communication skills in future pedagogical practice.

The didactic potential for developing the text-production competence of prospective primary school teachers is realized through the effective integration of contemporary pedagogical technologies, competency-based education, practical learning experiences, and digital tools. This integrated approach contributes to preparing future teachers as competent educational professionals who are capable of meeting the demands of modern education through effective communication, advanced writing skills, and a high level of professional competence.

Text-production competence is defined as an individual's ability to express ideas in oral or written form in a logical, coherent, grammatically accurate, and stylistically appropriate manner according to a specific communicative context. For prospective primary school teachers, this competence constitutes an integral component of professional competence, as it plays a crucial role in organizing effective pedagogical communication, developing instructional materials, preparing methodological guidelines, and fostering pupils' speech and literacy development.

The content of text-production competence consists of several interrelated components. The first component is **linguistic competence**, which involves knowledge of the phonetic, lexical, grammatical, and stylistic norms of the language and the ability to apply them appropriately. The second component is **communicative competence**, which refers to the ability to construct texts according to their purpose, target audience, and communicative context while expressing ideas clearly, coherently, and effectively. The third component is **cognitive competence**, which encompasses the ability to search for, analyze, synthesize, critically evaluate information, and generate new knowledge and meaning. The fourth component is **creative competence**, which includes the ability to generate original ideas, construct texts creatively, and express thoughts freely across various genres. The fifth component is **reflective competence**, which involves evaluating, editing, revising, and improving one's own written texts through critical reflection.

The development of this competence becomes more effective when it is grounded in contemporary pedagogical approaches. In particular, the ***competency-based approach*** integrates theoretical knowledge with practical application, enabling students to develop text-production skills in authentic professional contexts. The ***learner-centered approach*** supports creative learning by taking into account students' individual abilities, interests, and educational needs. The ***activity-based approach*** emphasizes the organization of text-production through practical assignments, project-based learning, and problem-solving activities.

Furthermore, the ***constructivist approach*** promotes students' active construction of knowledge by connecting new learning with their prior experiences. The ***collaborative learning approach*** enhances communicative and reflective competencies through group work, peer interaction, collaborative text production, and peer assessment. In recent years, ***digital pedagogy*** and ***artificial intelligence (AI)-based technologies*** have become effective means of developing text-production competence. Digital learning platforms, online writing tools, and AI-powered applications provide students with expanded opportunities to plan, draft, edit, analyze, revise, and improve the quality of their written texts by identifying grammatical and stylistic inaccuracies and offering constructive feedback.

Text-production competence is a complex professional competence that is formed through the integrated development of linguistic, communicative, cognitive, creative, and reflective components. Its effective development requires the combined application of competency-based, learner-centered, activity-based, constructivist, and digital pedagogical approaches, thereby enhancing the professional preparation of prospective primary school teachers and equipping them with the competencies necessary to meet the demands of contemporary education.

The development of text-production skills in the professional training of prospective teachers is regarded as one of the priority directions of contemporary education. A teacher's professional activity is closely connected with the ability to present educational content in a clear and logical manner, prepare instructional documents, develop lesson plans, formulate methodological recommendations, design assessment materials, and produce academic and methodological texts. Therefore, the systematic development of text-production skills in higher education institutions is an essential condition for forming the professional competence of prospective teachers.

The methodological opportunities for developing these skills are primarily manifested in organizing the educational process on the basis of a competency-based approach. In this process, students learn to integrate theoretical knowledge with practical activity and to produce texts appropriate for various communicative situations. The systematic

inclusion of practical assignments such as essays, annotations, abstracts, reviews, lesson plans, methodological recommendations, project documentation, and reflective writing contributes to the development of written communication culture, logical thinking, and professional writing competence.

Effective didactic tools include printed and digital learning resources, methodological manuals, model texts, graphic organizers, multimedia presentations, electronic learning platforms, and digital writing editors. In addition, artificial intelligence–based tools are increasingly playing an important role in developing text-production competence. They support students by assisting in text planning, identifying grammatical and stylistic errors, editing texts, organizing ideas logically, and providing individualized feedback. However, the use of such tools must be guided by the principles of academic integrity, critical thinking, and independent creative activity.

Furthermore, the methodological potential for developing text-production skills is expanded through formative assessment, reflection, and portfolio-based learning. The continuous analysis of students' written work, peer assessment, and constructive feedback from instructors contribute to the consistent improvement of writing quality. Electronic portfolios enable students to collect their written works, monitor their developmental progress, and assess their professional achievements.

In conclusion, the didactic potential for developing text-creation competence among future primary school teachers is of significant importance in contemporary teacher education. It highlights the essential role of well-structured pedagogical conditions in enabling students to produce coherent, logically organized, and stylistically appropriate texts. The analysis underscores the content and structural components of text-creation competence and examines contemporary pedagogical approaches that facilitate its development, including competency-based, learner-centered, interactive, and technology-enhanced methodologies.

Furthermore, the study substantiates the methodological opportunities and effective didactic tools that support the systematic development of text-creation skills within teacher education programs. The findings demonstrate that the integrated application of modern pedagogical strategies substantially enhances prospective teachers' written communication competence, critical thinking abilities, and overall professional readiness. Ultimately, strengthening text-creation competence represents a key factor in improving the quality of teacher education and ensuring effective pedagogical practice in primary education.

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