



WAYS OF FORMING DIGITAL LITERACY IN THE CONTEXT OF TEACHING ENGLISH

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ABSTRACT

The article outlines the current problems of digitalization of education. The author considers the cause-and-effect relationships of digitalization. The current state of affairs in the issues of building a digital educational space of an educational organization is revealed. The definition of the concept of "digital literacy" and its components are given. The possibilities of using new digital technologies are presented and described, which represent a huge pedagogical potential for a foreign language teacher at school.

KEY WORDS: *digital technologies, digitalization, digital educational space, digital literacy.*

In the modern world, where various information is growing every day, it is impossible to train specialists and give them all the necessary knowledge at the same time. Due to the rapid development of all areas of human life, there is a need to acquire new knowledge in such a changing world.

The task of the teacher in this case is to provide students with all the opportunities to prepare for any life situations. The most effective method is to develop digital literacy among students, so that in the future each of them can independently search for the necessary information [8,9].

The problem of teaching methods, despite the objectively observed expansion of their arsenal due to the advent of the digital age, remains one of the most acute in pedagogy and teaching methods. Evidence of this is the actual refusal of the authors of various programs and methodological manuals to indicate through the use of which techniques and methods training is supposed to achieve the goals and objectives of training.

Consider the terms that are used in the formation of digital literacy among students. According to the UN definition, "digital literacy is the ability to safely and appropriately manage, understand, integrate, share, evaluate, create and access information using digital devices and network technologies to participate in economic and social life" [1].

The content of the concept of "digital literacy" is by its nature quite voluminous, its interdisciplinary and dynamically formed character is emphasized. The constant filling of it with new meaning is associated with the intensive development of digital technologies and, as a result, the need to master a new set of digital skills and competencies. The essence of this concept, following the founder of digital

literacy - Paul Gilster (1997), was specified by A. Martin, J. Grudzetsky, characterizing it as "understanding, internal attitudes and the ability of an individual to effectively use digital tools and opportunities for identification, access, evaluation, integration, management, synthesis and analysis of digital resources, compilation of the latest knowledge systems, interaction with other individuals for more constructive social interactions in the paradigm of certain situations" [2]. Digital literacy is viewed by Norwegian scholars as a "complex competence" as "the sum of simple ICT skills ... and more advanced skills that enable creativity and creativity. " scientific use of digital tools and media" [3, p. 3]. The definition of digital literacy emphasizes that digital skills include the ability to use the opportunities offered by ICTs, to use them critically and innovatively in education and work, the ability to use software to search, locate, transform and control information from various digital sources. At the same time, critical and creative abilities require the ability to evaluate, critically use sources, interpret and analyze digital genres and media forms. It is concluded that the use of digital tools is a skill that a person must acquire, maintain and constantly develop if he wants to be a literate and critical citizen of the digital society. Digital literacy is positioned as a result of the convergence of other human literacies: information, computer, media literacy, technology, etc. It has become relevant in the digital environment. When defining digital literacy, the focus is on the processes of using digital tools to support the achievement of goals in a person's life situation [4], [5].

Digital literacy involves mastering skills, knowledge and the ability to use them in practice. If we take a foreign language, then these are: reading, listening, writing and



speaking. The concept of literacy does not stand still, when the technological and cultural environment is updated, we need to acquire new skills. If a person wants to improve language literacy, he needs to communicate and read books in a foreign language, but the development of digital literacy requires the use of technical means (mobile gadgets and computers) and communication in a digital environment.

The most frequently used term in the scientific literature is the term educational Internet technologies. Under it in the methodology of teaching foreign languages is understood a set of forms, methods, methods, techniques of teaching a foreign language using the resources of the Internet.

In other words, educational Internet technologies are the use of the global Internet in the study of a foreign language. Thanks to the Internet, children can learn authentic materials by dealing with the most up-to-date sources.

The desire to modernize the field of education is one of the brightest directions, which dictates the creation of a common world educational space. Therefore, all countries of the world are interested in mastering new technologies and, in particular, in computer resources that open a window to the world space [6].

At different stages of the history of pedagogy, technological thought developed, and there was an intensive introduction of various innovative means in teaching. The main goal of pedagogy and methodology is the education and comprehensive development of students. Unfortunately, few technical tools have been developed specifically for the educational process. Basically, teachers used household appliances: tape recorder, player, video recorder, TV, computer, which were created for the convenience of each person.

Thanks to the development of the communication network in many countries, the global Internet has emerged.

The Internet offers its users numerous information and various services, such as:

- Videoconferencing;
- E-mail;
- Publication of own information in various sources,
- Reference resources;
- creating your own page in various social networks;
- The opportunity to attend educational webinars;
- Online learning;
- Participation in international competitions;
- distance learning, etc.

These resources can be actively used in teaching. A new problem facing the traditional education system is the need to form digital literacy at all stages of education, which requires the formation of information competence in the teacher. The problem of digital literacy in education is governed by the experience of decision-making in different countries, including the development of information and communication technologies in the educational environment of network interaction between schools and the leadership of other schools.

Information changes in education mean, first of all, the transfer of educational content into digital form. There is

already a process of replacing paper textbooks with electronic ones. Electronic textbooks are becoming an important tool to meet the requirements of new generation education standards.

The next step is to prepare and form new training programs and improve educational Internet resources. Today, in electronic form, you can find not only school textbooks, but also fiction in English, all experience is transmitted through texts, which is important for future generations, because it adds knowledge and improves the person himself. In addition, audio and video material is being introduced, various presentations, Internet sites for practicing skills and gaining new knowledge, all this is created to prepare students for life in a new world, where new professions appear, where the main role is played by the ability to master modern technologies that become an important part of everyone's life.

In our work, we outlined four reasons for developing digital literacy:

1. Go beyond known search engines (Google, Yandex) Google and Yandex are powerful search tools. Students with access to a computer and the Internet are able to find answers not only to simple questions, but also to incredibly complex problems. However, there is a significant difference between searching Google for an answer and understanding the cause. And while most students understand how to use a search engine, it's up to teachers to provide students with additional skills to take answers to the next level, such as:

- Teach students to evaluate and question sources. They need to know the difference between a reliable and an untrusted source.

- Teach students how to draw the right conclusion. Teachers should teach how to contextualize an answer

- Push students to new levels of creativity. Once they have a deeper understanding of the answers they have found, they need to start applying that knowledge creatively. It can be anything: write an article for a competition, make a presentation or report for a lesson.

2. Teaching "digital citizenship"

Being a good digital citizen means understanding and practicing the proper and responsible use of the internet and information technology. It is necessary to be legally aware, because there are numerous violations on the Internet, such as plagiarism, insults to personal rights and fraud.

3. Expansion of ideas about the digital world

While students may be proficient in using digital tools, their understanding of what these tools can do is often limited. For example, schoolchildren use Instagram to post photos but don't think of using the platform for projects related to learning English. They record voice memos but don't realize that these applications can also be used to write articles. Teachers need to know how to inspire students to use modern technology as a powerful set of tools to expand their learning opportunities.

4. Separation of disciplines

Scientists have long come to the conclusion that people are divided into visuals, kinesthetics and auditory, and because of this, some students do not perceive this or that



information well. Teachers can give a lecture while visual students watch the lecture along with illustrations on their tablets, and auditory students record the lecture on a voice recorder for later listening. This technology allows educators to give their students the choice of the type of work, such as video, audio podcast or written story. Digital literacy is essential in order to set standards and boundaries for this kind of work [1].

It is imperative that school and district administrators emphasize the digital literacy of teachers in order to avoid policies that simply mandate that technology be placed in the hands of students without thinking about how the technology will be used.

Digitally literate teachers see technology as its full creative potential.

The status of English as the main means of international communication is mainly due to the rapid development of information technology. This motivates students to learn English, because today it is the universal language of world communication.

The formation of digital literacy among students in teaching a foreign language is very significant, as it prepares students for life in a new world, where new knowledge and professions appear, where the main role is played by the ability to master modern technologies, which become an important part of the life of any person.

In conclusion, we can say that the formation of digital literacy in the context of teaching English implements many goals and objectives in teaching, because it increases the motivation of students, forms communicative and intercultural competence, and makes it possible to apply the acquired knowledge in everyday life. Digital literacy does not require teachers to become experts, but it does require them to understand digital tools that can unlock their deeper pedagogical potential and shape them in students [7].

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