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DEVELOPING STUDENTS' DIGITAL COMPETENCE IN TEACHING FOREIGN LANGUAGES

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| Article history: | | Abstract: |
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| Received: Accepted: Published: | 1 st March 2023 3 rd April 2023 6 th May 2023 | Today, education aims not so much at obtaining new knowledge, but at mastering the competencies necessary in the life of each individual. Lifelong Learning is the continuous acquisition of new knowledge, skills and abilities through training courses, additional education programs, etc., and gaining experience from life itself. This article discusses the concept of digital competence in teaching English as foreign language and its components in accordance with the European Qualification Framework. |
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Keywords: Information and communication competence, lifelong learning, European Qualification Framework, foreign language.

INTRODUCTION

The concept of digital competence appeared because of the work of the European Commission on Education and Training. Digital literacy consists of the ability to access digital media and ICT, to understand and critically evaluate different aspects of digital media and media contents and to communicate effectively in a variety of contexts. Digital competence, as defined in the EC Recommendation on Key Competences (EC, 2006) involves the confident and critical use of ICT for employment, self-development learning, and participation in society. This broad definition of digital competence provides the necessary context (i.e. the knowledge, skills and attitudes) for working, living and learning in the knowledge society.

MATERIALS AND METHODS

Eight key competencies were identified that are necessary for personal professional growth and self-development:

- 1) the ability to communicate in their native language;
- 2) the ability to communicate in a foreign language;

3) competencies in the field of mathematics, science and technology;

- 4) information and communication competence;
- 5) ability to learn;
- 6) competences of social interaction and civil capacity;
- 7) competencies of entrepreneurship;

8) the ability for cultural self-determination and self-expression [1].

Digital competence is understood as an integrative characteristic of the personal qualities of an individual capable of ... through the prism of his professional activity based on the capabilities of modern technical means. in a single world community, it is correct to build business communication in accordance with the language used and creatively reproduce and model new objects and processes of the global information space. In accordance with the European Qualification information and communication Framework, competence (digital competence) is the confident, conscious and creative use of information technologies for study, work, leisure and social activity. Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

Essential knowledge, skills and attitudes related to this competence:

KNOWLEDGE

Individuals should understand how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks. They should understand the general principles, mechanisms and logic underlying evolving digital technologies and know the basic function and use of different devices, software, and networks. Individuals should take a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the legal and ethical principles involved in engaging with digital technologies.



SKILLS

Individuals should be able to use digital technologies to support their active citizenship and social inclusion, collaboration with others, and creativity towards personal, social or commercial goals. Skills include the ability to use, access, filter, evaluate, create, program and share digital content. Individuals should be able to manage and protect information, content, data, and digital identities, as well as recognise and effectively engage with software, devices, artificial intelligence or robots.

ATTITUDES

Engagement with digital technologies and content requires a reflective and critical, yet curious, openminded and forward-looking attitude to their evolution. It also requires an ethical, safe and responsible approach to the use of these tools.

The following components are distinguished in the competence structure: information literacy (information and data literacy); communication and collaboration (communication and collaboration); creation of digital content (digital content creation); information security (safety); problem solving. Each component is aimed at obtaining certain knowledge, skills and abilities (Figure 1).



Figure 1: Key Components of Digital Competence in accordance of ECQ.

- 1. Information and data literacy: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.
- 2. Communication and collaboration: To interact, communicate and collaborate through digital

technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital presence, identity and reputation.

- **3. Digital content creation**: To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.
- 4. Safety: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
- 5. Problem solving: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

With this approach, knowledge is seen as an understanding of the role, the very nature and possibilities of information and communication technologies in all areas of application, for example, in training or in the labor market. Skills include the ability to systematically search for, collect, process and use information. At the same time, the formation of skills is assessed in terms of the use of digital tools for the production, presentation and understanding of the complex information received and the ability to work with Internet search services. Position (attitudes) is defined as a critical and reflective attitude to the available information and responsible use of interactive resources. A necessary component of media competence is involvement in interactive and networked communities for cultural, social and/or professional interaction.

RESULTS AND DISCUSSIONS

When developing information and communication competence, the areas of application and assessment of its formation were determined. One of the tools was a self-assessment grid, which can be used to assess one's own level of competence and determine the ways of self-development in this direction. A qualification framework (a framework) has been developed as a tool for application in professional and other areas of life. developers distinauish three levels The of of possession/formation information and communication competence:

Basic (basic user /A - Foundation), Medium (independent user / B - Intermediate)



Advanced (proficient user / C - Advanced)

The component "information literacy" is of particular importance in the process of training specialists in higher education. Students use the whole range of Internet resources to prepare for practical, seminars, colloquia, project assignments, etc. The quality of their work and mark depend on how a student knows how to work with information.

In the process of teaching a foreign language at university, we have trained undergraduate students to use of foreign language online resources. In this process, they will develop and improve not only language, but also information and communication competence. The structure in accordance with the requirements of the working program consists of a resume (CV), translation of articles from authentic sources and presentation. At all stages of work on the portfolio, students developed and improved their skills in information and communication competence. Translation of articles from authentic sources required students to work with online dictionaries, Internet search services, websites of foreign universities and scientific journals. Articles for scientific translation are up-to-date authentic researches of scientists from all over the world, which are in open access (Open Access), on the topic of undergraduate research. It is noteworthy that students with a higher level of language training were able to select the material better and in a shorter time.

They could use various strategies to search for information on the Internet, analyzed the information received in terms of its validity and reliability, and used various methods and tools to organize and store files and information. The ability to interact and collaborate through digital technologies and to be involved in social activity through digital technologies were developed at a basic level.

CONCLUSION

To conclude, the experience of using with information resources in foreign language classes with students has shown that achieving the maximum degree of knowledge of information and communication competence of a future specialist is possible only with systematic work on all components of competence. Without information literacy and knowledge of the laws of information security, communication and interaction, it is difficult today to create adequate digital content and solve technological problems.

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