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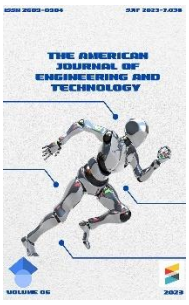

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Research Article

DIGITAL COMPETENCES: CONCEPT, TYPES, ASSESSMENT AND DEVELOPMENT

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Shakhlo F. Davronova
Phd, Associate Professor Asian International University, Uzbekistan

ABSTRACT

In the article, the authors define the concept of "digital competencies", classify them by type, describe possible assessment methods, and also propose measures aimed at both developing the digital competencies of their own personnel and developing the necessary digital competencies of future specialists. The implementation of the proposed measures will allow employers to provide themselves with the necessary personnel and thus speed up the process of digital transformation of business and digitalization of the economy.

KEYWORDS

Information culture, digital culture, higher education institution, self-realization, self-education and self-development, information educational environment.

INTRODUCTION

The transition to a digital economy based on information and communication technologies and the predominant use of information technologies in all spheres of the economy presupposes not only the massive use of digital technologies in the internal and external activities of organizations, but also the presence of professional and market knowledge, a creative and innovative approach to work.

Digitalization of the economy largely determines the structural changes of society. The digitalization of society can be evidenced both by the country's position in international rankings and by individual indicators characterizing the development of society.

The issues of developing the digital skills of society and the digital competencies of personnel have also become particularly relevant in the context of the pandemic spread of COVID-19 and the new normal, one of the key characteristics of which is the digitalization of all areas of socio-economic activity. The massive transition to a remote form of work for organizations,

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as well as the transition of a number of types of businesses to an online format, required company employees to develop a fairly high level of digital competencies and quickly adapt to new working conditions.

The purpose of the study is to analyze the level of digital skills in modern society, to define the concept of digital competencies, their classification and assessment methods, as well as to develop recommendations for employers on the formation and implementation of activities aimed at developing digital competencies.

The research hypothesis is that the rapid development of information and communication technologies and their implementation in all spheres of society and the economy determine the availability of digital skills in society and changes in the labor market requirements for specialists in terms of digital competencies, which requires employers to develop and implement measures aimed both at improving the digital competencies of our own personnel and at developing the digital competencies of future specialists.

When conducting the research, such methods of scientific knowledge as analysis and synthesis, comparative method using graphical tools, classification, grouping, etc. were used.

Digital competencies should be understood as knowledge and skills that allow, in the context of digitalization of the economy and social sphere, to use information and communication technologies to solve problems or achieve the required result.

Since performing different tasks in the economy and social sphere requires different digital competencies from the position of proficiency in one or another information and communication technology, it is advisable to classify digital competencies into basic and special digital competencies.

Basic digital competencies. This group of competencies defines the knowledge and skills of using basic information and communication technologies to solve problems in the social sphere and in work activities that do not require knowledge in the field of professional activity. Broadly speaking, basic digital competencies determine a person's level of digital literacy.

It is also worth noting that the acquisition of basic digital competencies occurs throughout a person's life and does not require professional training.

Special digital competencies. This group of competencies defines the knowledge and skills of using information and communication technologies to solve problems in work in combination with knowledge in the field of professional activity. Typically, acquiring specific digital competencies requires vocational training, such as writing software using programming languages.

Special digital competencies are very closely related to professional competencies, often replacing each other or having a close connection. A distinctive feature of special digital competencies from professional ones is the presence of information and communication technology at their basis. In the Guidelines for the digital transformation of state corporations and companies with state participation, digital refers to technologies belonging to such groups as big data and advanced analytics, artificial intelligence, augmented and virtual reality technologies, robotics, unmanned vehicles and drones, new production technologies , cloud technologies, etc. These technologies are aimed at digital transformation of business; their application will require the appropriate competencies of the organization's personnel.

Assessing the level of development of digital competencies as part of a business assessment can be carried out both when hiring an employee for a vacant position and during his work activity. In this case, the assessment can be carried out either by the employer himself, which requires the development of assessment tools (for example, testing), or by involving an organization specializing in such assessment. At the same time, the assessment is

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carried out not only for digital competencies, but for all groups of competencies included in the profile (usually professional, personal, managerial, corporate and digital competencies are distinguished).

In addition to the above options for assessing digital competencies, within the framework of the "Personnel for the Digital Economy" project, there is the possibility of an independent assessment of the competencies of the digital economy, which is implemented through online testing and assesses the following basic (key) digital competencies:

- digital devices and networks;

- digital security;

- communication and cooperation;

- working with information and digital content;

- digital personality.

CONCLUSION

At the initial stage of introducing digital competencies into personnel competency models, a system of independent assessment of digital economy competencies will make it possible to assess the level of basic digital literacy of personnel and determine possible areas for training and development of personnel in this area. In the future, it is advisable to expand the list of assessed digital competencies within the framework of those business assessment tools for personnel that are used in the organization.

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