

RESEARCH ARTICLE

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# DIGITAL LITERACY IN MODERN EDUCATION

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## Abstract

This article examines the important role of digital literacy in contemporary educational systems. It highlights the importance of equipping students with the skills to effectively navigate and utilize digital technologies, which are increasingly integral to both personal and professional spheres. The article discusses various components of digital literacy, such as critical thinking, online communication, and information evaluation. It also addresses the challenges educators face in integrating digital literacy into curricula, including the digital divide and the need for teacher training. By underlining successful strategies and potential solutions for developing digital literacy presented by experts around the world, the article calls for necessity of digital literacy in education, aiming to prepare students for a rapidly evolving digital future.

**Keywords** Digital education, digital literacy, technical literacy, media literacy, emotional literacy, digital consumption, digital technologies, digital skills.

## INTRODUCTION

In modern society, informatization is becoming a leading element development, and computer literacy is one of the components of a highly professional personality, therefore, the requirements for the education system are also changing. The concept of "digital education" is considered from the point of view of B.S. Gershunsky, highlighting four aspects of the meaningful interpretation of education: education as a value (state, public, personal), education as a system (an interconnected set of objects with certain properties: flexibility, dynamism, variability, adaptability, stability, continuity, integrity), education as a process (movement from goals to results, subject-object and subject-subject interactions of the teacher and students and students with each other in certain conditions. [1]

Digital literacy is the knowledge and ability of a person to use information technology in everyday

life and production activities, it is the search and conscious perception of information, it is the ability to analyze and protect against the risks of the digital environment. Currently, three types of digital literacy have been identified: technical literacy, media literacy, emotional literacy. The main objectives of digital literacy as an effective system of professionalization of education: improving the quality of training of specialists in the context of modern information technologies; application of active learning methods, development of creative thinking; integration of various types of educational activities (teaching, research, etc.); individualization of learning.

All students have basic skills in working with information (searching the Internet, transmitting information, etc.), freely use their gadgets in everyday life (VKontakte, Facebook, Twitter, Instagram, Telegram and other opportunities for information dissemination networks), but they

difficulties arise in using digital technologies in the educational process, that is, the student does not know how to work with information, does not know how to select the necessary information. Therefore, there is a need to train students in digital literacy. Old teaching methods (abstracts, standard assignments, simple tests) are no longer effective. At the present stage of development of education, the task of the teacher is to teach the student: to search for information in the direction that corresponds to the problem being studied; cut off unnecessary information and information resources, for which the teacher provides the student with keywords; study the glossary on the topic in question.

After studying special literature, we may point out some problems connected with developing learners' digital literacy in education:

- outdated curriculum where there are no subjects and time for developing learners' digital literacy;
- the etiquette of conducting online meetings and lectures is not defined;
- physical implications such as headaches/migraines, eye strain during online classes or using digital tools for a long period of time;
- a lack of methodical instructions as significant barriers to developing digital literacy;
- digital technologies are changing so rapidly and no specialists for applying them in academic courses;
- a lack of understanding of the potential benefits or fear of the unknown to implement digital tools;
- fear of the subject teachers to use new technologies, so called technophobia which can result in a lack of confidence which may hinder progress;

- no adequate educational policy for applying digital tools in the classrooms.

This research is for finding solutions for some of above restrictions it is more for understanding the way of developing digital literacy it has a sense to identify its components. Digital literacy is a set of knowledge and skills that are required for safe and effective use of digital technologies and Internet resources. Includes: digital consumption; digital competencies; digital security. [2] Digital consumption – the use of Internet services for work and life. Includes: fixed Internet, mobile Internet, digital devices, online media, news, social networks, public services, telemedicine, cloud technologies.

Nowadays in the works of scholars it's possible to face to terms "digital literacy, information literacy" we agree that "they do so as common areas of concern and endeavor, not as competing." [3] Several scholars and researchers have explored the challenges and issues related to developing digital literacy among learners. Some prominent contributors to this area of study include: Douglas Kellner: Known for his work on media literacy and digital culture, Kellner has extensively researched the impact of digital media on education and society. It is a mistake to advance an either/or logic of print literacy versus computer literacy, or to privilege books over new media, for both can enhance education and life and require different literacies. [4] Henry Jenkins: A key figure in the field of media studies, Jenkins has focused on digital literacy, participatory culture, and the intersection of technology and education. Fostering such social skills and cultural competencies requires a more systemic approach to media education. "Everyone involved in preparing young people to go out into the world has contributions to make in helping students acquire the skills they need to become full participants in our society. Schools, afterschool

programs, and parents have distinctive roles to play as they do what they can in their own spaces to encourage and nurture these skills.” [5] Sonia Livingstone: A leading expert on children's and young people's digital literacy, Livingstone has addressed issues such as online safety, privacy, and digital skill development. “...despite their facility with and enthusiasm for all things digital, children have less critical understanding of present and future risks to their wellbeing posed by the use of the digital environment than many adults.” [6] Renee Hobbs: Recognized for her research on digital and media literacy, Hobbs has explored educational approaches to teaching critical thinking and communication in a digital age. A major challenge of media literacy education in higher education will be to create truly interdisciplinary training for the next generation of educators, scholars, researchers and advocates. It's no longer enough to major in communication or education or media studies or media psychology or public health or information studies. [7] Aniskina A.P.: Known for her research in media education and digital literacy. She has studied the impact of digital media on young learners. Aniskina pointed out crucial educational problem “ .... undeveloped methodological conditions and technologies for developing students' information literacy in the process of specialized biology education.” [8]

These scholars, only few among others, have made significant contributions to understanding the challenges and opportunities in developing digital literacy among learners.

Digital literacy plays a crucial role in global education by empowering students to understand, use, and evaluate technology effectively. It helps students develop skills to search and evaluate information online, comprehend the risks and benefits of technology, and fosters creativity and problem-solving. Furthermore, digital literacy can

bridge the access gap to information and ensure that students are poised for success in an increasingly digital society.

Digital literacy refers to the ability to use, understand, and critically evaluate information and communication technologies. It involves having the skills to effectively find, evaluate, create, and communicate information in a digital context. This includes understanding how to use digital tools, navigate online spaces, critically evaluate information from digital sources, and utilize technology for communication and problem-solving. Digital literacy is essential for participating fully in the digital society and economy. ICTs have brought into human life the opportunity to receive information from any Internet platform, use them for learning, create websites, shoot reports, videos, post them on the Internet, and also, they have turned people into inert consumers. The use of digital technologies makes it possible to reduce costs by automating activities and improving the flow of information in the organization, responding more quickly to customer needs and establishing closer connections with them, saving time, etc..

Examples of digital literacy include:

- Basic Computer Skills: Understanding how to use a computer, including operating systems, file management, and software applications.
- Internet Navigation: Knowing how to browse the internet, use search engines effectively, and evaluate the credibility of online sources.
- Communication Skills: Being able to communicate through email, messaging apps, and social media platforms, and understanding netiquette (online etiquette).
- Cybersecurity Awareness: Understanding the basics of online safety, including the importance of strong passwords, awareness of phishing scams, and securing personal information online.

- Data Literacy: Knowing how to interpret and analyze data, understand data privacy, and make informed decisions based on data.
- Digital Content Creation: Having the ability to create and share digital content, including writing blogs, creating videos, or designing graphics.
- Critical Thinking: Developing the ability to critically evaluate digital information, assess its validity, and discern between reliable and unreliable sources.
- Coding and Programming: Understanding the basics of coding and programming languages, which allows individuals to navigate and contribute to the digital world.

These examples showcase the wide range of skills and competencies that fall under the umbrella of digital literacy, reflecting the understanding of technology and the ability to navigate and participate in the digital landscape effectively.

## CONCLUSION

In conclusion, digital literacy has become an essential component of modern education, reflecting the profound impact of technology on how we access, process, and communicate information. By integrating digital literacy into educational curricula, schools can prepare students not only to participate effectively in the workforce but also to engage as informed and responsible digital citizens. Furthermore, fostering digital literacy helps bridge the digital divide, ensuring that all students have equal opportunities to succeed in a technology-driven society. As we move forward, embracing digital literacy in education will ensure that students are empowered to harness the potential of technology, fostering innovation, critical thinking, and lifelong learning.

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