

DIGITAL COMPETENCE AND ENGLISH TEACHER PROFESSIONALISM

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Annotation. In this article were discussed digital competence of teachers and English teacher professionalism in selecting digital media for teaching English. In the article were presented results of research made in the spring term of 2022 academic year. The aim of the research is to identify attitudes towards using digital media resources and digital competence of teachers. The article is based on a survey of 74 teachers who were interviewed during the survey. The following research methods were used: content analysis of the collected data based on a survey and synthesis of the collected data to write a conclusion based on the results. The collection of information was carried out by a self-filling online survey. The method of factor analysis was used to study the respondents' responses about the attitude of teachers to the use of digital media resources in the lessons. As a result, it was revealed that teachers have a positive attitude towards using digital media resources and can confidently use and select them for utilization, which shows their digital competence and professionalism.

Key words: digital media, digital media resources, teaching English.

1. Introduction. Without the use of modern digital educational media resources, it is no longer possible to imagine an educational process that meets the requirements of the modern information society. Digital educational media resources are the most important component of all areas of activity of a modern teacher, contributing to the optimization and integration of educational and extracurricular activities [4]. Modern Internet services provide unique opportunities for structuring and visualizing information. Visualization techniques help to support cognitive activity, see previously hidden meaning, change the perspective of vision and find a new point of view, see and establish new connections between events and objects. In the context of distance learning, these services can be very useful.

One of the most important qualities that teachers need to possess in contemporary's culture is digital competence, which has gained significant relevance in the educational context. [7]

One of the most relevant and effective forms of interactive learning is the introduction of digital educational media resources into the learning process. The main principles of presenting information in the Digital Media resources are: reliability, visibility, instrumentality and interactivity [5]. In this article we discover opportunities, possibilities and the key factors teachers choose during working in order to utilize Digital Media resources in their teaching practices. The article is based on a survey and presents results and conclusions based on that.

2. **Methodology.** The article is based on a survey; 74 teachers were interviewed during the survey. The purpose of the survey is to find out the attitude of teachers to the use of digital media resources in the classroom. The questionnaire method is a very popular tool for studying the state of public opinion. Its main advantage is the convenience of analysis using methods of mathematical statistics [1]. The method of factor analysis was used to study respondents' responses about teachers' attitude to the use of digital media resources in the classroom.

3. **Research results.** During the survey, the age of the respondents was requested to determine the age categories. A large part of the respondents is the youth group of 26-30 years of 20 people (27%), the age group of 40-50 years of 14 people (18.9%), the age group of 20-25 13 people (17.6%), the same percentage of age groups of 31-35 years and over 50 years in the number of 10 people (13.5%) and between 36-40 years of 7 people (9.5%) participated in the survey. The next question was whether the use of digital media resources is an obligatory part of your teaching, to which 45 people (60.8%) answered completely agree, 25 people (33.8%) answered agree and 4 people (5.4%) noted neutrally. Which shows a positive attitude towards the use of digital media resources. In the next question, respondents had the opportunity to choose the most accurate answers when working with digital media resources. To which a large number of respondents 39 people (52.7%) noted that they are familiar with

digital media resources that help them diversify their lessons, 34 people (45.9%) chose the answer that they feel confident using digital media resources to build their lessons, 30 people (40.5%) noted that they use the most suitable digital media resources and 3 people each (4.1%) chose the options that it is difficult for them to select and select the necessary resources and they find it difficult when using digital media resources. The next question was whether they quickly adapt to changes in teaching and the use of new technologies and digital media resources. 38 respondents (51.4%) responded positively by choosing the answer option strongly agree, 32 respondents (43.2%) chose agree, which also shows a positive trend, and 4 respondents (5.4%) chose the answer option neutral. To the question whether they can choose different media resources based on their functions for their lessons with the same number of 33 people (44.6%), respondents chose positive answers strongly agree and agree, 7 respondents (9.5%) chose a neutral answer and 1 respondent (1.4%) chose the answer disagree. Which shows a positive picture regarding the choice of digital media resources, but some respondents face difficulties. For the next question, respondents were asked the question "What digital media resources do you use on a regular basis?" respondents were offered answer options where they could choose several options and were offered the following resources to choose from: Padlet, Google's G suite, Canva, Quizizz, Bamboozle, Jeopardylab, Liveworksheets.com, Busyteacher.com, SurveyMonkey and Kahoot, as well as respondents had the opportunity to offer their options. A large number of respondents 48 people (64.9%) chose Google's G suite, 45 people (60.8%) chose Kahoot, 35 people (47.3%) chose Canva and the following media resources were offered as Plickers, WordWall and Bilimland. To the next question what respondents refer to while choosing digital media resources, respondents also had the opportunity to choose several options. 51 people (68.9%) chose that they take into account the involvement and interest of students, 41 people (55.4%) ticked the cognitive nature of the media resource and 35 people (47.3%) chose the

usability. Here we can note that respondents refer more to the interest of their students when choosing suitable resources for lessons. At the final stage of the question, it was important to find out why respondents use digital media resources and platforms. To which 54 respondents (73%) chose to involve all students in the educational process, 44 respondents (59.5%) chose the option for self-development and additional tasks for students, and 22 respondents (29.7%) chose the answer for formative assessment. As a result, it can be noted that the majority of respondents have a positive attitude to the use of digital media resources in the classroom, they are free to choose the resources they need depending on the construction of the lesson and they take into account the interest of students when choosing digital media resources for their lessons. According to European Framework of Digital Competence which has main 6 areas and 22 elementary competences we can state that teachers are striving to cover all 6 areas [6].

4. Discussion. As a result of the study, it can be noted that the use of digital media resources has become an integral part of teaching and teachers view this trend positively. In most cases, they feel comfortable using resources and try to take into account the involvement of students. At the same time, it becomes fundamentally important to simultaneously increase the information culture of both students and teachers. The gap that has emerged in recent years between the ability of teachers and students to navigate in the modern media environment should either be overcome or consciously used by the teacher to improve the quality of the learning process [2]. Therefore, we can see that teachers professionally can select digital media resources for their lessons it shows the level of their professionalism in digital sphere. Most of the teachers use various types of digital media in a daily basis according to the lessons and even suggested frequently used media resources. Mostly teachers stick to positive attitude towards using resources and try to self-educate themselves in order to utilize new digital media.

Conclusion. The study showed a positive trend among teachers about the use of digital media resources, teachers know and are able to choose the right resources for their lessons and consider the use of media resources an integral part of teaching. Depending on the content of the lesson, teachers choose suitable digital media resources, as well as choose additional materials for independent work.

Teachers noted that they quickly adapt to new technologies in order to apply them in their lessons. Even though teachers are considered as digital immigrants hence to quick response to rapidly changing media world [3]. And they pay great attention to the involvement of students in the educational process with the help of digital media resources. As a result of the research, we can say that teachers are positive about the use of digital media resources in the classroom and can select it according to the task which shows their digital competence and professionalism in their field.

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