

GLOBAL SKILLS DEVELOPMENT IN ELT DIGITAL LITERACY CONTEXT

Sarieva Feruzabanu,

*2nd year master student, Foreign language and literature
Department, Nukus State Pedagogical Institute, Uzbekistan, Nukus*

Gaurieva Guljan,

*Scientific supervisor: PhD, docent, L.N. Gumilyov Eurasian
National University, Kazakhstan, Astana*

Abstract: Learners must acquire a variety of abilities in order to become digitally literate. They must be able to find and produce content using technology, as well as use it to solve issues and innovate. They must be able to successfully connect and interact online, study, work with others, and find and share new knowledge.

Keywords: social practice, critical observing and thinking, and digital literacy.

Using computers is only one aspect of digital literacy. Learners must acquire a variety of abilities in order to become digitally literate. They must be able to find and produce content using technology, as well as use it to solve issues and innovate. They must be able to successfully connect and interact online, study, work with others, and find and share new knowledge. And while doing all of this, students need to be able to identify danger, practice safe online practices, safeguard their physical and mental health, and recognize risk.

This specific concept views digital literacy as a collection of abilities, knowledge, and, to some extent, attitudes related to the use of technology and its place in society. It's important to note that the term "literacy" in this context primarily serves as a useful analogy: just as the ability to read and write is essential nowadays in most circumstances, so is the capacity to utilize digital gear and software quickly and effectively. By being linked to conventional literacy, digital literacy gets credibility and authority.[1:54]

Developing Digital Literacy skills is not only empowering and motivating in the English language classroom, but also relevant. Much of the digital content our learners will need to navigate – now and in the future – is in English. Luckily, the internet offers unlimited opportunities for English language development. Digital Literacy involves a range of skills – from using advanced search techniques, to

choosing the most appropriate means of digital collaboration. These skills can be especially challenging in a foreign or second language. But as teachers we can help learners by explicitly including Digital Literacy development in our English language lessons. [2:87]

Governments, educational institutions, and instructors frequently promote digital literacy as a crucial skill in a connected society. It is seen as a vital qualification for democratic citizenship as well as a must-have skill for employees in the information economy. It appears in several 21st century education frameworks that serve as models for national education systems (such as Partnership for 21st Century Skills) in one manner or another. Beyond the language of educational policy, however, there is ongoing debate over what digital literacy is and how it can be taught, and for many instructors, it remains a challenge. This session provides a critical review of digital literacy with a focus on its applicability to the teaching of English. The study discusses how each of the three primary "takes" on digital literacy stresses distinct elements and has various ramifications for educational implementation. I'll provide some ideas for how digital literacy may be understood and meaningfully used in English language teaching and learning as a possible next step, concentrating on a holistic perspective that includes critical reading, digital creation, and a change in our classroom's setting.[4:90]

Using blog postings as writing assignments is another excellent way to aid students in developing these abilities. In addition to assisting students in creating digital material, blogs offer fantastic chances for students to practice engaging politely and connecting with others online. Select a free blogging platform to use first, then introduce it to your students. Discuss and settle on certain "netiquette" standards for posting and leaving comments.

The list of used literatures:

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