

## PEDAGOGICAL CONDITIONS FOR THE FORMATION OF DIGITAL LITERACY OF FUTURE FOREIGN LANGUAGE TEACHERS

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*Abstract:*

This article explores the pedagogical conditions necessary for developing digital literacy among future foreign language teachers in the context of the digital transformation of education. Digitalization, as a hallmark of the modern information society, reshapes educational processes and requires both students and educators to adapt to new technological realities. The study highlights the role of open educational resources, digital tools, and virtual learning environments in enhancing the quality of higher education. Emphasis is placed on redefining teacher training to include digital competencies such as information literacy, critical thinking, and the use of digital platforms for instruction. The article identifies theoretical foundations, key conceptual frameworks, and practical strategies for integrating digital literacy into teacher education programs. It also addresses the levels of digital literacy development and the need for personalized, flexible, and innovation-oriented approaches to learning. Ultimately, the study underscores the importance of equipping future educators with digital skills to navigate the demands of a rapidly evolving digital world and contribute effectively to the education system.

*Key words:* Digital literacy; foreign language teacher education; digital transformation; open educational resources; educational technologies; information literacy; virtual learning environments; digital pedagogy; teacher training; personalized learning.

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Digitalization as a process is a distinctive feature of the information society, affecting all aspects of human life. This is especially true for education and self-education. The need to improve the quality of education and use new educational technologies has become a source of using new resources to improve the educational process and obtain high-quality information. Such a source is open educational resources that meet the needs of humanity for proven and high-quality information. Today, open educational resources are considered as educational and scientific information sources that are placed in the public domain and give the right to use them free of charge. The main goals of this phenomenon are to open access to education to as many people as possible, as well as to change the face of the current education system. The relevance of this work is due to the insufficient study of this phenomenon, on the one hand, and the use of digital technologies in the educational process of higher education institutions, on the other. Creating a digital model of the educational environment:

- ensures access to digital educational infrastructure and content for students and teachers;
- allows to automate and increase the efficiency of organizational and management processes in educational organizations.

Innovations are introduced into various spheres of human activity, which, on the one hand, directs people to constant development, improve their knowledge, skills, qualifications, master new types of activities in related sectors of the economy. On the other hand, everyday work is increasingly being transferred to machines and requires a person to be creative, ready to cooperate with colleagues in finding new solutions, especially important is the ability to critically evaluate the information presented, etc. [1]. E.A. Kashina says: "The requirements for students' abilities have changed, because it is necessary not only to read, write and consider, but also to be able to organize data resources, work productively in cooperation, collect, evaluate and use information" [2]. Thus, we can speak about the need for information culture of modern man as an element of general human culture and a prerequisite for comfortable living in society, and its formation is one of the important tasks of the education system. It required adaptation to changing conditions and requirements. Until recently, we have been talking about the informatization of education. This term is interpreted as a set of measures to transform pedagogical processes based on the introduction of information products, tools and technologies into teaching and learning [3]

Based on these ideas, we can talk about the completion of the informatization period. Educational institutions at all levels are equipped with computer technology, teachers have undergone advanced training

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resources. Virtual reality technologies create the possibility of using digital simulators that are not tied to one workplace, which expands the range of technologies under study. Mobile learning technologies allow you to study anytime, anywhere. Today, information and knowledge are the basis of economic progress, and traditional concepts and models are not applicable to them. L.V. Shmelkova emphasizes that the most important feature of a person adequate to the digital economy is the possession of digital technologies by a person, their use in professional activities [11].

In general, the use of open educational space involves the work of students with digital educational resources in the educational process of the university, the use of computer technologies in the educational process, modeling of processes, the use of electronic textbooks, interactive tools, and effective work. It is necessary to improve education using the Internet, cloud and mobile learning tools. In short, the use of digital resources in the learning process is very effective in creating a pedagogical and psychological environment that will allow the future generation to receive comprehensive education, develop entrepreneurial, competent, creative, creative, and free [13]

The concept of "digital literacy" as a tool for information activity has gone beyond the ability to use a computer and has been considered in a number of concepts related to technological literacy: computer and ICT literacy. Digital literacy serves as a catalyst for development, as it contributes to the self-education of a citizen of the information society, a consumer of electronic services, and the acquisition of other important life skills.

Digital literacy is considered a framework that combines important groups of skills. Computer literacy includes both user and special technical skills in the field of computers.

Information literacy is the ability to formulate the need for information, request, search, select, evaluate information and interpret it in any form. Let us mention two very important characteristics of this definition:

1. The ability to formulate information needs. In the language of modern pedagogical technology, this is called determining the boundaries of knowledge or ignorance. This is not a statement of need, but only an understanding that new information is needed at this particular stage.

2. The ability to interpret information. Not only to master and record the material, but also to draw conclusions from it, to clearly formulate the meaningful results of the search and present them in the form of a new information product. We can say that information literacy is a "technology" of teaching. It consists of the following abilities of a person:

- to understand the personal need for information to solve a problem;
- to develop a search strategy by asking meaningful questions;
- to find information appropriate to the topic;
- to assess the relevance of the information found, to sort it, systematize it, and analyze it;
- to assess the quality, accuracy, authority, and veracity of the information;
- to form one's own attitude to this information;
- to present one's own point of view, new knowledge and understanding, or a solution to the problem to the audience or oneself;
- to understand that the use of information literacy skills in the process of solving a problem (or educational task) can be extended to all spheres of human life [14].

Levels of content indicators of a person's information literacy:

1. High level: to feel the importance of information for solving any problem; to develop a strategy for finding information; to be able to find information independently; evaluate, analyze, sort information; form their own view of this information; be able to convey their own view to the audience; be able to process information software.

2. Average level: cannot fully understand the importance of information for solving any problem; develop an information search strategy; find information with partial help from the teacher according to the tips; are not fully able to evaluate, analyze, sort information and form their own view of this information; have difficulty conveying their own view to the audience; process information software with difficulty.

3. Low level: does not understand the importance of information for solving any problem; cannot develop an information search strategy; find information only according to the detailed instructions of the teacher; do not know how to evaluate, analyze, sort information and form their own view of this information; hardly shows their own view to the audience; process information programmatically using detailed instruction cards.

Today, additional education for children is considered an important component of education, which is socially in demand and requires constant attention and support from society and the state as education that combines upbringing, training and development of the child's personality. Additional education, based on its

specifics, organically combines various types of leisure activities. Here, information technologies are in demand and relevant. Let's consider their application in various areas of additional education [15].

According to the analysis of modern research in the field of digitalization of education, the stage of digitalization follows the computerization of education. In our country, the stage of formation and improvement of infrastructure has been successfully completed, and the digitalization of modern education should be carried out, first of all, by motivating and training teachers to use it effectively.

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