



DEVELOPING AUDIENCE SKILLS IN USING DIGITAL TECHNOLOGIES

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Annotation

This article discusses the issue of assessing the level of digital literacy in the development of listeners skills in the use of digital technologies in the process of professional development.

Keywords: digitalization, digital technologies, information literacy, media literacy, communication literacy

Аннотация

Ушбу мақолада малака ошириш жараёнида тингловчиларнинг рақамли технологиялардан фойдаланиш кўникмаларини ривожлантиришда рақамли саводхонлик даражасини баҳолаш масаласи қаралган

Таянч сўзлар: рақамлаштириш, рақамли технологиялар, ахборот саводхонлиги, медиасаводхонлик, коммуникатив саводхонлик.

Аннотация

В данной статье рассматривается вопрос оценки уровня цифровой грамотности в развитии умений слушателей по использованию цифровых технологий в процессе повышения квалификации.

Ключевые слова: цифровизация, цифровые технологии, информационная грамотность, медиаграмотность, коммуникативная грамотность

Introduction

Nowadays, it is difficult to imagine our life without digital technologies. The application of them in human life activities, including education, is driving the rapid changes and developments in all spheres. In order to develop digital skills in all strata of the population, certain activities are defined in "Digital Uzbekistan-2030" strategy approved by Decree 6079 of the President of the Republic of Uzbekistan dated October 5, 2020 "On approval of the "Digital Uzbekistan-2030" strategy and measures for its effective implementation"[1].

The widespread introduction of digital technologies into the educational system and ensuring the effectiveness of education through its effective use requires that the pedagogues working in this system also have the skills to use digital technologies.



From this, the issue of forming the skills of effective use of digital technologies in the process of improving the qualifications of pedagogues-employees of general education schools is considered urgent.

Problem Statement

In order to implement the tasks set in the "Digital Uzbekistan-2030" strategy as well as in the process of professional training, there is a need to assess the level of digital literacy of the listeners to form their digital skills. For this, it is necessary to pay attention to the following abilities of the listeners:

- information literacy;
- computer literacy;
- media literacy;
- communicative literacy;
- positive attitude to innovations.

These abilities or indicators in the listeners are evaluated according to each of the following aspects: knowledge (cognitive aspect), skills (technical aspect), attitude (ethical aspect). Knowledge describes a person's theoretical ideas about the importance of information in modern society, the possibilities of digital technologies and computer hardware and software, principles of operation, etc. Skills determine a person's ability to successfully work with information in their professional activities using digital technologies. Attitudes reflect a person's attitude to ethical norms in working with information and communication technologies and how much person adheres to these rules. Thus, each component of digital literacy is evaluated in terms of the listed aspects [2,3].

Solution of the issue. It is recommended to conduct the following survey when assessing the digital literacy of listeners during their professional training:

Information Literacy:

- I have an understanding of the role of information in human life;
- I can search for information on professional activities from available resources on the Internet;
- I can distinguish between useful and useless information.

Computer Literacy:

- I have an understanding of computer devices;
- I can use the computer independently;
- I can use the computer purposefully.

Media Literacy:

- I understand the diversity of information sources, forms and channels of its distribution;
- I search for information from various sources, I can check whether it is reliable and complete;



- I can take a critical approach to news and informational messages.

Communication literacy:

- I understand the difference between digital and live communication;
- I can use modern means of communication;
- I know ethics and morals in the digital environment.

Positive attitude to technological innovation:

- I understand new digital technologies;
- I am ready to work with modern digital technologies;
- I understand that digital technological innovations are useful for the development of society.

When marking the answers, 1-"Yes" is used for the answer, 0-"No" is used for the answer.

Through the analysis of this questionnaire, it will be possible to determine and assess the level of digital literacy and ability of the audience to find information necessary for their professional activities, work with digital devices, use modern digital communication tools, the ability to study media materials (analysis and criticism), and their attitude to new technologies in their professional activities.

Based on the results of the analysis, training programs are formed that ensure the effective use of digital technologies in the professional activities of the trainees in the process of professional development.

This plays an important role in the formation of innovative pedagogical activities through the effective use of digital technologies in their professional activities.

Conclusion

Changes in the educational system associated with modern digital technologies have a rapid impact not only on the development of scientific knowledge, but also on the improvement of pedagogical and psychological knowledge in education. The educational process is a complex and unique type of management. This is a subject of pedagogical research, which involves relying on psychological and pedagogical theories of its correct conduct, teaching and upbringing. It is important to assess the digital literacy of teachers and develop their digital skills when introducing modern digital technologies to education.

This is one of the unique factors for the effective use of digital technologies in the professional activity of a modern teacher.

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