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DIGITAL COMPETENCE AS A KEY COMPETENCE OF A TEACHER IN FOREIGN LANGUAGE EDUCATION IN THE XXI CENTURY

Tashkyn E[1]. d.p.s.
Tashev Zh.N[2]., master student
[1,2]KazUIR&WL named after Ablai Khan, Almaty, Kazakhstan
e-mail:tashev.zh@mail.ru

Abstract. This study examines significance of digital competence of a teacher in foreign languageeducation. It clarifies the definitions of the concept of "Digital competence" of a foreign language teacher and, suggests the components of digital competence and, the effective use of digital educational resources in foreign language education.

Keywords: digital competence, digital educational resources, ICT, digitalization, modernization of education, informatization, digital literacy

In December 2012, in the Address of the Head of state to the peopleof the country, the Strategy and development Programs of the Republic of Kazakhstan until 2050 were presented. By this program in December 2017 the program "Digital Kazakhstan" by the Decree of Government of the Republic of Kazakhstanwas approved. In this program, the following key tasks were set: improving digital literacy in secondary, technical, vocational, and higher education.

The content of digital education is currently under scrutiny in all developed countries. The concepts of "digital didactics", "digital literacy", and "digital education" are widely discussed in professional settings [10,11,12]. Issues of application of digital educational resources in education are notedin almost all schools and the works of scientists, which will be possible to mention such as A.N. Tikhonov, V.P. Tikhomirova, E.S. Polata, I.V. Robert, R.F.Abdeyev, and many other researchers.In Kazakhstan, the conceptual basis of informatization of education in the framework of various pedagogical specialtiesare developed by scientific schools of G.K. Nurgaliyeva, S.S. Kunanbayeva, D.M. Dzhusubalieva, E.V. Artykbaeva, A.T. Chaklikova, A.I. Tazhigulova, Sh.H. Kurmanalina and others. In Western spheres, informatization of foreignlanguage education formed the basis of research by G. Dudeney, M. Pegrum, D. Boyd, D. Crystal, M. Warshauer, G. Davis, P. Brett, M. Levy, D. Healey, and others.

The term "digital literacy" was first coined by Paul Gilster in 1997. Under this term, he understood the ability to critically analyze and use information obtained through the computer in various formats from various sources. P. Gilster emphasized the importance of digital technologies and consideredthe ability to master them necessary for every person [7]. Digital literacy is the ability to safely and appropriately manage, understand, integrate, share, evaluate, create and access information through digital devices and network technologies to participate in economic and social life [6].Of great interest, from our point of view, is the classification of competencies combined under the concept "digital", proposed by a

group of British researchers at the Agency “The Consultation-E” Gavin Dudeney and Nicky hockly, as well as their 3 colleagues from the University of Western Australia Mark Pegrum in their book “Digital literacies” [4]. They believe that a set of digital competencies will help students master the “skills of the 21st century”: the ability to create and innovate, critical thinking and problem solving, autonomy and flexibility, collaboration and teamwork, and continuous learning.

Digital competence is not only the sum of user-wide and professional knowledge and skills that are represented in various models of ICT competence, information competence, but also the attitude towards effective activity and personal attitude to this activity based on a sense of responsibility. Digital competency includes not only knowledge and skills, but also other important components such us a person’s motivation for development and his responsibility as a citizen of the digital world. Diagnostics of responsibility will help to understand a person’s attitude to technology, his values and his willingness to take a civic position in the digital world [1].

Teachers all over the world are becoming increasingly aware of the benefits that the skillful use of modern information and communication technologies (ICT) provides in the field of general education. ICT help solve problems wherever knowledge and communication are essential [3].Krumsvik provides a definition of digital competence specifically for teachers: “Digital competence is the teacher’s ability to use ICT with a good pedagogical-didactic ICT understanding and to be aware of how this might impact the learning strategies and educational formation of pupils” [3].Thus, the term “ICT competence” includes the ability to effectively use electronic resources for personal and educational purposes, and the term “digital competence” implies a more complex set of skills and abilities, where a person not only consumes information, but also creates it, as well as understands the mechanisms of functioning of the digital environment.Use of ICT in the classroom puts forward major challenges related to classroom management that must be included in an expanded understanding of teachers’ digital competence [2].

Digital competence should include knowledge, skills and abilities that enable adults and children to use the Internet safely and critically [1]. Effective use of all the possibilities of digital resources for learning and self-education is possible only in combination with the desire to minimize the risks that new technologies can carry.

Poldoja, Valjataga, Tammets and Laanpere offer a model aimed at teachers’ digital competence development. Their model consists of five core areas of professional digital competence: a) prepare and inspire students in a digital environment, b) design and develop learning experiences and a learning environment, c) model and design work environments, d) promote and model digital democracy and accountability, and e) participate in professional development[2].School teachers are more competent to share information with colleagues from other schools using digital technologies, to improve their own skills through online learning, to use digital technologies consciously and safely in the educational process, as well as to take a more caring attitude towards their students, which is manifested in identifying

the individualcharacteristics and needs of children in the educational process.The use of modern methods for assessing the personal level of digital literacy, as well as digital competencies, will allow teachers to track their own progress and buildan individual development strategy.

The correlation of the components of digital competence (knowledge, skills, motivation and responsibility) with the spheres of life (working with content, communication, consumption, technosphere) allows us to distinguishfour types of digital competence. In the study [1], they are formulated as follows:

– information and media competence – knowledge, skills, motivation and responsibility related to the search, understanding, organization, archivingof digital information and its critical understanding, as well as the creation of information objects using digital resources (text, visual, audio and video);

– communicative competence - knowledge, skills, motivation and responsibility necessary for various forms of communication (e-mail, chat rooms, blogs, forums, social networks, etc.) and for various purposes;

– technical competence – knowledge, skills, motivation and responsibility that allow you to effectively and safely use technical and software tools to solve various tasks, including the use of computer networks, cloud services, etc.;

– consumer competence – knowledge, skills, motivation and responsibility that allow you to solve various everyday tasks related to specificlife situations, involving the satisfaction of various needs, using digital devices and the Internet[2].Thus, in the model proposed by these scientists, digital competencies are individual and social skills necessary for effective interpretation, management, dissemination and creation of information in an ever-growing number of digital communication channels. Having mastered these competencies, students will be able to effectively integrate into society in the future, realize their potential in the professional sphere, become real citizens of the world, open to intercultural dialogue.

Western researchers A. Avira and Y. Eshet-Alkalai, in turn, identified5 components of digital competence:

–photovisual literacy as the ability to receive and understand information from images;

–reproductive literacy as the ability to use digital technologies to createa new product or compile existing ones for a specific purpose;

–ability to navigate in a non-linear digital space;

–information literacy as the ability to find, extract, and critically evaluate information found online or offline;

–socio-emotional literacy refers to the social and emotional aspects of being present in the digital (“online”) world, for the purpose of communication,collaboration, or information consumption [8].

Researchers E. V. Bondarevskaya, V. V. Serikov, V. A. Slastenin, I. S. Yakimanskaya and others emphasize that the use of computer technologies creates favorable conditions for the formation and development of linguistic and communication skills according to a person-oriented approach to teachinga foreign language, taking into account the personal needs and characteristics of students.Also among the advantages of using multimedia and digital technologies in the process of teaching a foreign language are linguodidactic methodologists M. N. Evstigneev,

L. V. Kudryavtseva, E. S. Polat, S. P. Sysoev, I. Khaleeva, L. A. Tsvetkova and others distinguish the following[5]:

–providing a large amount of authentic information;

–impact on all channels of perception through the use of multimedia technologies (text, graphics, sound, animation, video);

–adaptability;

–non-linearity of providing information;

–high involvement in the educational process.

In order to achieve a wider use of digital technologies in the educational process and achieve a high level, each teacher should personally strive for development, exchange of experience, and increasing implementation of modern technological achievements in educational activities.Raising awareness of innovations, gaining experience in using new digital technologiesand tools, involving schoolchildren and students in the practice of using digital technologies in the educational process, and sharing experience with colleagues will increase the personal level of digital competence of each teacher.

Thus, based on the above mentioned studies about the content of the concept of "Digital competence" we can conclude that this characteristic of the professional activity of a teacher can be considered from different points of view and on different grounds that complement each other.At the same time, the relevance of the formation and development of digital competenceof the teacher is still high. In this regard, it is necessary to further clarify the content of the concept under consideration, clarify the competence, study the features of the public user, general pedagogical and subject-pedagogical digitalcompetence of teachers and determine ways to implement the tasks set by thestate.

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ЦИФРЛЫҚ ҚҰЗЫРЕТТІЛІПК - XXI ҒАСЫРДАҒЫ ШЕТ ТІЛІН ОҚЫТУДАҒЫМҰҒАЛІМНІҢ НЕГІЗГІ ҚҰЗЫРЕТТІЛІГІ

Ташкын Э[1]., п. ғ. д.,
Ташев Ж.Н[2]., магистрант
[1,2]Абылай хан ат. ҚазХҚжәнеӘТУ, Алматы, Қазақстан
e-mail: tashev.zh@mail.ru

Аңдатпа. Мақалада мұғалімнің шет тілін оқытудағы "Цифрлық құзыреттілік" маңыздылығыанықталады. Онда шет тілі мұғалімінің «Цифрлық құзыреттілік» ұғымының мәні керсетіледі, цифрлық құзіреттіліктің компоненттері мен шет тілін оқытуда цифрлық ресурстарды қолданудың тиімділігі айқындалады.

Білім беру процесінде цифрлық технологияларды кеңінен қолдануға және жоғары деңгейге жету үшін әр мұғалім жеке дамуға, тәжірибе алмасуға және білімберу қызметіне заманауи технологиялық жетістіктерді көбірек енгізуге ұмтылуы керек.Инновациялар туралы хабардарлықты арттыру, жаңа цифрлық технологиялармен құралдарды пайдалану тәжірибесін алу, оқушылар мен студенттерді білім беру процесінде цифрлық технологияларды пайдалану практикасына тарту, әріптестермен тәжірибе алмасу әр мұғалімнің сандық құзіреттілігінің жеке деңгейін арттырады.

Тірек сөздер: сандық құзіреттілік, цифрлық білім беру ресурстары, АҚТ, цифрландыру, білім беруді модернизациялау, ақпараттандыру, цифрлық сауаттылық

ЦИФРОВАЯ КОМПЕТЕНТНОСТЬ КАК КЛЮЧЕВАЯ КОМПЕТЕНЦИЯ УЧИТЕЛЯ В ИНОЯЗЫЧНОМ ОБРАЗОВАНИИ В XXI ВЕКЕ

Ташкын Э[1]., д.п.н.,
Ташев Ж.Н[2]., магистрант
[1,2]КазУМОиМЯ имени Абылай хана, Алматы, Казахстан
e-mail:tashev.zh@mail.ru

Аннотация. В статье раскрывается значимость цифровых компетенции учителя в обучении иностранному языку. В ней уточняются определения понятий «Цифровая компетенция» учителя иностранного языка, предлагается компоненты цифровой

компетентности а также эффективность применения цифровых ресурсов в образовании иностранного языка.

Для того чтобы добиться более широкого использования цифровых технологий в образовательном процессе и достичь высокого уровня, каждый педагог должен лично стремиться к развитию, обмену опытом и все большему внедрению современных технологических достижений в образовательную деятельность. Повышение осведомленности об инновациях, приобретение опыта использования новых цифровых технологий и инструментов, вовлечение школьников и студентов в практику использования цифровых технологий в образовательном процессе, а обмен опытом с коллегами повысит личностный уровень цифровой компетентности каждого преподавателя.

Ключевые слова: цифровая компетентность, цифровые образовательные ресурсы, ИКТ, цифровизация, модернизация образования, информатизация, цифровая грамотность

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