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DEVELOPMENT OF DIGITAL COMPETENCE AS ONE OF THE KEY COMPETENCES OF PRIMARY EDUCATION STUDENTS

In our modern world, where technologies are constantly changing and developing, and computer systems are becoming easier to use and provide storage of large volumes of information, the problem of introducing information and communication technologies into the system of modern education is especially important.

Unfortunately, we live in times of pandemic and martial law, where the role of using information and communication technologies is quite high. In today's conditions, the formation of digital competence in younger schoolchildren will ensure, on the one hand, accessibility in education, and on the other, it will become a motivating factor for them in education. After all, as Tkachuk I.O. points out, today's students, representatives of the digital generation, no longer want to passively wait for the teacher to slowly, logically and consistently convey his knowledge to them. The new generation of children wants interactivity and multitasking, quick access to information, they like visual pictures, short videos. Children strive to learn together with others, share experiences, and implement joint projects. They appreciate things that can be immediately tried in practice and perceive dry theory, detached from modern life, much worse. Therefore, the primary school teacher's task is to organize the educational process in such a way that students are not afraid, but want to ask questions, develop their creativity and imagination, independence, and maintain cognitive activity [4].

In accordance with the requirements of the State Standard of Primary Education, one of the key competencies of junior high school students is information and communication competence, which involves mastering the basis of digital literacy for development and communication, the ability to safely and ethically use the means of information and communication competence in education and other life situations.

The purpose of the informative educational field is the formation of information and communication competence and other key competences, the ability to solve problems using digital devices, information and communication technologies and critical thinking for development, creative self-expression, personal and public well-being, skills of safe and ethical activity in information society [2].

Aspects of the formation of digital competence of younger schoolchildren were studied by such scientists as E. Buslaeva, O.Kuzminska, V. Pleshakov, G.Soldatova, O.Spirina, D.Ricken, D.Bukantate, D.Belshaw and others. However, the peculiarities of the modern educational process determine the need for clarification of the studied phenomenon. The relevance of this issue determined the choice of the topic of our publication .

The purpose of the article is to analyze the peculiarities of the formation of digital competence in younger schoolchildren.

Competence is the ability to solve problems not only with the help of having ready-made information, but also with the intensive participation of the mind, experience and creative abilities of students. Based on this, we will define information and digital competence as a set of knowledge, abilities and skills that are necessary for the use of information and communication technologies and digital media for the purpose of effective, critical and creative education of students.

In the modern educational process, information and digital competence involves: critical application of information and communication technologies (ICT) for creating, searching, processing, and exchanging information; information and media literacy, digital skills characterizing the ability of students to use modern information technologies in practice; safety skills for working with Internet resources.

The formation of the digital competence of education seekers is one of the main directions of the education process in today's conditions, dictated by the needs of modern society, in which the main driver of progress is the individual development of the personality. We believe that the acquisition of digital competence will allow students to be successful in the modern information space in the future, operate and manage information, make decisions quickly, adapt to the needs of the labor market (form basic life competencies).

According to D.Belshaw, there is no single strategy for digital behavior, no single digital literacy (digital competence). All these norms vary depending on cultural circumstances, on social contexts and even on the age of the user. Researchers distinguish eight elements of digital competence: cultural (how to behave), cognitive (how to communicate), confidential (how to behave), creative (how to create), critical (how to evaluate), civil (how to participate) [5].

Today's children start using mobile gadgets and computers at a fairly early age, usually just to play games. Yes, we consider it expedient to form in them the concept of the correct concept of using computers and mobile gadgets for the purpose of education. Using IR tools is a combination of fun and learning for children. Taking into account the age characteristics of younger schoolchildren, familiarization with ICT should begin precisely from primary school, gradually forming an informationally experienced personality in the future. After all, it is at this age that the development of such psychological processes as thinking, imagination, memory, etc. takes place.

Having analyzed the relevant literature and the experience of teachers, we can note that the formation of digital competence of education seekers is facilitated by the use of modern information technologies by the teacher in primary school: various educational platforms: Moodle, LearningApps, GoogleMeet, GoogleClass and others; programs for creating your own interactive exercises: Hot Potatoes, Quizlet, Kahoot, MesEnglish; programs for creating multimedia presentations: PowerPoint, Google Slides, Prezi, Emaze, Voki and many other interesting, useful programs and applications. This, in turn, contributes to a more active and conscious assimilation of educational material from educational subjects by students; creates a positive emotional attitude of students to the activity; activates the formation of logical, creative thinking; stimulates the interest of younger students in educational activities.

Therefore, in the era of global informatization, it is quite important to have information and digital literacy, knowledge, abilities and skills and successfully apply them in practice for one's needs and the needs of society. So, we believe that one of the most important tasks before the teacher of junior grades is the formation of digital competence, as one of the key competences needed by the young generation in the modern information and digital environment.

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