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Issue Article

Sevara Toxirjon qizi Shakirova
Tashkent State University of Uzbek Language and Literature
1st course Master's degree student in the specialty Uzbek Language and Literature,
Republic of Uzbekistan
sevara.inboxx@gmail.com

APPROACHES TO ENHANCE FUTURE UZBEK LANGUAGE TEACHERS' DIGITAL LITERACY

Abstract: *Digitization is entering every aspect of our life. Education is no exception. Digitization of education has become a hot topic now. The article provides information on the development of digital literacy of future native language teachers. In terms of how to improve the digital literacy of teachers, as well as the implementation of foreign platforms and programs for the development of digital literacy, as well as the creation of methodologies for the development of digital literacy in our own country.*

Key words: *digitization, digital literacy, digital competence, innovative activity, modern technologies.*
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Introduction

In the world, digital technologies and digital educational resources are used to improve the methods of providing quality education, improving learning and evaluating the results of learning. In the world experience, the process of training, retraining and upgrading of pedagogic personnel is considered as an urgent problem in the process of cooperative education, organization of education based on a systematic approach, expansion of modern technological knowledge of pedagogic personnel, formation and development of design activities based on information technologies, and development of digital literacy.

A mother tongue capable of successfully operating in alternative forms of education in the conditions of the new Renaissance pedagogy, increasing digital literacy in our republic, effective organization of a continuous education system on issues of digitalization of the higher education system, wide introduction of digital technologies in higher pedagogical education special attention is paid to the training of teachers, the development of their active reading and learning, creative, critical, cooperative activity and digital competence. "Determining the priority directions of the systematic reform of higher education, raising the process of training highly qualified personnel with modern knowledge and high moral and ethical qualities, who think independently, to a new level in terms of quality, modernization of higher education, progress or development of the social sphere and economic sectors based on educational technologies" is a priority.

Currently, the Republic of Uzbekistan is paying special attention to the training of highly qualified personnel, improving the quality of education, and strengthening the material and technical base of higher education institutions. For the successful implementation of reforms, it is necessary not only to focus on the young generation, but also to take into account digital literacy. Formation of digital literacy of future teachers and their development is of particular importance today. President of the Republic of Uzbekistan Sh. As M. Mirziyoyev noted, "...in order to achieve progress, we need to acquire digital knowledge and modern information technologies. This allows you to choose the shortest way to climb. In fact, information technologies are entering all fields in the world today."

However, a pressing problem in education is that many teachers lack digital literacy. This is very important in the rapid development of the education system. In order to implement these tasks, the President of our Republic No.

PF-134 dated May 11, 2022 "On approval of the national program for the development of public education in 2022-2026", approval of the "Digital Uzbekistan-2030" strategy and its effective implementation. special attention is paid to the introduction of modern information and communication technologies and innovative projects in the sphere of our nation, improvement of the teaching methodology, gradual introduction and implementation of the principles of individualization of the educational process.

Also, in the process of reforming the content of education and raising it to a new level of quality, improving the methodology of teaching the mother tongue has become an urgent issue in our country, the concept of teaching the subject of the mother tongue, the National Curriculum has been developed, and the new generation of "Mother Tongue" textbooks is communicative and cognitive-pragmatic. started to be created based on approaches. Today, "fundamental improvement of the quality of teaching the Uzbek language and literature at all levels of the educational system and the training of highly qualified personnel in this field", improving the content and methods of education that ensure the creation of creative text, developing a system of rules, exercises and types of work on the structure of the text , has expanded the possibilities of special research on the appropriate use of today's "Mother Tongue" textbooks, the formation of students' speech competence and creative thinking at the required level.

Although scientific research related to the problem of developing digital literacy has been conducted by representatives of various fields, a special study on the development of digital literacy of future native language teachers has not been carried out. This made it necessary to carry out scientific research on improving the digital literacy of future teachers and improving their digital skills.

Digital literacy is an individual's ability to find, evaluate, and communicate information using writing or digital media platforms. It is a combination of technical and cognitive skills in using information and communication technologies to create, evaluate and share information.

Digital literacy has been researched as the ability to confidently, creatively and critically identify and use technology to find solutions to the demands and challenges of learning and working in a digital society [1].

The theoretical foundations of digitization of education by scientists of our country about the possibilities and importance of digitization of higher education [2], on digitization in the education system of our country and the existing possibilities of teaching and learning in the digital world [3], Concepts of digitization of education, content and essence [4], Basic principles and pedagogical possibilities of digitization of education in Uzbekistan [5] have been studied.

A number of scientific studies on digital literacy have been conducted by scientists of the CIS countries, most of them on the formation of digital competence of students in the process of interdisciplinary integration in the conditions of digitization of education [6], pedagogical aspects of the development of digital literacy of students in higher education institutions [7], development of professional qualities of teachers and future specialists working in educational institutions [8], increasing readiness to use smart technologies in the educational process [9], integration of digital literacy development models and state programs, and digital literacy and individual education of artificial intelligence systems dedicated [10].

Research has been carried out on systematic analysis of digital literacy by foreign scholars [11], digital literacy in education: from local to global [12], development of digital literacy in higher education: advantages [13], challenges and implications, digital literacy in education: the Australian experience [14].

In our republic, in the system of professional development, scientific and methodological bases have been developed for the improvement of technologies for the development of professional training of native language and literature teachers [15], as well as for the topic of designing the creative activity of students in native language education [16].

Paul Gilster in his scientific resource defines digital literacy as the ability to use modern technologies. According to him, digital literacy includes not only technical skills, but also the critical analysis and appropriate application of information [17].

Jenkins, Clinton, Purushotma, Robinson, and Weigel note in their research that digital competence includes the ability to collaborate in society, manage information flows, and be effective in interactions [18].

Also, Eshet-Alkalai considers digital competence to be a multi-level concept. It combines digital literacy with technical skills, data management, visual and communicative literacy [19].

If we give our author's definition to the concept of digital literacy through the analysis of scientific literature, digital literacy is the ability to use digital technologies and Internet tools wisely and effectively. This includes the skills of searching, creating, evaluating and managing information, as well as the ability to ensure security in the digital environment and protect personal information.

The purpose of the study is to generalize certain approaches to the structure of digital competencies and to compile a list of the main competencies that affect the success of future teachers' educational activities. Digital competence is one of the competences that must be developed by the new generation teacher.

The following knowledge can be included in this competence:

- Understanding the potential of digital technologies for innovative activities;
- Ability to use programs to design educational activities;

• Knowledge of the structure and interaction of electronic devices. Soon, a standard set of computer literacy will not be enough, it will be useful to learn at least a basic level of programming.

The formation of digital literacy is one of the most important principles at the moment, and its center is the individual. Digitization as a branch of pedagogy studies the laws of education and training of teachers and students. The formation of digital literacy is based on the methodological principles of a person-oriented approach and consists of the following components:

- Teaching principles;
- A set of basic concepts;
- Considering age characteristics;
- Value directions;

The above components help to improve the quality of education and allow to choose educational content and teaching methods. The following characteristics of teachers are important in the implementation of the formation of digital literacy:

• Determines the student's professional self-awareness;

• Takes into account the student's age characteristics, each student receives the received information differently, evaluates his capabilities differently;

• Enables an individualized approach to each student;

The formation of digital literacy is carried out in a combination of the following pedagogical conditions:

▪ Taking into account the level of the student's cognitive structures, his readiness to perform "adult roles";

▪ Development of educational needs of the person;

▪ Active position in the development of the person;

▪ Self-esteem of the student during the educational process;

Digital literacy is essential for mother tongue education. Below is its importance:

1. Effective use of digital tools.

Digital literacy allows the use of modern technologies in mother tongue education. For example, e-books, online dictionaries, grammar checkers and language training programs can significantly speed up and make the process of learning a native language more efficient.

2. Analysis of texts and development of written literacy.

Digital literacy enables students and teachers to create and analyze texts on a variety of digital platforms. Students learn not only to write text, but also to edit, proofread and publish it in digital editors. This will further improve written literacy.

3. Critical analysis of information.

Digital literacy gives students the ability to analyze and evaluate a variety of information written in their native language. As digital information sources proliferate, students learn to critically analyze information and select reliable sources.

4. Multimedia education methods.

Mother tongue education is not only based on text, but it is also possible to use audio, video and interactive materials. For example, audio books, video lessons, and interactive platforms created for language teaching can make students interested in the language and help to strengthen their knowledge.

5. Social and cultural cooperation.

Digital literacy allows students to connect with different cultural and language communities through the Internet. In mother tongue education, this allows students to practice their native language writing and speaking skills through social interaction, while also developing the ability to use the language in a lively and global context.

6. Adaptation and individualization of the educational process.

With the help of digital technologies, it is possible to apply educational methods suitable for the abilities and needs of each student. This allows for personalized learning based on the student's language learning speed, literacy level, and individual engagement with the learning material.

7. Preparation for the modern work environment.

Developing digital literacy in their mother tongue gives students the skills essential to succeed in the digital life of the future.

Thus, digital literacy for mother tongue education can help students improve their literacy by offering them modern, effective and interactive methods of language learning.

Digital literacy refers to the ability to safely and appropriately access, manage, integrate, share, evaluate and create information using digital devices and network technologies to participate in economic and social life. Digital literacy includes competencies. Different resources include ICT skills, media literacy, communication skills to interact in the digital world and more.

Digital skills training is widely used around the world. For example, the concept of educating the population in digital literacy, adopted in OECD (Organization for Economic Cooperation and Development) countries, is based on the fact that digital technologies require widespread use in everyday life.

Another example is the EU DigComp 2.1 Digital Competency Model for Citizens. According to this model, a detailed classification of digital competence is proposed, including 5 areas and 21 digital competences. This model is used in 21 countries of the European Union and provides recommendations for training people.

The ICDL (International Computer Driving License) platform is an internationally recognized digital skills certification that assesses students' abilities to work with computers and digital technologies. The DigComp (The Digital Competence Framework for Citizens) platform was developed by the European Union. This platform provides key indicators for determining the level of digital literacy of citizens.

Conclusions

In conclusion, improving the digital literacy of future native language teachers is an important necessity today. Digital technologies are widely used in modern education, and they are a powerful tool for increasing the effectiveness of education, making lessons interactive and interesting. Teachers should not only be fluent in their native language, but also know how to effectively use modern digital tools.

There are several key areas to focus on when developing digital literacy for future native language teachers:

• Information management: Finding, analyzing and evaluating digital information sources;

• Teaching with the help of digital tools: Using e-books, online dictionaries, digital educational platforms and other tools;

• Creating multimedia content: Skills for creating videos, podcasts and infographics to create learning materials for the mother tongue;

• Security and privacy: Ensuring information security and protecting personal information in the digital environment.

Adaptation of future teachers to the digital society is also one of the important issues. Improving the digital literacy of native language teachers will not only help them effectively teach native language classes, but also increase their adaptability to the digital society. Through this, they will have the opportunity to use digital technologies to update their pedagogical activities, individualize the learning process of students, and introduce innovations in education.

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