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**PROMOTING DIGITAL LITERACY IN THE LANGUAGE CLASSROOM**

The need of employing digital technologies in the language classroom has been increasingly growing with the advent of innovative high-tech work environments focused on completely different targets from those we had a decade ago. *Data visualization, e-government, digital culture, digital competence, e-democracy, e-health, digital platform, smart city, blockchain* and many alike terms concerning state-of-the-art technology-based activities and services have become integral parts of the modern world. Thus, university students and graduates are expected to be competent in digital literacy as well as in their majors. Accordingly, nations with high human capital development indexes have long been engaged in providing their citizens with all possible support in bridging digital divide in their societies by enhancing digital citizenship.

**DigComp Into Action *A user guide to the European Digital Competence Framework*** developed and published by the European Commission in 2018 states in its preface: digital technology is not simply influencing how we go about our lives – it is transforming traditional structures, methods and assumptions about how we communicate, learn, work and live. In the face of such transformation, the reality is that 44% of Europeans still do not have basic digital skills while 79% of Europeans go online regularly (at least once per week) and all projections are that a majority of forms of work will require digital skills in the near future [6].

The Digital Agenda presented by the European Commission forms one of the seven pillars of the Europe 2020 Strategy which sets objectives for the growth of the European Union and proposes to better exploit the potential of Information and Communication Technologies (ICTs) in order to foster innovation, economic growth and progress and aiming at creating a Digital Single Market [3].

Denmark, Sweden, Finland, and the Netherlands have the most advanced digital economies in the EU followed by Luxembourg, Ireland, the UK, Belgium and Estonia. Romania, Greece and Italy have the lowest scores on the DESI(Digital Economy and Society Index ) [3]. Ukraine has been implementing its Digital Agenda 2020 since 2016. The main Objectives of the Agenda are: 1. Stimulate the economy and attract investment. 2. Lay the groundwork for the transformation of economic sectors into competitive and efficient economic areas [3]. Make a digital technology available. 4. Create new possibilities for human capital development, innovative, creative and "digital" industries and businesses. 5. Develop and seize global leadership concerning the export of "digital" products and services [7]. The document as well emphasizes on the importance of developing scientific digital infrastructure with free access to academic and scientific data.

**Ukraine’ s Strategy for formal education**. Target audiences in the implementation of the State program on "digital literacy" are: elementary school, high school, vocational school and higher educational institutions. It is clear that the strategy in relation to this segment is based on a complex approach, which will be followed by a long cycle of development approvals, financing, development of educational content, purchasing technology, motivation of employees, etc. [7]. For those students, who have already been employed or going to apply for decent jobs, it is critically important to have basic digital literacy skills today, they cannot wait until the government adopts and approves of necessary steps and procedures related to ‘digitalization’ in education.

Consequently, education experts and academic staff in Ukraine have to cooperate in designing educational projects focused on fostering digital competence among schoolchildren and university students. Every foreign language classroom activity and home assignment should contain elements developing students’ digital skills. **DigComp 2.0** identifies the key components of digital competence in 5 areas which can be summarized as below:

**1) Information and data literacy**: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organize digital data, information and content.

**2) Communication and collaboration**: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one’s digital identity and reputation.

**3) Digital content creation**: To create and edit digital content, to improve and integrate information and content into an existing body of knowledge while understanding how copyright and licenses are to be applied. To know how to give understandable instructions for a computer system.

**4) Safety:** To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

**5) Problem solving**: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution [6].

**Jisc** is a United Kingdom not-for-profit company whose role is to support post-16 and higher education, and research, by providing relevant and useful advice, digital resources and network and technology services, while researching and developing new. Their definition of digital literacy is the following: *Digital literacies are those capabilities which fit an individual for living, learning and working in a digital society* [1]*.* JISC’s research and development work is integrated across these three areas. Working closely with colleagues and sector bodies their aim is to:deliver considerable collective digital advantage, financial savings and efficiencies for UK universities, colleges and learning providers today [1].

Considering a huge potential of Ukraine’s IT-sector, we are quite optimistic about Ukraine’s ‘digital’ future. There all prerequisites for the country to make a dramatic technological breakthrough and provide the society with quality reforms and high living standards.

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