

THE PROBLEM OF DIGITAL LITERACY AMONG SECONDARY SCHOOL STUDENTS.

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Abstract: And also this thesis will be surveyed lack of digital literacy in secondary school students. The use of digital technology for learning language among young learners has become an important issue among teacher and students.

Key words: Digital literacy, collaboration , creativity, digital communication, basic technology skills.

Introduction

Digital literacy in secondary schools is essential for preparing students to thrive in the digital age. It encompasses the ability to find, evaluate, utilize, create, and share digital content responsibly and effectively. In this thesis the focus of analysis is literacy practices connected to the secondary school students's use of digital skills. The aim of this research is to study the lack of digital technology in secondary school students and to develop this ability in their students. "Moreover, young learners with high digital literacy learn English by transforming, informing, and reforming messages or texts from digital literacy tools" (Davidson, 2009). Digital skills are very important for secondary school students these days. Digital literacy allows students to learn English language more effectively. The issue of digital literacy among secondary school students is a critical issue in today's technological world. Digital literacy refers to the ability to effectively use, understand and evaluate information and communication technologies. It covers a wide range of skills, including exploring digital devices, using software and applications, evaluating online information, understanding privacy and security, and engaging in social behavior online.

The goal of having better digital literacy for secondary students is to provide them with the skills and knowledge they need to navigate the digital world in general, effectively and responsibly. These goals aim to provide secondary school students with the skills and knowledge they need to succeed in the digital age, make informed decisions and become responsible digital citizens.

The main **objectives** include:

1. Basic technology skills. One of the primary objectives is to provide students with a solid foundation in basic technology skills.
2. Digital communication. Students need to learn how to communicate effectively using digital tools and platforms. Like ,writing emails, creating, share online documents and use online training.
3. Collaboration and Creativity. Digital literacy aims to promotes collaboration and creativity among secondary school students by providing them with opportunities to work together on digital projects, explore digital tools for creative expression and develop problem-solving skills in a digital skill. Such as graphic design, video editing.
4. Information digital literacy. Digital literacy aims to develop secondary school students' ability to locate, evaluate, and effectively use information from digital skills.

Learners' profile

In today's increasingly digital world, digital literacy has become a crucial skill for students to succeed academically and professionally. However, many secondary school students face challenges in developing adequate digital literacy skills .My research is to organize creative and informative lessons for English language learners by organizing

teaching digital literacy for secondary school students which is the 17th school located in Navoi. My research paper is taken in the form of an interview. I asked secondary school students questions about digital technology and observed them during the lesson. Alisher and Ozoda are 7th grade at the same level and same age of students. Also Bobur is 8th grade student . Alisher finds it challenging to navigate digital platforms and lacks the necessary skills to effectively search for information online. Alisher often relies on outdated or unreliable sources when conducting research, which obstructs his capability to produce accurate and well-informed work. He also struggles with basic computer skills, such as word processing and file management. Alisher's limited digital literacy skills are preventing him from fully engaging in online learning opportunities and accessing a wide range of educational resources. Also Ozoda faces difficulties with digital literacy. She is hesitant to use digital tools and lacks confidence in her competence to navigate online platforms. Ozoda struggles with determining the believability and reliability of online sources, which affect her ability to conduct research effectively . Ozoda's lack of digital literacy skills hampers her ability to take advantage of the vast educational resources available on the internet. Bobur exhibits some digital literacy challenges as well. While he is relatively comfortable using digital tools, he tends to rely heavily on social media and entertainment platforms, rather than utilizing technology for educational purposes. Bobur lacks the skills to critically evaluate online content and often falls prey to misinformation and fake news. He struggles with distinguishing between reliable sources and unreliable ones, which affects the quality of his work. Bobur's limited digital literacy skills hinder his ability to utilize technology for academic growth and critical thinking. The issue of digital literacy among secondary school students is relevant, as evidenced by the experiences of Alisher, Ozoda and Bobur at School 17. These students struggle to effectively navigate digital platforms, conduct research, evaluate online information, and use technology for educational purposes. Addressing these challenges requires implementing comprehensive digital literacy programs that provide students with the skills and knowledge they need to effectively navigate the digital world. By equipping students with digital literacy, they can fully participate in online learning opportunities, have access to accurate information, and become responsible digital citizens.

Discussion

The problem of digital literacy among secondary school students is a pressing problem that requires attention and action. Digital literacy has become a fundamental skill necessary for success in education, employment, and daily life. However, many secondary school students lack the necessary capabilities to effectively navigate and utilize digital technologies. Furthermore, the problem of digital literacy is compounded by the restrict training and support provided to teachers. Teachers play a crucial role in imparting digital literacy skills to students. However, many educators may not have received adequate training themselves or may lack confidence in integrating technology into their teaching practices. This lack of teacher preparedness obstructs the effective delivery of digital literacy education.

“ To ensure that young learners are digitally literate, supporting skills such as information, media, technology skills; learning and innovation skills; and life and career skills have to be developed” (Warshauer & Matuchniak, 2010). These literacy skills advise young learners .Students must be proficient in using digital technologies. It's important to figure out your digital capabilities secondary school students are ready

to use digital tools to learn English. “Digital literacy is defined as the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers” (Gilster, 1997, p.215). Digital literacy refers to the ability to effectively navigate, evaluate, and utilize digital information and technologies. While the definition you provided emphasizes the understanding and use of information presented via computers, digital literacy extends beyond computers to include other digital devices such as smartphones, tablets, and other internet-connected devices. This is why digital technology can be defined as “survival capability in the digital era (Eshet Alkalai, 2004,p.102) The issue of digital literacy among secondary school students is a significant challenge that demands attention and action. By addressing the factors contributing to the problem and implementing strategies such as curriculum enhancement, bridging the technological divide, and investing in teacher training, we can empower students with the essential digital capabilities needed for their academic, personal, and professional success in the digital age.

Conclusion

The problem of digital literacy among secondary school students is a pressing issue that requires immediate attention. In conclusion, several key points should be contemplated. Firstly, the increasing reliance on technology in education and everyday life necessary the development of digital skills among students. Secondly, diverse factors contribute to the digital literacy gap, including limited access to technology, insufficient curriculum, and inadequate teacher training. Thirdly, addressing these factors requires a multi-faceted approach, including curriculum increase, bridging the technological divide, an investing in teacher training programs. Lastly, empowering students with digital skills is crucial for their academic, personal, and professional success in the digital age. By taking active measures and implementing valuable strategies, we can bridge the digital literacy gap and equip secondary school students with the necessary skills to thrive in the modern world.

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