References:

1. Tarasenkova, N. (2016). Kompetentn尼斯nyy pidkhid u navchanni matematyky: teoretychny aspekt [Competency Approach in Teaching Mathematics: Theoretical Aspect]. Mathematics in the Native School, 11 (179). 26-30. [In Ukr.]

2. Burda, M.I., Kolesnik, T.V., Malovany, Yu.I., & Tarasenkova, N.A. (2018). Matematyka (alhebra i pochatiy analizu ta heometriya, riven'standartu): piduchnyk dla 10 klasiv zakladiv zahal'noyi seredn'oyi osvity [Mathematics (Algebra & Calculus, and Geometry, standard level). Textbook for the 10th grade of the secondary school]. Kyiv, Ukraine: UEPC "Orion". [In Ukr.]

3. Burda, M. I., Tarasenkova, N. A., Bogatyreva, I. M., Kolomiets, O. M., & Serdiuk, Z. O. (2013). Heometriya. Piduchnyk dlya 11 klasiv zahal'noosvitnikh navchal'nykh zakladiv (akademichnyy ta profil'nyy rivni)[Geometry. Textbook for the 11th grade of the secondary school (academic and profile levels)]. Kyiv, Ukraine: Publishing House "Osvita". [In Ukr.]

DOI 10.36074/21.02.2020.v2.29

DIGITAL COMPETENCE OF COLLEGE STUDENTS

Nadezhda Maksyutova
Ph.D. student of the
Department of pedagogy and methods of professional training,
Volgograd State Agricultural University

Natalia Zolotyh
Ph.D., Associate Professor, Head of the
Department of pedagogy and methods of professional training,
Volgograd State Agricultural University

RUSSIAN FEDERATION

The introduction of digital tools takes place in all spheres of life, including the education. Digital technology is changing the way people learn, not only inside but also outside of educational institutions. Non-formal education becomes a complement or alternative to formal education. The article discusses how digital competence affects digital informal learning for students.

Digital technologies are not just changing the way we learn inside, but also outside of educational institutions. Student's engagement with digital media is becoming a significant part of everyday life of students. Mass media they are called the "digital generation". Information and communication technologies (IT) provide more opportunities for learning [1]. Digital competence has been recognized by the European Union as one of the eight key competencies in the field of learning, which is a set of knowledge, skills, approaches (including abilities, strategies, values, and awareness) that required when using IT and digital media to perform tasks. Digital competence is an ability students consciously and responsibly use digital tools to solve professional and everyday tasks.

Digital competencies include three aspects:
– IT skills, which are the ability to use digital devices and communication applications to access network resources, search for information, create and share content, and effectively solve various tasks;
– critical thinking skills, which means the ability to read, select, analyze, interpret, and evaluate data and information based on their relevance and reliability;
– ethical behavior that is related to the ability to interact constructively with other people, attitude to pirated media content, non-disclosure of personal data, compliance with ethical and legal norms when placing digital content on the network, and a sense of responsibility for the use of digital technologies [1, p. 141].

The use of network and mobile technologies is for youth are the basis of informal learning [6]. Since informal learning is the process of a student's activity to achieve their goals. Digital informal behavior learning involves three different aspects of learning:
– cognitive (refers to the student's interaction with digital tools that need to be studied and applied);
– metacognitive (includes Executive processes in training planning, monitoring the progress of training, and learning outcome);
– social, motivational (means that the student interacts with the tutor to get help in learning and motivation for learning, provides communication in the network communities on the subject of training) [2].

Students with higher digital competence are more likely to participate in digital informal learning. Thus, the formation of digital literacy students are encouraged to become more involved and participate in informal learning. The role of technologies for providing access to both formal and non-formal education through educational platforms and communication with experts is increasing in professional network communities, forums, virtual support groups, coaches, chats, etc.

The results of the conducted research show that despite the existence of a large number of digital resources, programs and opportunities for partial automation of the educational process we need the teacher for the effective completion of the learning process. In the case of open online courses, the absence of a mentor, tutor or some person acting as a teacher affects the number of successfully completing online courses. Furthermore, the introduction of digital tools is often hampered by teachers’ lack of skills to make full use of the tools in a particular digital environment.

References:
1. Berman, N.D. (2017). Influence of information environment on human ecology. Sovremennye issledovaniya social'nyh problem (Modern studies of social problems), 11-2, 140-147. (in Russ.).
2. Berman, N.D. (2019). The potential of using mobile and network technologies as modern information training tools. CITISE (CITISE), 1, 17-18. (in Russ.).