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**DILECTINGS AS A PROJECT OF THE CONTEMPORARY TOOL
FOR TEACHER'S DIGITAL LITERATURE EDUCATIONAL COMPETENCES**

Abstract

Statement of the problem. *The article is devoted to highlighting the main provisions regarding the implementation of the DILECTINGS project as a set of measures for all participants in the educational process digital literacy development*

Research method. *There were used digital reading methods, remote work methods using DLL and LDR Hub, the use of eTwinning/School Education Gateway platforms to perform digital reading tasks, the use of CANVAS technologies.*

Data. *Teachers developed the skills of pedagogical activities using digital reading technologies, working in Moodle and eTwinning/School Education Gateway. Students developed competencies in digital reading, use of technology to create video files.*

Conclusions. *The implementation of DILECTINGS project had provide formation of narrow and specialized competences in the use of technical means in educational activities.*

Keywords: *digital literacy skills, self-perceptions of digital literacy competencies, literary reading in language teaching.*

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Introduction

Today, in the era of total informatization of society and the spread of gadgets to the entire sphere of human activity, the issue of technology involvement in the educational process is becoming particularly relevant. This is due to a number of factors.

First, the dominant role of technology, the use of gadgets and various digital systems in most areas of our lives is decisive.

Secondly, the relevance of this topic is due to significant changes in the perception of the world by modern youth and children. Their perception of the surrounding world is determined by gadgets, being in a virtual environment, using social networks and other technologies to understand the meaning of life and expand their experience.

Thirdly, in the era of lockdowns and social restrictions during the pandemic, the world

community made a qualitative and substantial leap in the application of various distance learning technologies, the use of technical means in the organization of the educational process, which open up new opportunities.

Fourthly, the use of digital literature technologies is sufficiently multifunctional, it enables a sufficiently diverse processing of the material and its assimilation, compared to the use of the usual traditional methods of working with the material in the study of language and literature.

At the same time, modern studies that reveal the essence of digital literature and the use of technologies in the development of language skills do not fully break their potential in educational activities, the possibilities of digital literature in the literary and linguistic competences formation.

Problem of Research

Therefore, the problem of using digital literature in the educational process remains relevant and requires further research and development.

Current scientific research shows the prevalence of various means of using the digital literature and technology in the children's, adolescent's and adult's reading, writing, word processing skills development. The advantage of using digital literature is its compliance with the needs and trends of modern youth to use gadgets and the expanded functionality of such methods — the ability to make notes in the text, organize interactive processing of material, create data sets and presentations. Moreover, the use of special programs and digital literature databases facilitates the search for literature, its systematization and sorting.

Research Focus

The use of digital reading has certain limitations that complicate its implementation. In particular, it is about the need to be connected to the network, the overload of children in physiological terms and the need to have a certain set of digital competencies to work with programs. However, such difficulties are easily solved due to the available methodological support of the proposed methodological developments. In particular, most digital programs have blocks for training and familiarization, and the competencies needed to work with these programs are typical of young people and do not cause them difficulties. Children and teenagers are eager to learn about technology and get involved in the digital reading process.

A specific feature of the use of digital reading is the excessive inclusion in the network space, which is a trend of today. It acts as a meta-media that integrates all the communicative processes of the modern world and allows young people to join the information space.

Thus, the benefits of using methods related to digital literature and other programs are beyond doubt, and their effectiveness has been proven by many studies.

This challenge to science and teaching methods remains relevant. Thus, the need for the development of new methods and technologies for the digital literature and digital programs use in the learning process of children, adolescents and adults is constantly growing and enriching.

Methodology of Research

General Background of Research

As an effort to implement such a challenge and find the necessary technologies for the educational environment participants linguistic and literary competence formation, we propose the DILECTINGS project.

DILECTINGS (Digital Literature Educational Competences for Teachers: Intercultural inclusive Good-practices for Second-language learning) is a European Key Action Plus Project which aims to promote and scale-up Digital Literature Literacy (DLL) and Literature Digital Reading (LDR) Skills in European schools through achievement, assessment and exchange of specific digital competences for educators and students.

Sample of Research

116 children of secondary schools and 24 pedagogos from different countries participated in this project.

Instrument and Procedures

The methods used in the implementation of this project were the use of digital reading methods, the use of remote work methods using DLL and LDR Hub for communication with teachers, the use of eTwinning/School Education Gateway platforms to perform digital reading tasks, the use of CANVAS technologies, material evaluation grids for creating virtual products by children.

Data Analysis

For the assessment, methods of pedagogical observation and analysis of the products of students' activities, interviewing teachers based on the results of digital reading training were used.

Results of Research

Implementation of the DILECTINGS project had make it possible to achieve the following goals:

1. There was established a qualitatively new level of pedagogical tools and methods, best methodological practices for the formation of DLLs, which will lead to the development of a Guide that will possibly integrate DIGICOMP and European platforms for teachers and schools, such as eTwinning and School Gateway.

2. Had been created a European DLL and LDR Hub to achieve, assess and share digital literature skills and competences as a central point of reference. The functioning of this Hub will involve a diverse exchange of information regarding methods and pedagogical means of forming the skills of using digital literature. At the same time, the knowledge and skills of the Hub participants will be the very value that will prove the importance of the intellectual sphere in the formation of a qualitatively new level

of application of digital technologies to the educational process.

The DILECTINGS project aims to create a Moodle-based distance education platform that can act as a Hub for teachers, students and participating schools. In addition, integration with the eTwinning platform/School Education Gateway is envisaged to embed the modules developed through the DILECTINGS platform directly into the new comprehensive European platform. The platform will be especially useful for mobility and on mobile devices thanks to the automatic adaptation of graphic and textual elements contained in the courses.

3. Developed an innovative set of tools to improve achievement, assess and share DLL and LDR skills (ie CANVAS, assessment grid, materials assessment grid). The toolkit will also be integrated into the eTwinning/School Education Gateway platform and made available to teachers before/ during training.

4. There had been promoted intercultural awareness and inclusion in schools, teachers and students, strengthening shared experiences and cooperation on DLL and LDR projects.

Discussion

We see the main advantage of the implementation of this project as not so much drawing attention to the problems of developing the digital competence of teachers as creating an interactive and technically sound base for sharing experiences. In this case, the personal experience of teachers who practice

the use of digital technologies acquires special value. That is, the essential content of the project is not the filling of theoretical material of its participants, but the provision of interactive forms of interaction of educators with the aim of sharing their best experience. This technology will create conditions for the joint involvement of specialists in the issues of digital literature and will create a personal position for their own self-improvement. It is the interactivity of the proposed technologies, in our opinion, that is the key factor that significantly distinguishes DILECTINGS from classical forms of organization of the educational process. The exchange of experience from “peer-to-peer” positions will give each teacher the opportunity to prove himself simultaneously in two positions — a specialist and expert in the use of technologies, and a meticulous student who aims to enrich his knowledge and skills in the field of digital literature.

Conclusions

The implementation of this project had provide an opportunity to realize various goals related to a wide range of problems related to the formation of the competence of a modern personality in the digital space. In particular, we are talking about the formation of narrow and specialized competences in the use of technical means in educational activities, as well as the formation, updating and dissemination of an intellectual center for the development of information technologies, increasing the levels of professional, cultural and technical competence of specialists.

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