



PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF STUDENTS' DIGITAL COMPETENCE

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Abstract

In the context of the digital transformation of education, the issue of developing students' digital competence as one of the key outcomes of the modern educational process becomes particularly relevant. Digital competence is considered as an integrative personal construct that includes knowledge, skills, abilities, value orientations, and experience in the use of digital technologies in educational, professional, and social activities.

The article substantiates the psychological and pedagogical conditions that ensure the effective development of students' digital competence, taking into account motivational, cognitive, and personal factors. Special attention is paid to the role of the educational environment, students' subjectivity, and pedagogical support in the process of mastering digital technologies.

It is demonstrated that the effectiveness of digital competence development is determined not so much by the number of digital tools used as by their pedagogical appropriateness and compliance with students' age-related and individual psychological characteristics. The study concludes that a comprehensive approach to creating psychological and pedagogical conditions aimed at fostering conscious, safe, and responsible use of digital technologies in the educational process is necessary.

Keywords: Digital competence, psychological and pedagogical conditions, digital educational environment, students, digital technologies.



Introduction

In contemporary conditions, digitalization acts as one of the leading factors in the transformation of the education system, defining new requirements for learning outcomes and students' personal development. The expansion of the digital educational environment, the introduction of electronic educational resources, and the implementation of distance learning formats highlight the need to develop digital competence as a stable personal quality.

Digital competence implies not only the possession of technical skills related to information and communication technologies but also the ability to critically evaluate digital information, interact effectively within the digital environment, observe norms of digital ethics, and ensure information security.

The development of students' digital competence is a complex psychological and pedagogical process determined by a combination of external and internal factors. One of the key conditions is the development of students' motivational sphere, which involves fostering a sustained interest in the use of digital technologies as a means of solving educational and cognitive tasks.

The conscious acceptance of digital technologies contributes to increased learning activity, independence, and responsibility for the results of one's own activities. An important condition is the formation of students' subject position, manifested in the ability to independently plan, organize, and evaluate their activities within the digital educational environment.

Another significant psychological and pedagogical condition is the creation of a holistic digital educational environment that provides access to high-quality educational resources and tools. Such an environment should be pedagogically well-designed, safe, and focused on students' personal development. The use of digital technologies in the educational process requires their integration with traditional forms of learning, which ensures continuity and systematic development of digital competence.

A special role in this process belongs to the teacher, whose level of digital competence largely determines the effectiveness of pedagogical support provided to students.

The teacher performs the functions of organizer, consultant, and mentor, guiding students in the process of mastering digital tools and fostering their skills of reflection and critical evaluation of their own digital activities.

Taking into account students' age-related and individual psychological characteristics is a mandatory condition for the development of digital competence. A mismatch between digital workload and students' capabilities may lead to a decrease in learning motivation and deterioration of psychological well-being. In this regard, the didactic appropriateness of using digital technologies and maintaining a balance between digital and traditional forms of learning become particularly important.

Thus, the development of students' digital competence is possible under the condition of a comprehensive implementation of psychological and pedagogical conditions aimed at enhancing motivation, subjectivity, reflection, and responsible behavior in the digital educational environment.

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