

FORMATION OF INFORMATION AND DIGITAL COMPETENCE OF PRIMARY SCHOOL PUPILS IN THE CONTEXT OF THEIR CYBER SOCIALIZATION

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DOI: 10.32342/2522-4115-2022-1-23-4

Key words: social pedagogy, cyber socialization, information and digital competence.

The paper substantiates and meaningfully develops information and digital competence of primary school pupils in the context of their cyber socialization. The most significant features of cyber socialization are highlighted: opportunities to communicate in the Internet environment in real time; restructuring of the leisure and information sphere, changes in characteristics of the educational process in the process of cyber socialization. Human activity in the virtual socializing environment of cyberspace is not limited to the position of a viewer, reader or listener, the pupils can organize and be engaged in action, they can influence what is happening; using modern information and communication technologies which leads to the development and transformation of human activities at almost any age due to the emergence of new skills, operations, procedures and methods of performing actions, new target and motivational-semantic structures in a virtual socializing environment. It is determined that social pedagogy, the subject of which is socialization and social education, fits into the concept of cyberpedagogics, digital pedagogy, since it is also aimed at developing the skills of interaction and communication, education and training in cyberspace, the development of socio-pedagogical technologies of cyber socialization, the implementation of optimal, depending on the age of the child, socio-pedagogical support and socio-pedagogical support for this process, timely adequate assistance to the child in the process of their cyber socialization. It is shown that the success of the process of a child's cyber socialization is largely determined by the necessary level of information and digital competence formation, adequate for the age, on the one hand, and the digital information technologies, on the other. Based on the analysis, it is established that the younger pupils manifest themselves differently in each of these spheres of life. At the same time, the content of their digital competence is influenced by their age, social environment, educational environment, family, material and technical capabilities, and conditions. It should be especially taken into account that the process of active introduction of information and computer technologies in all spheres of life is accompanied by uneven access to digital technologies due to the differentiation of territories and uneven development in different social and age groups. The theoretical analysis of scientific concepts that are caused by the process of pupils cyber socialization, allowed to formulate the initial concept of research, where the information and digital competence of a primary school pupil is understood as the ability acquired by the student at the basic level to constructive and responsible social interaction and communication with adults and peers, to personal development based on the acquisition and updating of knowledge, skills and abilities of information and digital technologies, to high behavioural motivation and network ethics in the school digital environment.

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Одержано 22.03.2022.