# TA'LIM FIDOYILARI

# WAYS TO IMPROVE STUDENTS' DIGITAL LITERACY IN ENGLISH LANGUAGE LESSONS

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**Abstract:** This article examines the pedagogical potential of English language lessons for developing students' digital competence and internet literacy . The relevance of integrating digital tools into language education is substantiated, taking into account the requirements of functional literacy and online safety. A teaching model is proposed that includes target digital skills, a typology of tasks, assessment criteria, and organizational implementation conditions. Examples of learning activities are provided: critical reading of online sources, working with multimodal texts, project work, and developing media safety and digital ethics skills. It is concluded that the systematic use of digital educational practices in English lessons increases motivation, the quality of speech activity, and develops sustainable skills for responsible and effective interaction with information online.

**Keywords**: digital competence, internet literacy, media literacy , English language, ICT, critical thinking, online safety, project-based learning, assessment, functional literacy.

The digital transformation of society has increased the need for students to develop skills for working with information, communicating, and self-regulating in the digital environment. Schoolchildren are daily confronted with a flood of content, algorithmic recommendations, advertising, and manipulative messages, making internet literacy not an optional but a core competency for modern people. Against this backdrop, English lessons offer unique potential for developing digital skills, as language learning involves working with authentic sources, online communication, and creating one's own texts in various formats.

The problem is that digital tools are often used sporadically, as a means of demonstration or entertainment, without clearly defined educational goals and criteria. As a result, students may actively use devices but lack strategies for verifying sources, understanding digital ethics, and recognizing the risks of online interaction. Therefore, a methodologically sound system is needed to seamlessly integrate the development of digital

competence and internet literacy into the content and methods of English language instruction.

For English lessons, it's important to emphasize the interdisciplinary nature of these competencies. Working with English-language sources increases the demands on critical reading, as language serves not only as a subject of study but also as a tool for accessing global information. This increases the importance of meaningful reading strategies, media literacy, and information hygiene.

In the structure of digital competence of students, it is advisable to highlight the following components relevant to language education:

- ✓ information component - search, selection, verification of reliability, correct citation;
- ✓ communicative component - network interaction, cooperation, compliance with digital etiquette standards;
- ✓ productive component - creation of multimodal texts (post, review, presentation, podcast, video), work with editing tools;
- ✓ security component - protection of personal data, secure settings, recognition of phishing and cyberbullying;
- ✓ reflexive component - awareness of digital footprint, self-regulation of screen time, assessment of the quality of one's own online activities.

Internet literacy in English lessons is demonstrated in situations where students :

- ✓ looking for English-language materials on the topic (articles, infographics, videos);
- ✓ compare sources and identify signs of reliability;
- ✓ participate in online discussions and joint projects;
- ✓ create content for a real or educational audience.
- ✓ Effective integration of digital technologies requires reliance on the following approaches.

3.1. Competency-based approach : The focus is on measurable results: not only language knowledge but also practical skills in using English in the digital environment.

This involves formulating goals in terms of actions: "evaluate credibility," "reason for choosing a source," "create a product," "observe safety rules."

3.2. Communicative- Activity Approach: Digital tools should enhance real-life speech activity. Any use of technology is justified if it leads to meaningful reading, writing, listening , and speaking, as well as interaction between learners.

3.3. CLIL Elements and Interdisciplinary Learning: Digital literacy topics are naturally integrated across content: cybersecurity, media, technology, artificial intelligence, and the environmental footprint of technology. English becomes a means of exploring current issues and fostering critical thinking.

3.4. Project-Based and Problem-Based Approaches: Projects allow for the integration of information search, analysis, linguistic design, and public presentation of results. It is important that the project address a problematic issue and require work with sources and arguments.

3.5. The Principle of Pedagogical Appropriateness: A tool is chosen not based on "fashion," but rather on "helping to achieve a goal." For example, an online whiteboard is appropriate for collaborative text planning, while a podcast is suitable for practicing pronunciation and developing public speaking skills.

Integrating digital competence into the English language classroom has several benefits. First, it strengthens the practical focus of the subject: English is perceived as a tool for solving real-world problems online. Second, it expands the range of text formats students work with: in addition to the textbook, they are also exposed to news, podcasts , videos, infographics , commentary, and instructions. Third, systematically working with sources improves the quality of argumentation in oral and written communication, which directly impacts subject-specific learning outcomes. Fourth, it fosters responsible behavior in the digital environment, which is an important educational outcome for the school.

At the same time, risks must be considered: information overload, distractibility, uncritical borrowing of materials, and violation of privacy. These are minimized through clear rules, gradually increasing the difficulty of assignments, transparent assessment criteria, and mandatory reflection.

Developing students' digital competence and internet literacy in English lessons is a

relevant area that meets the needs of modern society and the objectives of schools. Foreign language lessons offer significant potential for developing information, communication, productivity, and safety skills in the digital environment. The proposed integration model allows for systematization of the teacher's work: defining goals, selecting assignments, organizing collaboration, and evaluating results. Prospects for future work include developing grade-level programs, creating an assignment bank, and implementing diagnostic tools to track the progress of students' digital skills.

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