

The role of digital literacy in developing language competences of university students

Yunusov Ziyod Yakubovich
NamECI, EFL teacher

Annotation: *In the context of the digital transformation of society and the education system, digital literacy is becoming a necessary skill. Modern students increasingly interact with information and learning platforms through digital technologies, which requires not only the acquisition of technical skills, but also the ability to effectively use them to develop professional and academic competencies, including language skills.*

Keywords: *digital literacy, language competences, language skills, foreign languages*

Digital literacy includes the ability to find, analyze and critically evaluate information, as well as the ability to use digital resources for learning and solving professional problems. In the educational environment, digital literacy allows students to effectively acquire knowledge and develop intercultural communication skills through online courses, electronic libraries and multimedia platforms.

Language competencies play a key role in academic and professional careers. Knowledge of foreign languages increases competitiveness in the labor market, facilitates access to international educational programs and scientific publications, and promotes effective intercultural interaction.

The aim of this study is to analyze the impact of digital literacy on the development of language skills among university students.

Objectives:

1. To study the level of digital literacy among students.
2. To determine how the use of digital technologies affects the development of language skills.
3. To evaluate the most effective digital tools for language learning.

According to UNESCO (2018), digital literacy includes the ability to effectively use digital technologies for problem solving, communication, and information retrieval. Baxter and Marshall (2021) emphasize that digital literacy goes beyond basic computer skills to include critical thinking, information management, and digital content creation.

Language competence consists of the following components:

- Lexical competence – knowledge and use of vocabulary.
- Grammatical competence – correct use of grammatical structures.
- Communicative competence – the ability to conduct a dialogue and participate in discussions.
- Intercultural competence – the ability to understand and use cultural features of a language.

Developing digital literacy helps students use resources such as online courses, mobile applications, and multimedia materials, which accelerates the process of language acquisition. For example, platforms like Duolingo and LingQ allow you to practice vocabulary and grammar, and participation in forums and webinars improves communication skills.

According to a study by Brown (2022), students with a high level of digital literacy demonstrate better results in learning foreign languages. Similar studies note that the active use of digital technologies improves student motivation and engagement. The study is quantitative in nature with elements of descriptive analysis.

The sample included 150 students aged 18 to 25 studying in the humanities. Among them were both students with basic knowledge of digital technologies and those who actively use digital resources to learn languages.

The following were used to collect data:

- A questionnaire, including questions about digital literacy skills and ways of learning languages.
- Testing of language competencies (vocabulary, grammar, communication).

The collected data were processed using correlation analysis to identify the relationship between digital literacy and language proficiency. The SPSS statistical package was used for the analysis.

The analysis showed that students who actively use digital applications for learning languages achieve greater success in mastering vocabulary and grammar.

It was also found that participation in international online communities helps develop communication skills.

Students noted that using apps like Anki to memorize words and Grammarly to check texts helped them improve their results. In addition, participating in online courses on Coursera and FutureLearn platforms expanded their knowledge of grammar.

The findings are consistent with the results of studies by Brown (2022) and Lee (2020), who also emphasize the importance of digital technologies for improving language skills.

Digital literacy plays a significant role in the development of students' language competencies. Students with digital skills are more successful in learning foreign languages using a variety of online tools and platforms. The results of the study can be used to develop curricula that integrate digital technologies into the process of learning foreign languages. Teachers are encouraged to use mobile applications and online resources to increase student motivation.

A limitation of the study is the sample consisting only of students in the humanities. In the future, it is planned to expand the study to include students in technical specialties and conduct a more in-depth analysis of the impact of individual digital tools on the development of different aspects of language competence.

References

1. Baxter, J., & Marshall, R. (2021). *Digital Literacy in Education*. London: Routledge.
2. Brown, T. (2022). The Impact of Digital Technologies on Language Learning. *Journal of Digital Learning*, 18(2), 45-57.
3. UNESCO. (2018). *Digital Literacy as a Key Skill for the 21st Century*.
4. Yunusov, Z. (2022). *English language teaching techniques*. *Ijodkor O'qituvchi*, 2(20), 141-147.
5. Yunusov, Z. (2021). *Modern English*. *The American Journal of Social Science and Education Innovations*, 3(11), 47-52.
6. Yunusov, Z. (2021). *Is it possible to learn English by self-study?* *Asian Journal of Multidimensional Research*, 10(11), 16-21. *Trans Asian Research Journals*.
7. Yunusov, Z. Y. (2024, April 20). *The role of information technologies in learning foreign languages in technical institutions*. *Qurilish va Ta'lim*, 7(1), 636-641.
8. Yunusov, Z. Y. (2024, April 20). *Modern challenges in teaching foreign languages in technical institutions*. *Qurilish va Ta'lim*, 7(1), 516-520.
9. Yunusov, Z. Y. (2024, April 20). *The latest trends in teaching foreign languages in technical universities*. *Qurilish va Ta'lim*, 7(1), 313-317.
10. Yunusov, Z. Y., & Uralov, Z. S. (2024, April 20). *Online encyclopedias as a tool for teaching foreign languages*. *Qurilish va Ta'lim*, 7(1), 462-467.