

# АКТУАЛИЗАЦИЯ ЦИФРОВОЙ КУЛЬТУРЫ ПЕДАГОГА

## TEACHER'S DIGITAL CULTURE ACTUALIZATION

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Today educational organizations provide a basis for the development of digital experience of graduates. Thus, the educational establishments need the competent teachers ready to fulfill the needs of regional economy in terms of the digital culture of future specialists.

*Keywords:* digital environment; regional economy; digital literacy; digital culture; digital experience.

На сегодняшний день образовательные организации являются базой для развития цифрового опыта выпускников. Следовательно, образовательные учреждения нуждаются в грамотных преподавателях, готовых удовлетворить потребности региональной экономики в условиях цифровой культуры будущих специалистов.

*Ключевые слова:* цифровая среда; региональная экономика; цифровая грамотность; цифровая культура; цифровой опыт.

In the era of digitalization, new requirements for the quality of specialists training are emerging, aimed at the overall development of the economy [1, p. 443-449]. Today, education is facing new challenges that are aimed at improving information and communication knowledge as well as developing digital skills of all participants in the educational process.

Despite the existing order of training personnel with modern digital competencies in the digital economy, only a few graduates demonstrate a willingness to work in a digital environment. According to the NAFI analytical center, only 64% of specialists with higher education have some degree of digital literacy. University and school teachers also do not demonstrate absolute mastery of digital skills (88% and 87%, respectively) [2, p. 15].

This article is aimed at projecting the content of teacher's digital culture, meeting the needs of regional economy.

Forming digital culture content requires new, updating research tools and sciences, for example, new understanding of humanities, hermeneutics, and ethnography, to improve understanding of the culture generated by digitalization.

Some researchers consider digital culture as a new stage in the field of humanitarian sciences. Some scientists develop the idea that digital culture is a transition from analog forms to digital formats [3, pp. 83-91]. Other scientists consider digital culture in the context of human history and its purpose – the spiritual improvement of man and the humanization of the social structure [4].

In the context of rapid changes in various technologies, the digital culture of the teacher assumes the following:

- awareness, understanding, and evaluation of one's own teaching experience;
- ability to analyze one's own professional activity as a whole;
- quickly and constructively align the activities with new value orientations, master new technologies, methods and reach a new level of results.

In the course of this work, the authors analyzed the researches of digital literacy and culture provided by NAFI Analytical Center [2]. Their studies included the groups of different indicators, measuring the following skills and competences:

- information,
- computer,
- communication literacy,
- media literacy,
- attitude to technology.

All these indicators were diagnosed in three aspects: cognitive, technical and ethical. The cognitive and technical aspects describe how the educator deals with information, for example, the ways of getting and restoring information and his/her communicative skills to pass the information within other users. The evaluation aspect demonstrates the ability of people to follow generally accepted norms when using digital tools.

This approach shows that indicators for measuring digital literacy are formulated taking into account the corresponding needs of regional economy.

Based on the European system of digital competence and the classification of levels of digital experience proposed below, we consider it appropriate to include digital teacher readiness in the content of digital culture. Let's consider six levels of digital readiness of a teacher [5, p. 41].

**Beginner:** The teacher needs to develop the skills of using digital technologies in his work. They understand the necessity of improving the educational process, monitor improvements in the semester.

**Researcher:** the teacher understands that digital culture brings great opportunities, strives to master it in order to apply it in their pedagogical practice. They started using digital technology in their classes from time to time.

**Integrator:** The teacher applies digital resources to various educational situations. They try to apply them creatively.

**Expert:** the teacher uses a number of digital technologies in his/her work professionally. Purposefully s/he selects digital technologies and materials for specific situations and tries to understand their advantages and disadvantages. By experimenting, s/he complements structures and improves his number of strategies.

**The leader:** the teacher has developed a systematic approach to the use of digital resources. They own the innovation and continues to work on the development of their digital literacy.

**Pioneer:** the teacher questions the adequacy of modern pedagogical practices. S/he identifies the shortcomings of the educational environment and tries to improve it. The innovative teacher experiments with highly innovative and sophisticated digital technologies and develops new pedagogical approaches. S/he is also an innovator and an example for other teachers.

Summing up the analysis of the process of digital education, the role and content of the digital culture of the teacher, the following should be noted: today, educational organizations provide a basis for the development of digital experience of graduates. But there is a certain lack of technical capabilities for these purposes. Despite certain funding, the number of personal computers and other digital equipment is not sufficient, while the formation of a digital culture of a teacher is impossible without a sufficient level of technical equipment.

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