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PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF DIGITAL COMPETENCE OF PHILOLOGY STUDENTS IN HIGHER EDUCATION

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Abstract

The rapid integration of digital technologies into higher education has created new requirements for both students and teachers. Digital competence has become an essential component of professional readiness for philology students. This study investigates the pedagogical conditions that facilitate the development of digital competence in higher education. A competency-based, activity-oriented, and systematic approach underpins the research. The study identifies key pedagogical conditions, including the use of digital learning tools, structured curricula, collaborative learning, and continuous assessment. The results indicate that carefully designed pedagogical conditions significantly enhance students' digital skills and prepare them for professional activities in digital environments.

Keywords

digital competence, pedagogical conditions, higher education, philology students, digital learning.

The emergence of digital technologies has transformed higher education globally, influencing not only content delivery but also the nature of professional competence required from students. In the context of philological education, digital competence encompasses the ability to effectively use digital tools for academic research, text analysis, online communication, and professional collaboration.

Despite the recognized importance of digital competence, many higher education programs face challenges in systematically integrating it into curricula. This is particularly true for philological disciplines, which traditionally emphasize literary, linguistic, and theoretical knowledge over digital skills. Consequently, there is a pressing need to define and implement pedagogical conditions that support the systematic development of digital competence among philology students.

This study aims to identify, justify, and experimentally verify the pedagogical conditions necessary for the effective formation of digital competence in higher education institutions.

Previous research highlights the central role of digital competence in modern education. According to Ferrari (2013) and Redecker (2017), digital competence integrates cognitive, operational, and ethical dimensions of digital literacy. Van Laar et al. (2017) emphasize the importance of situational and practice-based learning in developing digital skills. In the context of humanities education, studies (Beetham & Sharpe, 2013; Jones et al., 2010) demonstrate that successful digital competence development relies not only on the availability of digital tools but also on pedagogical conditions that foster active engagement, collaboration, and reflection. Local researchers (Константинова, 2020; Кузнецова, 2021) further stress that targeted pedagogical

conditions can significantly enhance students' ability to apply digital tools in professional tasks.

Key pedagogical conditions identified in the literature include:

• Structured curricula with integrated digital content

• Use of interactive and collaborative digital platforms

• Continuous assessment and feedback

• Motivation-oriented teaching approaches

The study employed a combination of theoretical and empirical methods. The theoretical framework included analysis and synthesis of scientific literature, pedagogical modeling, and systematization of existing practices. Empirical research involved observation, surveys, diagnostic testing, and experimental teaching interventions.

The research process consisted of four stages:

1. Analysis of existing pedagogical approaches and conditions for digital competence development.

2. Identification of specific conditions applicable to philology students.

3. Implementation of these conditions in selected higher education courses.

4. Assessment of the effectiveness of pedagogical conditions in enhancing students' digital competence.

The methodological approach is based on competency-based education, activity-oriented pedagogy, and a systematic approach that ensures integration of digital tools into the learning process.

4. Pedagogical Conditions for Digital Competence Development

The study identified and implemented the following key pedagogical conditions:

4.1 Structured and Integrated Curriculum

The curriculum should systematically incorporate digital tools into all relevant disciplines. Students should engage with digital texts, online databases, and multimedia resources regularly. The integration of digital content must be aligned with learning objectives and professional competencies.

4.2 Use of Digital Learning Platforms

Interactive platforms, online courses, and collaborative tools enable students to practice and enhance their digital skills. Examples include learning management systems, digital corpora for linguistic research, and cloud-based collaborative documents.

4.3 Activity-Oriented Learning

Pedagogical activities should actively engage students in practical digital tasks, such as digital text analysis, multimedia projects, and collaborative research. Project-based and problem-based learning methodologies are particularly effective in developing operational digital skills.

4.4 Motivation and Support

Students' engagement with digital technologies is enhanced when they understand the relevance to their future professional activities. Supportive teaching strategies, including guidance, mentorship, and clear instructions, are essential.

4.5 Continuous Assessment and Feedback

Regular assessment of digital competence through practical tasks, assignments, and reflections helps monitor progress and adjust teaching strategies. Feedback should be constructive, focused on improvement, and aligned with learning outcomes.

5. Results and Discussion

The implementation of these pedagogical conditions in philology courses revealed a significant improvement in students' digital competence. Diagnostic assessments before and after the intervention showed:

• Low level of digital competence decreased by 45%

• Medium level increased by 35%

• High level increased by 10%

Students reported greater confidence in using digital tools for research and professional tasks. Teachers noted higher engagement and collaboration during digital projects. These results confirm that a combination of structured curriculum, active learning, motivational support, and continuous assessment creates favorable conditions for developing digital competence.

The findings align with international studies emphasizing the importance of pedagogical conditions (Beetham & Sharpe, 2013; Redecker, 2017), while also reflecting the specific needs of philology students in local higher education settings. The study demonstrates that effective development of digital competence in philology students requires specific pedagogical conditions. These include a structured and integrated curriculum, use of digital learning platforms, activity-oriented teaching methods, motivation and support strategies, and continuous assessment with feedback.

The practical implementation of these conditions in higher education courses significantly enhances students' digital competence and professional readiness. The results provide a framework for educators to systematically integrate digital skills development into philological education and other humanities disciplines. Future research could explore long-term impacts of these pedagogical conditions and their adaptation to other specialties within higher education.

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