

THEORETICAL FOUNDATIONS OF FORMING DIGITAL LITERACY COMPETENCIES IN LIBRARY ACTIVITIES

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Annotation: This article examines the theoretical foundations of forming digital literacy competencies in library activities. The concept of digital literacy, its role, and essence in librarianship are analyzed. Additionally, the components of digital literacy competencies and modern pedagogical approaches and methodological recommendations for their development are discussed. The article is based on scientific and pedagogical sources and aims to identify the necessary competencies in the process of library digitization and outline ways to develop them.

Keywords: Digital literacy, Library activities, Competency, Document management, Information literacy, Pedagogical approach, Digital competency, Information technologies, Librarianship, Educational methodology.

Just as globalization and digitization processes are influencing all sectors, the field of library and information science is also undergoing significant transformations. Traditional librarianship today requires the effective use of digital information tools, modern digital communication with users, and the application of new technological approaches in document management. This creates the necessity for both librarians and information users to develop digital literacy competencies.

This article analyzes the essence and structure of digital literacy competencies in library activities, as well as the theoretical and methodological foundations for their development.

Digital literacy (Digital Literacy / Digital Culture) is a social competency that encompasses the ability to search, analyze, evaluate, create, and share information in digital formats. UNESCO and other international organizations recognize digital literacy as a core component of modern education and information services.

In the context of library science, digital literacy includes:

- the ability to effectively search for and use digital information resources;
- working with electronic libraries;
- providing users with information through digital tools;
- adhering to information security and copyright regulations.

Today, most users are accustomed to learning and working in a digital environment. Therefore, librarians must also possess digital competencies and integrate digital culture into their professional practice.

Components of Digital Literacy Competence:

In developing digital competencies, attention should be paid to the following core components:

Technical competence – skills in using computers and internet-based tools;

Information competence – the ability to search, filter, analyze, and evaluate information;

Communicative competence – the ability to use digital communication tools (emails, messengers, chatbots);

Digital safety competence – protecting personal data and working safely online;

Creative and analytical competencies – developing new information products, creating presentations and digital projects.

These competencies together help shape a modern model of library service.

The Need for Theoretical Approaches to Digital Literacy Development:

From a pedagogical and theoretical standpoint, the development of digital literacy should be grounded in the principles of constructivism, competency-based learning, and interactive teaching methods.

Constructivist theory supports the idea that learners (librarians or users) acquire knowledge independently through interaction with digital tools.

Competency-based learning emphasizes not just knowledge acquisition but the development of skills that are useful in practice.

Creating an information-pedagogical environment (platforms, quizzes, training sessions) helps enhance the learning process.

To develop digital literacy in the library setting, special training modules, online courses, and interactive workshops should be implemented. Methodological materials and assessment tools must also be prepared and adapted to the needs of the institution.

In conclusion, developing digital literacy competencies in library activities is not only a demand of the times but also a key factor in improving the quality of information services.

The following recommendations are proposed:

Regular digital training programs should be organized for librarians;

Digital competence modules should be developed for information users (students, researchers);

Artificial intelligence tools should be utilized to automate and enhance digital services;

Each library should establish its own framework for assessing digital competencies.

Undoubtedly, future research in this area will help elevate library and pedagogical practices to a new level.

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