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Л.Н.ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

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In the future, we plan to implement these models of blended learning in the educational process to optimize and improve the effectiveness of the process of learning a foreign language.

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DIGITAL LITERACY OF THE STUDENTS IN A CASE OF ONE CAPITAL SCHOOL

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Аннотация. Цифровая грамотность – это способность человека находить, оценивать, использовать, распространять и создавать контент при помощи компьютерных технологий и Интернета. Внедрение программ развития цифровой грамотности в школьное образование позволяет школьникам научиться отбирать нужную информацию из огромного массива данных, понимать, как работает виртуальный мир, и не подвергать себя опасности в цифровой среде.Цель исследования: обосновать необходимость формирования цифровой грамотности у школьников 6-х, 8-х и 10-х классов, определить ее компоненты, уровни сформированности. В данной статье рассматриваются основные опасности, которые подстерегают наших детей в Интернете и алгоритм действий родителей по обеспечению безопасности во избежание негативных последствий. Научить детей быть информационно грамотными, объяснить им важность безопасного информационного и образовательного пространства.

Ключевые слова: Цифровая грамотность, цифровые навыки, образование, кибербуллинг.

Abstract. This article aims to show the usefulness of the test of internet literacy made for school children among 6th, 8th, and 10th grade students. To show how the ages depend on their readiness to use the internet. Testing the digital literacy of peers in Kazakhstan is a useful and relevant topic. The purpose of the research work: is to show the differences in internet literacy between the three grades of students. To study how age affects Internet awareness. The research basis: school-lyceum 84 named by Khalifa bin Zayed al Nahyan in Nur-Sultan. A case of 6th, 8th, and 10th grades students.This article discusses the main dangers that lie in waiting for our children on the Internet and the algorithm for parents' actions to ensure safety in order to avoid negative consequences. We must teach children to be informationally competent, and explain to them the importance of a safe informational and educational space.

Key words: internet literacy, digital competence, digital skills, education, Cyberbullying

Introduction

Information security in Kazakhstan is an integral part of national security, and it is a state of protection of the information space of the Republic of Kazakhstan, as well as the rights and interests of a person and a citizen, society, and the state in the information sphere from real and potential threats, which ensures sustainable development and information independence of the country.[1]

Information security is one of the main issues of state policy in our country's interests of children and adolescents. This issue is important that the authorities and civil society should be forced to intervene and act decisively. Most importantly, schools need to teach them to analyze and be critical of information on the internet.

It is impossible to imagine our life without the internet. It facilitates the search for any information, buying a ticket or goods, and communicating with those who are far away. It is a complex knowledge and skills required to work on a computer.

In any case, basic knowledge requires how to set search queries correctly, and how to find the necessary information. Also, working with browsers, to know the dangers we can find on the internet pages. [2]

The Internet is an endless opportunity for creativity, discovery, and communication. But adults also communicate on the Internet, and there may be information harmful to children and adolescents. Threats to children's health are now lurking on the Internet: this is the propaganda of cruelty, violence, pedophilia, pornography, as well as cyberbullying and being drawn into dependence on the World Wide Web.

By far, 90% of youngsters concur that digital tormenting is an issue, and 63% accept this is a significant issue. Additionally, a 2018 study of kids' internet-based conduct saw that roughly 60% of youngsters who utilize web-based entertainment have seen some type of harassment, for different reasons, most youngsters overlooked the conduct through and through. Also, as per enough.org, as of February 2018, almost half (47%) of all youngsters had been casualties of digital harassment. Web-based entertainment and internet games are the present virtual jungle gym, and that is the place where much digital tormenting happens, and it's working day in and day out.[3]

Further, multiple and overlapping understandings and uses of the terms ‘digital literacy’, ‘digital skills’ and ‘digital competencies’ exist (Brown et al. 2016) as well as a number of sister concepts to digital literacy, such as computer literacy, information literacy, 21st century skills, new media literacies, media and information literacy. Without entering into the debate about these multiple concepts and meanings, in the present section we will describe a few definitions of digital literacy, with the aim of informing the following sections of the paper.[4]

Table 1

Content analysis of the concept of “Digital literacy”

Scientist/source	Definitions
Fabio Nascimbeni, Universidad Internacional de La Rioja Steven Vosloo, UNICEF [5]	Digital literacy refers to the knowledge, skills and attitudes that allow children to flourish and thrive in an

	increasingly global digital world, being both safe and empowered, in ways that are appropriate to their age and local cultures and contexts.
Alexander, Adams Becker and Cummins [6]	Digital literacy can be seen as an umbrella term that includes a continuum of meanings extending across the ability to use digital devices or software, to being capable of consuming and producing digital content, to meaningfully participating in digital communities
London School of Economics (LSE) in their work with the International Telecommunication Union (ITU): [7]	Digital literacy is the opportunity and ability to use (or decide not to use) ICTs in ways that allow individuals to obtain beneficial and avoid negative outcomes of digital engagement across all domains of everyday life now and in the future. This includes (the understanding of the implication of) using different platforms and devices, skills that can be applied when using these platforms and devices, and the use of various types of content and platforms that allow the individual to achieve a broad range of high-quality outcomes
The European Commission uses the term digital competence [8]	Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.
The Council of Europe (CoE) uses the term digital citizenship [9]	Digital Citizenship may be said to refer to the competent and positive engagement with digital technologies and data (creating, publishing, working, sharing, socializing, investigating, playing, communicating and learning); participating actively and responsibly (values, skills, attitudes, knowledge and critical understanding) in communities (local, national, global) at all levels (political, economic, social, cultural

	and intercultural); being involved in a double process of lifelong learning (in formal, informal, non-formal settings) and continuously defending human dignity and all attendant human rights.

On the whole, digital literacy is the personal education of the subject, including the following components: a system of knowledge, skills, and abilities in the use of digital resources and digital information, positive motivation for digital activity, positive experience of working on the web; allowing you to find evaluate, use, distribute and create content using modern information technologies.[10] The recommended inclusion of digital literacy programs in school will enable children and young people to make informed choices. relevant information from a large stream, to understand how the virtual world works, and not endanger yourself in the digital environment.

Data and methods

Our questionnaire on internet literacy was for students between 11-and 16 years old. Although, we opted for GOOGLE forms to test the peers, which is easy to use and one of the widespread platforms. The questionnaire consisted of eleventh questions, each testing a problem in one aforementioned program. Firstly, we divided students into three types. The first type was the sixth-grade students, who are at the 11-13th ages. Generally, thirty-two students participated in this questionnaire.

The second type of student was 8th grade, they are 13-14 years old. The number of participants participating in the questionnaire was 14 students.

The third types of students were 10th-grade students, who are of the 15-16 ages. In this type, there were nineteen students in all. On the whole fifty-one students were involved in this questionnaire. The same questions were for each participant. The standard ethics protocol was followed. Each learner was informed about the goal of the questionnaire, the anonymity measures, and the right to terminate participation in the questionnaire at any time.

All the participants use their mobile phones to answer the test. The questions were marked from one point until five. The maximum score on the test was twenty-two. Also, there was one open-ended question, where participants could write their answers.

Results

Reviewing the results includes the structure and reliability of the digital skills test. To determine the level of digital skills, the results were analyzed for the overall test and open-ended questions.

The percentages of the results are shown in Table 1.

Table 1

	10^{th} grade	8^{th} grade	6^{th} grade
Question 1	89%	93%	97%
Question 2	89%	57%	89%
Question 3	69%	65%	21%
Question 4	89%	93%	62%
Question 5	100%	100%	94%
Question 6	100%	100%	78%
Que	100%	100%	75%

stion 7			
Question 8	100%	57%	9%
Question 9	15%	16%	59%
Question 10	68%	29%	19%

According to the survey, there aren't huge differences among the 6th-8th-10th students. Nevertheless, 10th-grade students are more aware of how to protect personal data and can identify phishing sites which shows they can use the internet safer. However, 10th-grade students spend more time on the internet than 8th or 6th graders. Mostly, 6th-grade students need help when they use the internet. It is also interesting that the older the children, the more diverse the response to the use of the Internet, while children 11-12 years old must use the Internet either for educational purposes or games. However, 15-16-year-old children use the internet most for communication. Based on this, we can say that it is necessary to more carefully check with whom they communicate on the Internet space.

Conclusion

Digital literacy is an essential skill in the 21st century. This is the ability to think critically, and also be able to solve problems, cooperate and communicate with each other. Some researchers say digital literacy is just as important as being able to read and write, giving the name "fourth literacy".

Our schoolchildren are in the virtual space from two to more than eight hours a day, and parents may not even know in which chats and sites their child is sitting. On the Internet, the danger can be different, it all depends on the age and computer readiness of the child. How can we help children? Most importantly, you need to teach them to analyze and be critical of information on the Internet. We must teach children to be informationally competent, explain to them the importance of a safe informational and educational space. Information security is one of the main issues of state policy in the interests of children and adolescents in our country. This issue is so important that the authorities and civil society are forced to seriously intervene and act decisively.

Keeping your personal information safe on your computer means protecting you from viruses and keeping all your software up to date. It is necessary to increase the level of data protection, for this you can use the filter settings and parameters that exist in many modern programs and are absolutely easy to use. Any parent can easily remove almost everything related to the dangers that lurk for children on the Internet. It is necessary for parents to enable functions that can control and track the actions of the child on the Internet and on the computer. There are Parental Controls built into your operating system. This enables the management of children's personal information, and parents can most actively determine the content that the child accesses online.

Therefore, we believe that programs development of digital literacy should be implemented already in school education.

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CAREER GUIDANCE IN HIGH SCHOOL: A CASE OF THE US, THE UK AND KAZAKHSTAN PUBLIC FUNDED SCHOOLS

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Аннотация. На сегодняшний день более 60% молодых рабочих в Казахстане работают не по специальности и имеют дело с демотивацией и эмоциональным выгоранием. Одна из причин заключается в том, что они не сделали правильный выбор специальности, когда учились в вузе. Профориентация – многоэтапный и сложный процесс, напрямую влияющий на выбор выпускниками и учениками старшей школы их будущей карьеры. Очень важно направлять и поддерживать учащихся на этом динамичном этапе их жизни. В данной статье анализируются сущность и основные функции процесса профориентации и профориентации в средних школах Великобритании и США путем сравнения с местными казахстанскими школами. Исследование направлено на обзор литературы и фонового опыта для определения профориентации и профориентации в средней школе. В нем рассматриваются документы политики профориентации и консультирования 3 государственных школ Великобритании, США и Казахстана, выявляются общие моменты и ошибки в этой области.

Ключевые слова: профориентация, профориентационная консультация, принятие профессиональных решений, старшеклассники, профориентационная политика

Abstract. Nowadays, over 60% of the young laborers in Kazakhstan do not work in their specialties and deal with demotivation and emotional burn-up. One of the causes is that they did not make the correct choice of specialty when they were in high school. Career guidance is a multistage and complicated process that directly influences students' career decision-making. It is significant to guide and support students during this dynamic milestone of their life. This paper analyzes the importance and main functions of the career guidance and career counseling process in high schools in the UK and US by comparing it with local Kazakhstani schools. The study aims to overview the literature review and background experience to define career guidance and career counseling in high school. It reviews the career guidance and counseling policy documents of 3 single-gender schools in the UK, the US, and Kazakhstan, identifying common points and errors in this field.