THE METHOD OF ORGANIZING THE USAGE OF DIGITAL TOOLS IN THE DEVELOPMENT OF FUTURE PEDAGOGUES' SKILLS OF WORKING WITH THE TEXT

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ABOUT ARTICLE

Abstract: In the digital age, the educational landscape has transformed significantly, requiring new approaches to equip future pedagogues with essential textual skills for academic and professional success. This article explores an effective methodology for organizing digital tools to enhance the skills of analyzing, interpreting, and producing text. By implementing a structured, phased approach to text-based learning, this methodology leverages digital platforms such as annotation tools, collaborative writing software, and visualization aids to support comprehension, critical thinking, and productive engagement with text. Each phase—from pre-reading activities to collaborative analysis and reflective writing—uses specific digital tools to reinforce key competencies and enhance pedagogical training. The study also highlights the role of formative assessment and feedback in fostering reflective and digital literacy skills. This approach prepares future pedagogues to effectively utilize digital resources, thereby meeting the demands of modern education and instilling a dynamic understanding of text-based learning in their teaching practices.

INTRODUCTION

With rapid advancements in technology, education systems worldwide face the challenge of adapting traditional methods to digital formats. In pedagogical training, particularly, the use of digital tools to foster textual skills is crucial.[1] Text-based learning encompasses a wide range of abilities, including reading comprehension, textual analysis, critical thinking, and productive writing.

These skills are foundational for future educators who must engage students in meaningful textual interactions. This article proposes a systematic approach to integrating digital tools into pedagogical training to enhance text-based skills effectively.[2] The method of organizing the use of digital tools in developing future pedagogues' skills for working with text involves a structured approach that emphasizes technology-enhanced learning to build both interpretative and productive skills. Here's a breakdown of a potential methodology:

Defining Skill Objectives for Textual Work. Develop the ability to analyze and interpret text. This includes skills in identifying main ideas, themes, and argument structures. Emphasize skills for text creation, such as writing summaries, critiques, and original compositions. Promote teamwork in textual analysis and writing, encouraging discussions and group feedback. Annotation Tools allow students to highlight, comment, and annotate digital texts collaboratively. Writing Platforms Support collaborative writing and editing while providing a space for formative feedback. Presentation and Visualization Enable students to present textual interpretations and insights visually, deepening their engagement and understanding. In educational settings, particularly for future pedagogues, defining clear skill objectives for textual work is crucial. Textual skills involve a broad range of competencies, from basic comprehension to complex analytical and productive abilities. These objectives guide the educational process and ensure that learners are prepared to engage deeply with texts in various contexts, supporting their development as skilled readers, thinkers, and communicators. Comprehension is the foundational skill in textual work.[3] It involves the ability to read and understand the literal meaning of a text, identifying key ideas, themes, and supporting details. For future educators, honing comprehension skills is essential as it allows them to decode the information effectively, set a strong example for students, and facilitate comprehension in others. Exercises like reading summaries, paraphrasing, and question-based discussions help solidify these skills. Analytical skills go beyond basic comprehension, allowing students to examine a text's structure, arguments, and implications. This skill involves understanding the author's purpose, identifying biases, and exploring the text's context. Analytical skills are key for future pedagogues as they must often guide students in critical thinking and interpretation. Activities that involve identifying themes, analyzing character development, and debating multiple perspectives within a text foster these analytical skills.[4]

Interpretation requires students to connect the text with broader cultural, social, and personal contexts. This skill is about understanding implicit meanings and making connections beyond the immediate text, enhancing students' abilities to relate content to diverse perspectives. For future pedagogues, interpretation skills help them draw meaningful insights that engage students in discussions about relevance, values, and broader implications. Interpretation can be fostered by activities like thematic essays, group discussions, and presentations where students articulate personal connections to the text. Productive skills in textual work are essential for enabling students to generate their own responses and ideas based on their reading. This includes summarizing, synthesizing information, and creating new texts. These skills are particularly important for future educators who will be expected to communicate ideas clearly, whether in writing or speaking. Productive skills can be developed through exercises like writing reflections, constructing arguments, and creating original essays, which help students articulate their thoughts effectively and inspire creativity.[5]

In a collaborative setting, students learn to engage with others' viewpoints, discuss interpretations, and build on shared ideas. Collaborative skills help future pedagogues work effectively in group settings, where they can exchange insights, critique interpretations constructively, and learn from diverse perspectives. Engaging in activities like group projects, peer reviews, and collaborative discussions enables students to build these skills, helping them become more adaptable and open-minded in their

approach to text-based tasks. Reflection is a skill that supports lifelong learning. It involves evaluating one's understanding, identifying areas for improvement, and considering how new insights can be applied in future learning. For pedagogues, reflective skills are especially valuable, as they enable educators to model and instill reflective practices in their students. Keeping journals, writing reflections on reading experiences, and setting personal learning goals are effective ways to develop reflective skills.[6]

Pre-reading phase tools to set the context of the text. for instance, padlet or a forum can be used for brainstorming and sharing prior knowledge. Reading and analyzing phase employ annotation tools where students interact directly with the text, marking key passages and adding comments. Post-reading phase: utilize discussion boards, video reflections, or writing platforms to discuss interpretations and insights collectively. Formative assessment: use digital tools like google forms or online quizzes to assess comprehension and textual analysis skills.

Fostering Digital Literacy in Textual Engagement. As digital technology becomes integral to education, fostering digital literacy among future educators is essential, especially in the realm of textual engagement. Digital literacy in textual work enables students to effectively interact with digital texts, assess online resources critically, use digital tools responsibly, and model these skills in their own classrooms. By building these competencies, educators become adept at navigating the digital landscape of information, a skill crucial for their professional and academic lives. Unlike traditional printed texts, digital texts come in diverse formats such as PDFs, e-books, blogs, online articles, and multimedia content.[7] Each format offers different features, such as hyperlinked references, embedded media, and interactive annotations. Educators need to understand how to access, read, and analyze these formats, adapting their reading strategies to suit the digital medium. Training in these formats allows future pedagogues to help students navigate digital texts effectively, fostering adaptability in textual engagement.

Digital Research Skills: Teach students to use online libraries, academic databases, and digital reference managers (e.g., Zotero) to access and organize research sources.

Ethics of Digital Interaction: Incorporate lessons on proper citation, plagiarism, and respectful digital communication to build responsible digital literacy.

Reflective Journals: Encourage students to maintain digital reflective journals, noting challenges and progress in working with texts.

Self-Assessment: Use self-assessment tools where students evaluate their progress and set goals, fostering autonomy.[8]

By organizing the use of digital tools around these phases, future pedagogues can build a strong foundation in working with text while becoming proficient in the digital literacy skills crucial for modern teaching. Reflection is crucial in text-based skill development. By maintaining digital journals, students can document their learning journey, noting challenges and improvements. Self-assessment exercises enable students to set goals for further skill development, fostering autonomy and accountability in their learning. Fostering digital literacy in textual engagement prepares future educators to navigate the complexities of digital information, use tools responsibly, and promote ethical engagement with texts. By equipping future educators with skills in analyzing, researching, and reflecting on digital texts, we prepare them not only to thrive in digital-rich environments but also to lead their students effectively in the digital age. Digital literacy is more than a skill; it is an essential competency that supports informed, ethical, and critical interaction with the wealth of information available online.[9]

CONCLUSION

This article presents a structured, digital tool-supported methodology for developing text-based skills in future pedagogues. By aligning specific digital tools with phases of learning—pre-reading, reading and analyzing, post-reading, and productive phases—students gain a comprehensive approach to working with text. The integration of formative assessment, reflective practices, and digital literacy fosters a deep understanding of textual engagement. This approach equips future pedagogues with the tools and strategies necessary to thrive in modern educational settings, ensuring they can facilitate effective, digital-enhanced text-based learning in their classrooms. Defining clear skill objectives in textual work establishes a structured pathway for students to become skilled readers and communicators. By focusing on comprehension, analysis, interpretation, productivity, collaboration, and reflection, educators can ensure that future pedagogues are well-equipped to engage meaningfully with texts. These skill objectives not only benefit students in their academic journeys but also prepare them to cultivate these skills in the classrooms they will lead.

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