PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF DIGITAL LITERACY OF PRIMARY GRADE STUDENTS.

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Annotation: *the article considers the interaction of young psychological traits (for example, perception, attention, memory, logical thinking) and pedagogical factors (teaching methods, didactic materials, digital environment) in the formation of digital literacy of Primary School students.Annotation: the article considers the interaction of young psychological traits (for example, perception, attention, memory, logical thinking) and pedagogical factors (teaching methods, didactic materialson.*

The enormous importance of digital technologies in modern society is radically reshaping the system of primary education. Today, elementary students are required to have the ability to effectively work not only with traditional literacy, but also with the rules of the digital world, information resources and virtual environments. However, the process of forming digital literacy of children requires a balance between their young psychological traits and pedagogical approaches. For example, such factors as the visual-artistic focus of the processes of perception of children aged 7-10 years, the short duration of attention, the gradual development of logical thinking can cause acute problems in the selection, evaluation and use of digital content. At the same time, modern pedagogy shows the principles of interactivity, individualization and didactic design as the main tool in the development of digital competencies.

The main purpose of the article is to identify the psychological and pedagogical mechanisms for the formation of digital literacy, taking into account the developmental traits of Primary School students in cognitive, emotional and social aspects. In this, aspects such as increasing the motivation of children in the digital environment, teaching the principles of information security, as well as organizing digital competencies through parental cooperation are highlighted with special emphasis.

The practical significance of the study is manifested in the proposal of pedagogical directions for the development of interactive textbooks, microcurrent modules and digital simulations adapted to the age group.

In the introduction, it is worth noting that digital literacy is considered not only in terms of Technology Management, but also in terms of critical thinking, finding creative solutions and including the ability to comply with the norms of digital ethics. In this respect, the article seeks to scientifically substantiate the need to synchronize the didactic requirements of digital education with the psychological norms of children's development.

The formation of digital literacy of Primary School students is one of the most pressing issues of modern education. The results of the study showed that pedagogical approaches developed taking into account the peculiarities of cognitive, emotional and social development of children make it possible to effectively master digital competencies.he formation of digital literacy of Primary School students is one of the most pressing issues of modern education. The results of the study showed that pedagogical approaches developed taking into account the peculiarities of cognitive, emotional and social development of children make it possible to effectively master digital competencies. In this, didactic tools such as interactive programs, visual-artistic content, micro-communication modules play an important role in keeping children focused, developing abstract thinking and facilitating their adaptation to the digital environment.

In the process of developing digital literacy, it is necessary to pay special attention to the following principles:

Age adjustment-the content, level of complexity and visual design of digital content is consistent with the perceptual abilities of children;

Encourage critical thinking-the formation of skills for critical assessment of information, verification of resources and protection against dangerous content;

Creative and ethical principles – teaching respect for intellectual property rights along with creative approaches to creating digital products; parental cooperation-the implementation of digital competencies into everyday life through the continuous interaction between family and school. In the future, the creation of individual educational trajectories through the deepening of research in this area, especially the application of the principles of artificial intelligence-based adaptive learning platforms, virtual reality simulations and neuropedagogy, are promising directions. In conclusion, digital literacy is a complex socio-pedagogical process that prepares children not only to master technology, but also to successfully operate in a global digital civilization.

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