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The Essence and Structure of Digital Competence of Professional Junior Bachelors in Physical Culture and Sports

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Abstract. The article presents the results of a comprehensive study on the essence and structure of digital competence among professional junior bachelors in Physical Culture and Sports. The relevance of the problem is determined by the processes of global digitalisation that encompass all spheres of social life and impose new requirements on the training of specialists capable of effectively applying digital technologies in professional practice, education, and communication. It is emphasised that digital competence is a dynamic category that is continuously updated in accordance with technological changes, and its formation must be based on the principles of lifelong learning, encompassing formal, non-formal, and informal education.

The study provides a review of international documents that define the key competences of modern individuals and highlight the importance of digital competence for personal development, professional mobility, and social integration. Based on the analysis of scholarly sources, the concept of “digital competence” is clarified as an integral component of professional competence, combining knowledge, skills, values, and attitudes necessary for the safe and responsible use of the digital environment.

The article proposes a structure of digital competence for future specialists in Physical Culture and Sports, which includes four interrelated components: axiological, gnoseological, technological, and reflexive. The axiological component reflects a system of values and motivational orientations that ensure responsible attitudes toward the use of digital resources, adherence to the principles of academic integrity, and respect for intellectual property rights. The gnoseological component encompasses knowledge of the digital environment, tools, and resources, the ability to critically evaluate information, and to ensure its secure storage and use. The technological component defines practical skills in applying digital technologies in professional activity, including the organization of the educational process, monitoring the physical condition of learners, and creating and adapting digital content. The reflexive component is associated with the ability to self-assess the level of digital competence, critically analyze the effectiveness of digital tools, and maintain orientation toward continuous self-development.

Keywords: digital competence, specialist in Physical Culture and Sports, professional junior bachelor, axiological component, gnoseological component, technological component, reflective component.

Сутність і структура цифрової компетентності фахових молодших бакалаврів з фізичної культури і спорту

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Анотація. У статті висвітлено результати комплексного дослідження сутності та структури цифрової компетентності професійних молодших бакалаврів з фізичної культури і спорту. Актуальність проблеми зумовлена процесами глобальної цифровізації, що охоплюють усі сфери суспільного життя та висувають нові вимоги до підготовки фахівців, здатних ефективно застосовувати цифрові технології у професійній діяльності, освітньому процесі та комунікації. Підкреслено, що цифрова компетентність є динамічною категорією, яка постійно оновлюється відповідно до технологічних змін, а її формування має ґрунтуватися на принципах безперервної освіти, що охоплює формальне, неформальне та інформальне навчання. У роботі здійснено огляд міжнародних документів, які визначають ключові компетентності сучасної людини та підкреслюють значення цифрової компетентності для особистісного розвитку, професійної мобільності та соціальної інтеграції. На основі аналізу наукових джерел уточнено зміст поняття «цифрова компетентність» як інтегральної складової професійної компетентності, що поєднує знання, уміння, цінності та ставлення, необхідні для безпечного й відповідального використання цифрового середовища. Запропоновано структуру цифрової компетентності майбутніх фахівців фізичної культури і спорту, яка включає чотири взаємопов'язані компоненти: аксіологічний, гносеологічний, технологічний та рефлексивний. Аксіологічний компонент відображає систему цінностей і мотиваційних орієнтацій, що забезпечують відповідальне ставлення до використання цифрових ресурсів, дотримання принципів академічної доброчесності та прав інтелектуальної власності. Гносеологічний компонент охоплює знання про цифрове середовище, інструменти та ресурси, уміння критично оцінювати інформацію, забезпечувати її безпечне зберігання та використання. Технологічний компонент визначає практичні навички застосування цифрових технологій у професійній діяльності, включаючи організацію освітнього процесу, моніторинг фізичного стану здобувачів освіти, створення та адаптацію цифрового контенту. Рефлексивний компонент пов'язаний із здатністю до самооцінки рівня цифрової компетентності, критичного аналізу ефективності використання цифрових інструментів та орієнтації на безперервний саморозвиток.

Ключові слова: цифрова компетентність, фахівець з фізичної культури і спорту, фаховий молодший бакалавр, аксіологічний компонент, гносеологічний компонент, технологічний компонент, рефлексивний компонент.

Introduction

Topicality of the problem. The relevance of examining the content and structure of digital competence among professional junior bachelors in Physical Culture and Sports is determined by several factors. First, the modern knowledge society is characterised by rapid digitalisation across all spheres of human activity, which necessitates specialists capable of effectively employing digital technologies in professional practice, education, and

communication. Second, the professional training of future specialists in Physical Culture and Sports must take into account the specific nature of their work, which involves active interaction with individuals, the use of digital tools for monitoring physical condition, organising training processes, implementing distance learning, and facilitating communication. This requires not only technical proficiency but also the development of value orientations, responsible attitudes toward the use of digital resources, and adherence to the principles of academic integrity and professional ethics.

It is important to note that digital competence is a dynamic category that is continuously updated in line with technological advancements. Therefore, its formation must be based on lifelong learning, encompassing formal, non-formal, and informal education. This is particularly significant for junior bachelors who are at the beginning of their professional careers and must be prepared to adapt to the rapidly changing digital environment.

Literature review. The characterisation of digital competence among professional junior bachelors in Physical Culture and Sports should begin with reference to analytical reports, summaries, and recommendations developed by international organisations and applied within the global educational and scientific space. These documents outline the main trends of digitalisation in modern society and the processes of forming and developing digital competence in contemporary individuals.

It should be noted that in 2019, the European Commission published the updated document *Key Competences for Lifelong Learning*, which emphasises the need to acquire key competences that are “essential for citizens’ personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship, and social inclusion” [14, p. 4]. This document provides a definition of competence that encompasses “knowledge (established concepts, facts and figures, ideas and theories that serve as the basis for understanding the essence of a specific field or subject); skills and abilities (capabilities that enable the implementation of processes and the application of knowledge to achieve results); attitudes (a disposition and mindset that determine behavior and activity, responses to ideas, people, or situations)” [14, p. 5].

For our study, it is important to emphasize that this document identifies and substantiates the need for the formation and development of eight key competences, among which are “literacy; multilingual competence; mathematical competence and competence in science, technology and engineering; digital competence; personal, social and learning competence; civic competence; entrepreneurial competence; cultural awareness and competence of self-expression” [14, p. 5]. The document highlights that these key competences play a crucial role in the innovative development of society, ensuring productivity, competitiveness, and sustainable growth of the knowledge economy [14].

The triad of category competence is applied in contemporary research to specify the essence of digital competence and its components [6; 18]. For instance, F. Pettersson notes that “in general, digital competence is often associated with the skills and literacy required by the average citizen to be able to learn and navigate in the digital knowledge society” [15, p. 2]. O. Spirin and O. Ovcharuk define the term digital competence as “an individual’s ability to confidently and thoroughly use digital technologies in such areas as professional activity and employment, education, leisure, and civic engagement, which are essential for participation in everyday socio-economic life” [6, p. 1095].

Researchers emphasize that digital competence is defined as “the ability to explore and demonstrate flexibility in overcoming new technological challenges, to analyse, select, and critically evaluate data and information, to utilize technological potential for presenting and solving problems, as well as to create shared, collegial knowledge while simultaneously fostering awareness of personal responsibility and demonstrating respect for mutual rights and obligations” [12, p. 186]. They refer to the triad of category *competence* and present a model that encompasses cognitive (access, selection, and critical evaluation of information),

technological (flexibility in exploring new technological contexts), and ethical (responsible interaction through information and communication technologies) components [12].

The aim of the article. The aim of the article is to define the essence and provide a detailed characterisation of the components of digital competence of professional junior bachelors in Physical Culture and Sports.

Research results

In the scientific literature, it is emphasised that digital competence encompasses knowledge and understanding of the potential of digital technologies for organising communication and activities in social, economic, political, and cultural spheres, enabling interaction not only within a single organisation but also at national and international levels. Such collaboration is facilitated through digital platforms, which serve as significant mechanisms and channels for information and knowledge exchange, as well as for establishing interaction in line with the main trends of globalisation and market integration [3; 13].

Possessing knowledge about digital tools, mechanisms and logic, fundamental principles of their development, data processing algorithms, and the specifics of information exchange contributes to the advancement of new scientific knowledge, its application across various fields, including education, innovation implementation, and business progress. These considerations are confirmed by the fact that modern digital technologies and tools provide access to extensive databases, analytical reports, and research findings, as well as innovative research methods employed by scholars in developing new concepts, generating innovative ideas and theories, and testing them through empirical studies [7; 11].

According to researchers, effective knowledge management fosters the dissemination of knowledge and stimulates innovative initiatives. The openness and multifaceted nature of digital technologies create opportunities for managing digital knowledge. Digital technologies facilitate the preservation, transmission, and processing of information, transforming traditional knowledge management and promoting its digitalisation. This, in turn, involves the use of advanced technologies (such as information systems) to encode knowledge into digital formats for storage, computation, and analysis [13].

Regarding skills and abilities as a component of digital competence, it should be emphasised that their thoughtful and deliberate application in the educational sphere, particularly the use of devices, software, Internet networks, mobile applications, and similar tools, provides such advantages as flexibility and accessibility of learning materials, optimisation of the educational process, monitoring of learning activities, and control of students' cognitive performance. It also enables the establishment of interactive and personalised learning tailored to learners' interests, needs, and abilities [2; 16].

Digital competence in the value dimension is represented by the component values and attitudes, which presupposes awareness of the opportunities, challenges, and limitations associated with the use of the digital environment, as well as responsibility, adherence to relevant worldview and human-centred orientations of the knowledge society, recognition of the need for continuous self-development, adaptability, and consideration of socio-ethical and professional-ethical aspects, along with legal norms [10; 17].

In our study, digital competence is considered as an integral part of the professional competence of junior bachelors in Physical Culture and Sports. We interpret it as the ability of an individual and a specialist to apply knowledge, skills, professional values, and attitudes for confident, safe, and responsible use of the digital environment's potential in personal learning, professional activity, and everyday life within the knowledge society. This is aimed at establishing communication and collaboration with others, utilizing digital content, technologies, and tools while adhering to the principles of academic integrity, professional ethics, and intellectual property rights.

To structure the digital competence of future specialists in Physical Culture and Sports, it is essential to draw upon the experience of domestic researchers who have conducted similar studies, allowing analogies to be made and a structural composition to be projected.

One such study is by V. Berezan, who, examining the specifics of forming information and communication competence among specialists in socio-economic fields, identifies in its structure the following components: cognitive, value-motivational, communicative, ethical, reflexive, and technological [1, p. 253]. A. Kocharian substantiates the inclusion of value-motivational, cognitive, operational-activity, and research components in the structure of information and communication competence of academic staff [4]. H. Tsyhura argues for the differentiation of personal, cognitive, and practical components (with the personal component further structured into motivational, value, worldview, and reflexive elements) in the readiness of future specialists in Physical Culture and Sports for educational activities aimed at sustainable development [9]. Yu. Tverdokhlebova defines the components of "readiness of future specialists in Physical Culture and Sports to use health-restoring technologies in professional activity" as value-motivational, professional-cognitive, activity-based, and reflexive [8, p. 134]. Finally, H. Plakhotniuk includes value-motivational, cognitive, activity-based, and evaluative-reflexive components in the structure of information competence [5, pp. 49–50].

According to the analysis of the research base and to define the content of training and the pedagogical tools for its implementation, we conclude that it is appropriate to distinguish the following components in the structure of digital competence of professional junior bachelors in Physical Culture and Sports: axiological, gnoseological, technological, and reflexive.

Our position is primarily focused on the axiological component. In our view, a modern specialist in Physical Culture and Sports should possess not only a relevant set of knowledge, skills, and abilities but also demonstrate universal and professional values and attitudes. Therefore, within the structure of digital competence, we highlight the axiological component, which reflects the value-motivational dimension of professional activity in the digital environment.

The axiological component incorporates a system of attitudes, dispositions, and convictions that shape personal and professional behaviour, daily life, and professional practice. It reflects the awareness of junior bachelors in Physical Culture and Sports regarding the significance of digital technologies in the contemporary knowledge society, as well as their understanding of the possibilities of applying these technologies not only to meet occasional personal and professional needs but also to ensure comprehensive, continuous development. This development must take into account the principles of safe and responsible behaviour in the digital environment, respect for privacy, and adherence to intellectual property rights.

We believe that each of the identified components, including the axiological one, is system-forming within the structure of digital competence of future specialists in Physical Culture and Sports. The formation of the axiological component, its value-motivational dimension, provides the foundation for the responsible use of digital knowledge, skills, and abilities. This is particularly important because specialists in Physical Culture and Sports directly interact with people, and such interaction exerts a significant influence on the socialisation, physical and psychological development, and overall well-being of different population groups.

To outline and apply appropriate diagnostic methodologies for verifying the effectiveness of changes introduced into the educational process, it is considered expedient to specify the characteristics of the axiological component of digital competence among professional junior bachelors in Physical Culture and Sports through the identification of its constituent elements.

Among the constituent elements of the axiological component of digital competence for professional junior bachelors in Physical Culture and Sports, we highlight, first of all, a positive yet critical attitude toward the development and use of digital technologies in professional

activity. This reflects the ability of future specialists to employ modern digital tools such as mobile applications for monitoring physical condition (e.g., fitness bracelets and smartwatches), applications for tracking training and nutrition (MyFitnessPal, Tabata, Yoga, Pilates), electronic journals (NZ.ua, "Physical Education in Schools of Ukraine," WellNet), distance learning platforms (Prometheus, TEDx, YouTube, FitOn), social networks and messengers, as well as video analysis services for motor activity (e.g., the mobile application "Active Parks") in the organization of educational, sports, recreational, and wellness activities.

Another essential element of the axiological component is the awareness of the value of responsible and safe behaviour in the digital environment. Like any phenomenon or process, digital technologies and their use have both advantages and disadvantages. For future specialists in Physical Culture and Sports, it is crucial to understand and adhere to principles of privacy, which include protecting both their own data and the data of others. In professional practice, they often handle sensitive information about their trainees, including medical indicators, psychological and physical conditions. This requires awareness of the risks and consequences of careless dissemination of information, videos, or photographs of classes and training sessions in the digital environment.

In our view, a significant constituent of the axiological component of digital competence for professional junior bachelors in Physical Culture and Sports is the adherence to the principles of academic integrity and respect for intellectual property rights. This element shapes the behaviour of future specialists not only in everyday life and professional activity but also exerts a considerable influence on their trainees, fostering the development of a culture of integrity in digital environments, educational contexts, and the broader sphere of physical culture and sports.

Equally important is the motivation for continuous digital self-development, which we regard as another essential element of the axiological component. Its inclusion is justified by the rapid advancement of digital technologies, tools, and resources, which necessitate constant updating of knowledge and the acquisition of new skills required for their effective use. Internal motivation and awareness of this need encourage specialists in Physical Culture and Sports to engage in formal, non-formal, and informal learning, utilising a wide range of instruments and resources available for expanding and renewing their digital competence.

Turning to the gnoseological component, in our study, we interpret it as a set of knowledge about the principles of critical evaluation and verification of information, the specifics of the functioning of the digital environment, and the digital tools and resources whose responsible, thoughtful, and literate selection should be directed toward effectively solving personal, educational, and professional tasks. It is important to emphasise that digital knowledge must constitute a holistic system that provides the conceptual basis for understanding the digital environment and all its elements. This ensures their application not only in standard contexts but also in unpredictable situations that frequently arise in both personal and professional domains.

Thus, within the gnoseological component of digital competence, we consider it essential to have knowledge of how to apply the potential of the digital environment in the field of Physical Culture and Sports. This includes familiarity with the diversity of digital resources, tools, and platforms used in the modern training process, in organising educational activities, as well as in sports, wellness, and recreational practices.

Examples include electronic journals for attendance tracking and performance monitoring of learners; video resources that serve both to motivate physical activity and healthy lifestyles, proper nutrition, and to demonstrate and practice specific elements in particular sports (e.g., basic combinations, throws, technical actions in standing and ground positions, acrobatic elements, self-protection in sambo). For future specialists in Physical Culture and Sports, it is crucial to acquire knowledge about the use of cloud environments, which allow the storage of large volumes of data, including educational and methodological materials. Equally

important is the ability to use applications for creating presentations, interactive games, and recording digital content for subsequent analysis and conclusion-making.

An equally significant element of the gnoseological component of digital competence for professional junior bachelors in Physical Culture and Sports is knowledge about searching, processing, critically evaluating, and managing digital information. This includes understanding how search engines and their algorithms' function, the use of keywords, the formulation of refined queries, and the application of filters to locate educational-methodological resources, scientific sources, and practical recommendations.

This element also covers knowledge of the criteria for evaluating the quality of digital content, as well as the principles of processing, classifying, systematising, structuring, and storing data. It involves the use of digital tools for editing and adapting content, such as text editors and multimedia programs, ensuring that information can be effectively integrated into educational and professional contexts. Additionally, it encompasses knowledge of methods for verifying the reliability of information, particularly that which relates to training methodologies in specific sports, the organisation of physical education classes, the application of health-preserving technologies, and the effectiveness of modern pedagogical tools.

Another crucial element of the gnoseological component is knowledge about confidentiality, security, and data protection in the digital environment. For future specialists in Physical Culture and Sports, this includes awareness of the main threats to information security and strategies for safeguarding data. Examples include configuring access to cloud services, securely storing digital materials, protecting personal information and accounts through passwords and two-factor authentication, securing devices with antivirus software, and ensuring the protection of sensitive data such as medical indicators, physical condition, and training results of their trainees.

Given the widespread use of digital technologies for communication and interaction, we identify as a constituent of the gnoseological component of digital competence the knowledge of digital communication and netiquette. This includes understanding how to use digital channels (educational platforms, social networks and their applications, messengers), knowledge of tools for organising consultations and online educational events (Teams, Zoom, Google Meet), knowledge of digital instruments for teamwork, and the productive use of audio and video content, as well as presentations (Gamma, Prezi, Canva). Equally important is knowledge of digital etiquette (netiquette), which encompasses respect for others, cultural awareness and sensitivity, correctness in expression, clarity and structure of messages, and adherence to professional etiquette. Collectively, these elements contribute to building a positive image, authority, and trust.

Within the structure of digital competence of junior bachelors in Physical Culture and Sports, we also distinguish the technological component, which we interpret as a system of skills and abilities enabling the practical application of digital knowledge for the effective use of digital tools and resources in professional activity and everyday life. The essence of this component lies in the ability of future specialists not only to apply mastered digital instruments but also to recognise the potential of operational skills in working with new digital tools, to adapt to the constantly changing digital environment, and to utilise its potential in non-standard situations typical of pedagogical and coaching practice.

We consider it appropriate to distinguish the constituent elements of the technological component of digital competence among professional junior bachelors in Physical Culture and Sports. First and foremost, these elements include the ability to use digital tools for organising both the educational and training processes of learners. These can be conditionally divided into: organizational skills – necessary for arranging various educational, training, wellness, and recreational activities, as well as coordinating teamwork through the use of relevant platforms, electronic journals, calendars, and similar resources; analytical skills – required for working with digital information by applying programs for data collection and analysis, monitoring

learners' academic achievements, and visualizing training outcomes; methodological skills – essential for developing educational and methodological support in the form of video instructions, presentations, interactive learning activities, and for employing virtual reality technologies.

In our view, another crucial element of the technological component of digital competence is the ability to communicate and collaborate in the digital professional environment. Such interaction with learners, their parents or guardians, colleagues, experts, and administrators presupposes the ability to use appropriate digital tools, organise work in online communities, design and implement digital projects, and safely and effectively present the achievements of the institution where the specialist is employed.

Moreover, in the professional activity of specialists in this field, particular importance is attached to the ability to use digital channels for information dissemination, promotion, and engagement in physical activity, educational and sports projects and programs, as well as wellness and recreational events for diverse population groups. This also includes ensuring equal opportunities for all and supporting inclusivity for individuals with special needs.

The ability to create and adapt digital content for the needs of Physical Culture and Sports represents another crucial element of the technological component of digital competence among professional junior bachelors in this field, and it deserves particular attention. Future specialists should not only be able to use digital technologies, tools, and resources but also demonstrate the capacity to produce their own digital materials of educational, instructional, and popular-scientific character (e.g., video lessons, multimedia instructions, presentations, interactive manuals). This element presupposes that specialists must be able to adapt digital content to specific professional situations and audiences with whom they work (children, adolescents, adults, individuals with various medical conditions). Such adaptation requires the integration of digital technologies (video and audio editors, virtual reality modelling tools) while respecting academic integrity and intellectual property rights.

Considering the specificity of professional activity in Physical Culture and Sports, we also identify within the technological component the ability to apply digital technologies for monitoring and analysing the physical condition of trainees. This element entails the extensive use of digital technologies (programs and mobile applications) for collecting, processing, and analysing statistical data on learners' physical condition (e.g., stress levels, calorie expenditure, sleep quality, step count, pulse, heart rate), the effectiveness of physical and sports activities, and the preparation of relevant reports. It also involves drawing conclusions about the correlation between actual indicators and professional standards or physiological norms, identifying deviations and risks of overload, and subsequently adjusting workloads and modifying physical education classes or training sessions.

The reflexive component of digital competence among professional junior bachelors in Physical Culture and Sports requires particular research attention. This component is closely associated with the ability of a specialist to critically and consciously analyse and evaluate their own level of digital competence, to identify gaps, and to find ways of acquiring new knowledge, skills, and abilities. It also involves the capacity to critically assess the advantages and disadvantages of digital technologies, tools, and resources, as well as to recognise opportunities for adapting them to non-standard situations that often arise in pedagogical and coaching practice.

The reflexive component is key, since its formation enables future specialists to plan and organize their own professional development using digital technologies, while continuously improving their digital competence in line with ongoing innovations. It is therefore logical to conclude that the reflexive component plays a crucial role in ensuring the dynamic nature of the formation and development of digital competence.

Among the constituent elements of the reflexive component, we distinguish the ability to self-diagnose digital competence. This ability presupposes the use of reflective practices and

diagnostic tools to objectively assess one's own digital skills, identify areas for improvement, and build an individual trajectory of professional growth. It also ensures that future specialists remain adaptive, self-aware, and proactive in their engagement with the digital environment.

The essence of the reflexive component of digital competence for junior bachelors in Physical Culture and Sports lies in their ability to reflect on their own professional activity from the perspective of applying modern digital technologies. Such reflection and diagnostic evaluation must be carried out on the basis of principles of objectivity, structured criteria, and comparison with professional and organisational requirements expected of specialists in this field. Tools such as reflective journals, questionnaires, and testing are among the means that enable specialists to identify which knowledge, skills, and abilities require further development, and to design their own trajectory of continuous professional growth.

We also consider it appropriate to distinguish the ability to critically analyse the effectiveness of digital solutions in professional activity as another constituent of the reflexive component. This ability is grounded in the skill of critically assessing the relevance and efficiency of applied digital technologies, tools, and resources in terms of achieving defined goals and expected learning outcomes. Particular importance is attached to analysing possible negative or side effects, which allows specialists to adapt the use of digital instruments in future classes and training sessions.

The ability to identify and resolve digital problems in professional activity represents another important constituent of the reflexive component of digital competence for junior bachelors in Physical Culture and Sports. This element reflects the capacity to recognise professional, technical, and organisational challenges associated with the use of digital technologies, tools, and resources. Equally significant is the understanding of the impact that digital technologies and their application exert on individuals, organisations, and society at large. In this sense, the ability to identify and solve digital problems enables future specialists to find optimal solutions for integrating digital and pedagogical technologies in order to address professional tasks effectively.

Another essential element of the reflexive component is the orientation toward digital self-development and the transmission of digital culture. This is characterised by interest in and readiness for updating digital knowledge, skills, and abilities, as well as by the dissemination of experience in applying digital technologies, tools, and resources within educational and professional environments. It also involves fostering digital culture through the integration of effective digital solutions into physical education and sports.

Conclusions

As a result of the conducted study, the content and structure of digital competence of professional junior bachelors in Physical Culture and Sports has been outlined, with digital competence considered an integral component of their overall professional competence. An analysis of international documents and scholarly works by both domestic and foreign researchers has demonstrated that digital competence is integrative in nature, encompassing knowledge, skills, abilities, values, and attitudes necessary for the effective use of digital technologies in learning, professional activity, and everyday life. It has been determined that the digital competence of future specialists in Physical Culture and Sports should be formed as a multidimensional system, which includes axiological, gnoseological, technological, and reflexive components. The axiological component reflects the value-motivational dimension of professional activity in the digital environment. The gnoseological component represents a system of knowledge about the principles of critical evaluation and the use of digital resources. The technological component encompasses the skills and abilities required for working with digital tools. The reflexive component involves the capacity for self-assessment, analysis, and improvement of one's own digital practices. It is emphasised that the formation of digital

competence is a continuous process, requiring constant updating of knowledge and skills within the frameworks of formal, non-formal, and informal learning. Particular importance is attached to the development of motivation for ongoing digital self-development, as well as adherence to the principles of academic integrity, professional ethics, and intellectual property rights.

Thus, by structuring digital competence as a system of interrelated components, it becomes possible to investigate the specifics of its formation across value-motivational, cognitive-knowledge, activity-operational, and reflexive-analytical dimensions.

Among the prospects for further research, we identify the development of diagnostic tools for assessing the formation of digital competence among professional junior bachelors in Physical Culture and Sports.

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