Critical Thinking Development of Foreign Language Teachers Through Digital Literacy Training

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Abstract: Digitalization and global technology use have increased expectations for language teachers, making digital literacy and adaptability crucial for their competence in education. Based on this, the research aims to investigate ways of using digital literacy as a tool for improving the critical thinking skills of foreign language teachers. The analysis, synthesis, comparison, deduction, and generalisation methods were used. The professional development of foreign language teachers was found to involve the improvement of their competence and individual skills, in particular critical thinking. The importance of digital literacy for a teacher in the modern teaching process was revealed in the paper. The challenges faced by a teacher-educator in the course of professional activity were also investigated. It was found that the competitiveness and effectiveness of the professional activity of a modern teacher depend on the development of digital literacy. The study created a digital literacy module to enhance educators’ critical thinking skills by teaching them about digital technologies. This revealed the pivotal role of critical thinking in teaching, portraying digital literacy as a solution to contemporary pedagogical challenges. The findings are useful to use in organising activities to improve teachers’ professional competence, critical thinking, and digital literacy in Kyrgyzstan.

Keywords: professional competence, information and communication technologies, language teachers, professional abilities, educational environment.
1. Introduction

Quality foreign language education is an important component in the process of ensuring cultural interaction and mutual understanding between different actors in the modern world. Accordingly, foreign language teachers hold an important place in developing the abilities of foreign language learners. The success of student outcomes depends on the level of teacher training (Monteiro & Leite, 2021). The latter is influenced by several factors that encourage educationalists to improve their competence. One of the actual problems of their activity is the dynamic conditions of the educational environment, which are constantly changing (Akramova & Akramova, 2021; Giri & Paily, 2020). In this regard, the teachers must implement foreign language teaching under critical conditions. For this purpose, they need critical thinking skills, which provide specialists with the ability to independently analyze language concepts and evaluate pedagogical approaches as well as teaching materials. As a result, the teachers will be able to design interactive teaching sessions as well as adapt their activities to meet the educational needs of students (Maher, 2020).

The professional development of a teacher implies the existence of objective and subjective problems that slow down this process or do not make it possible at all (Abiltarova et al., 2022). For example, anxiety over updating knowledge, difficulties in conducting research, technical obstacles in accessing online resources, and poor communication with colleagues. Their source is the low level or lack of critical thinking skills as an important component of professional competence (Kurylo et al., 2023; Umrzokova & Pardaeva, 2020). On this basis, it can be established that the lack of such abilities in teachers provokes difficulties for them in the process of adaptation and achievement of success in their field. To address these problems and obstacles, educators must be provided with appropriate tools and resources, which is possible through the integration of digital literacy training (Cáceres et al., 2020). This approach shows the prioritisation of technology integration in foreign language teaching in the current context. This is due to the proliferation of online resources and educational digital tools that modern teachers need to be able to use and apply during the teaching process (Taimur & Sattar, 2020; Zimmer & Matthews, 2022). On this basis, it is reasonable to include digital literacy, data analysis, and critical thinking in the structure of the professional competence of a teacher-educator in the current educational environment. In this context, language education is also evolving as it becomes mandatory to involve digital tools and interactive learning content.

Teacher professional development, critical thinking, and digital literacy are explored by various scholars in educational doctrine. For example, Dunganova and Galaguzova (2023) pointed out the benefits of educators’ mastery of digital literacy. The researchers proved that the development of such skills involved overcoming various barriers and obstacles, the source of which was the integration of technology. The authors found that quality training in digital resources equipped teachers to effectively manage professional issues and provide high-quality educational services for students, especially in foreign language learning. Raimkulova (2022) noted that by ensuring the development of digital citizenship and security in general, teachers acquired knowledge and understanding of their responsibilities and duties in the ethical use of technology. In the end, the scholar established that teachers who have mastered digital practices could help educational aspirants become responsible digital citizens – individuals
who demonstrated ethical and mindful behaviour in their online activities. Karybekova (2022) investigated the prioritisation of educators’ professional development and lifelong learning. The author proved that lifelong learning would allow educators to update their knowledge and approaches to foreign language teaching promptly. Ibiraiym Kyzy et al. (2021) indicated in a study that digital literacy training for educational personnel was indispensable for the quality integration of technology in the educational environment. Tashbaev et al. (2022) took a similar position and concluded that teachers should prioritise their development and comprehensive digital literacy training to enhance their competencies and professional capabilities.

The research aims to investigate the effectiveness of teaching digital literacy to foreign language teachers to improve their critical thinking. The research also included several tasks to:

- reveal the essence of critical thinking and digital literacy;
- express their importance in pedagogical activity;
- investigate ways to improve their level of development in modern conditions in Kyrgyzstan.

2. Materials and Methods

The analysis method was applied to investigate the essence of such categories as critical thinking, professional development, and digital literacy. Based on it, their structure and properties were studied, and the relationship between them was revealed. The analysis described the peculiarities of ensuring the development of critical thinking in teachers and also allowed for the determination of its importance in teaching activities. Also, this method was applied in the study of the place of digital literacy in the list of requirements for a modern foreign language teacher. The synthesis method in the article was applied to combine the functions and roles of the above categories and to express their influence on the teaching process. This method was used to investigate the relationship between the development of critical thinking and the level of digital literacy of foreign language teachers.

The comparison method was used in the study to compare the importance and role of critical thinking and digital literacy in the activities of a foreign language teacher. Based on this method, common and distinctive features between them were revealed in the article, as was the influence on the level of general professional development of an educational worker. The comparison method was used to examine the constituent elements of critical thinking and digital literacy and determine the relationship between them. This method was also used in the process of determining the types of reflective methods and their differences from each other.

The generalisation method was used to create a training module for foreign language teachers called “Digital Literacy.” This training tool aims at secondary and tertiary educators in Kyrgyzstan and China, regardless of the number of years of their professional experience, age, and gender. The module can be completed in an online format based on the Moodle platform. It includes three sections, namely: “Data Collection and Analysis,” “Digital Content Creation,” and “Digital Learning,” as well as additional subtopics. With modules on spreadsheets, analytics,
research methodologies, ethics, and privacy, the “Data Collection and Analysis” section gives educators the tools they need to be fluent in both quantitative and qualitative analysis. Users are guided via data manipulation through interactive lessons, and application reflection is facilitated by conversation prompts. The “Digital Content Creation” part uses modules on infographics, image/video production, document editing, copyright/citations, and infographics to strengthen multimedia communication skills. Effective lesson materials and meaningful self-expression are empowered by creative projects. Last, the “Digital Learning” part develops abilities for using virtual classrooms with lessons on community building, lesson planning, assessment design, and LMS navigation. For use in present and future instruction, participants curate a personalized online hub. The total time to complete it is three months, and faculty can master it directly during the academic term. Educators can communicate freely with colleagues on the Moodle platform or via the Zoom app. At the end of the module, educators take a benchmark test consisting of 60 quizzes related to critical thinking and digital literacy. When 50 correct answers are provided, the educator receives a certificate of completion of the Digital Literacy module.

The deduction method was used to explore the development of critical thinking based on the general knowledge of the importance of digital literacy for foreign language teachers. In addition, this method was also used to express the peculiarities of integrating digital technologies into the educational environment, considering the process of globalisation and its impact on the learning process. The deduction method was applied to express the essence of critical thinking and the significance of its development for the overall academic success of foreign language students. When taken as a whole, the methodological methods offer modern foreign language educators a thorough, multifaceted exploration of conceptual, practical, and contextual aspects of critical thinking and digital literacy. Thorough investigation into the connections between intangible teaching capacities and abstract concepts fosters transportable discoveries with revolutionary potential.

3. Results

The development of the teacher’s professional competence is an important process because it affects the quality of the educational environment and their language teaching activities. Given this, the results of students’ language learning also depend on the professional development of the educator. Common and qualitative approaches for teacher development are the implementation of reflective methods, taking additional in-service courses, and the organisation of collaborative learning communities. In this case, it is reasonable to note the problems affecting teacher professional development, namely the time constraints, insufficient resources, and psychological resistance to innovation. All these factors should be considered when designing programmes to improve teachers’ professional development. Then, advisable is to integrate digital tools into this mechanism based on which the disclosed problems can be effectively addressed. This is determined by the effect of digital literacy training on the provision of collaborative activities among different language teachers. This approach can be realised through online forums, social media groups, and virtual environments. Accordingly, the advantage is the scale of the disclosed process, which implies the professional development of a wide range of educators, including the dissemination of new ideas and the exchange of experiences. Digital tools allow the formation
of favourable conditions for engaging educators in communities based on respect, support, and the desire for continuous growth (Sharata et al., 2023; Takovski, 2020). In addition, digital literacy is becoming a mandatory skill for all professionals in the context of the development of the information society and its digitalisation. This is also true for teachers, as the quality of their language teaching, as well as the students’ perception of the learning material, depends on the development of skills in the use of digital tools (Nestulya & Shara, 2023; Ziberi et al., 2022).

The concept of digital literacy should be interpreted as the skills of effective use of digital technologies and resources for the implementation of professional activities, as well as operations with information. As for teachers, this category is broader than the understanding of basic computer skills (Jatkiewicz, 2023; Kerimkhulle et al., 2023). This is because they develop critical thinking that affects the quality of digital technology integration and its responsible use. Considering the conditions of the present and the essence of digital literacy, it can be established that the latter is one of the most important competencies for educators in Kyrgyzstan.

In particular, critical thinking has a direct impact on pedagogical activity, as it affects the performance of the educational process and the teacher’s ability to independently make rational decisions and promptly solve problems (Ivanenko & Nesen, 2023). The ability to objectively and logically analyze, assess, and synthesize information is a key component of critical thinking that empowers people to solve difficult situations and make well-informed judgments (Kondratenko, 2014). It entails challenging presumptions, taking into account many viewpoints, and identifying biases in order to reach a well-reasoned conclusion. Digital literacy, in contrast to critical thinking, is the capacity to effectively and responsibly navigate, assess, and use digital tools and technology. Together, digital literacy and access to a wide range of information, viewpoints, and interactive learning opportunities can improve critical thinking. People can practice collaborative problem-solving, fact-checking, and critical analysis of internet content by using digital platforms (Kondratenko et al., 2018; Zaki & Fernandez, 2023). This helps people develop their critical thinking abilities in real-world situations. Furthermore, digital literacy enables people to distinguish reliable sources from biased or false information, and promoting a more critical and educated attitude towards information consumption. All things considered, including digital literacy into everyday activities and school curricula in Kyrgyzstan, can operate as stimulants to improve critical thinking abilities in the digital age.

The level of development of critical thinking in educational workers is revealed in their ability to analyse, evaluate, and synthesise information to implement their duties. In pedagogical activity, the teacher’s ability to engage in reflective practices, to prove their assumptions, to explore them from different perspectives, and to adapt them to meet the learning needs of students is an important skill. It can be established that teachers who have developed critical thinking can independently design engaging learning activities that encourage students to learn the language. Thus, it affects the formation of favourable conditions for the activities of the learning environment in which students’ thinking can reach a higher level. Teachers with critical thinking skills facilitate meaningful discussions and encourage students to reflect on language learning, highlighting its importance in education.
Exploring the benefits of developing critical thinking in foreign language teachers, it should be pointed out that they can monitor and apply timely measures to address misconceptions among students in Kyrgyzstan. This process involves improving curricula for individualised teaching approaches. Besides, possessing developed critical thinking in a teacher influences the process of assessing students’ progress and providing them with effective feedback.

By comparing the process of professional development of a foreign language teacher and the improvement of their critical thinking skills, their interrelationship can be established. Accordingly, during the latter, the former is realized to help increase the level of competence of the educator and their competitiveness. As they are interrelated, the problems of their realization are similar. Consequently, in developing critical thinking skills, teachers, just as in professional development, face schedule constraints, significant workloads, and the pressure of standardised testing. As for the factors that negatively impact directly on the process of enhancing critical thinking in educational professionals, it is the perception of critical thinking as an abstract model by these individuals. Based on this, the process of developing and reinforcing this skill must be accompanied by problem-solving as well as the removal of barriers that slow down the process. For this purpose, important is to ensure that teachers are properly perceived and understood as having critical thinking skills in their activities. The impact of critical thinking on students’ foreign language learning outcomes as well as the overall level of development of the education system should be noted. In addition, by spreading the culture of critical thinking precisely among educational professionals in Kyrgyzstan, preparing educational aspirants for their future lives in an environment that undergoes constant change is possible.

Critical thinking is not innately caused by problems; rather, it is developed via deliberate application in the assessment and resolution of intricate problems. An analytical process is sparked by the problems, but in order to use obstacles for progress, deliberate reasoning, questioning, and reflection are required. Even in situations that appear to be going well, critical thinking is still necessary for educators because issue prediction is not always accurate. Critical thinking fosters creativity and innovation as it sharpens the mind and inspires innovative solutions that improve learning for students. Additionally, it serves as an example of vital abilities for students to follow; applying critical thinking in the face of hidden difficulties shows them how to think productively in ways that they can imitate. In conclusion, teachers should continuously train analytical faculties, irrespective of seeming issues, to express strategic cognition, even though adversity can stimulate critical thinking.

Considering the place of digital literacy in the modern environment, as well as the role of teachers’ critical thinking in their professional activities, the training module “Digital Literacy” was developed. The structure of this training tool includes the basic skills mandatory for foreign language teachers in the digital educational process. Their formation and consolidation in the competence of the teacher influence the level of critical thinking in these subjects and their digital literacy (see Figure 1).
As for the data collection and analysis section, it aims to develop the ability of educators to collect and analyse information quickly. Search engines, learning different types of text, and navigating online dictionaries are also included. For foreign language teachers, this area is relevant as it affects the ability to use text and logical search, terminology databases, and various types of literature. In turn, the digital content creation section involves training teachers to develop digital learning materials and improve their teaching practices accordingly. This process involves teachers creating slide presentations, distributing educational recordings and videos, and developing videos for new media platforms. In the context of foreign language teaching, they can learn how to use transcription software, as well as how to master the techniques of editing audio-video recordings. The development of the above skills is a necessary condition for increasing the level of efficiency of the learning process and students’ motivation to learn foreign languages in Kyrgyzstan.

Within the digital learning tools unit, educators become familiar with them and learn how to use them in their daily professional activities. This includes developing in educators an understanding of the value of using hardware, online classroom platforms, speech recognition software, learning management systems, and online tests. In this case, educators will not only be able to integrate these tools into language teaching but also to universally optimize classical teaching methods such as to personalize learning activities (Onishchenko, 2022). In addition to these vectors, the module “Digital Literacy” includes teachers’ mastery of virtual learning environments and online learning resources for distance learning activities with students (Boiko, 2023). Also important is the aspect of protecting the privacy and information security of the educational worker while carrying out digital foreign language teaching (Maraj et al., 2017;
Along with critical thinking, teachers should develop their works of ability as well as ideas that can be realised based on digital technologies. Thus, the process of foreign language teachers’ mastery of the Digital Literacy module is characterised by interactivity, the possibility of message management, and the improvement of online learning approaches. As a result, there is an acquisition of the necessary skills for educators to critically analyse and engage digital tools in their practices of teaching and learning material. The integrated approach based on which the described module was formed allows educators the ability to confidently navigate in the digital environment and to independently provide continuous professional growth in the digital age. Considering the above-mentioned problems that make it impossible to develop the competence of educational staff as well as to consolidate their critical thinking skills through digital literacy, strategies have been developed for the effective implementation of the Digital Literacy module.

First, worth mentioning is the problem-oriented approach of conducting a preliminary assessment of the needs of language teachers regarding their professional skills. In this way, it is possible to identify the obstacles encountered during the learning process, in particular its digital organisation. Also advisable is to apply experiential learning practices that can help educators identify the practical role of digital literacy in their work. During this process, educators independently investigate existing problems and identify approaches to solving them. Second, the approach of educators in implementing the Digital Literacy module should be task-oriented. Such activities are aimed at teachers’ application in their work of the micro-skills they have learned to solve actual learning problems. Also important is to organize group tasks aimed at solving persistent obstacles in the foreign language teaching process such as anxiety about technology and a lack of motivation to integrate it. As a result, group cooperation and cooperation among teachers take place that facilitates the exchange of knowledge and experience of digital technologies among them.

Feedback, which is the ultimate goal of all training sessions and training, should be emphasized. It has an impact on encouraging educators to develop new digital tools and to engage them in professional activities. In this case, the acquired critical thinking skills are the driving force behind the continuous self-improvement and professional development of educators. In this regard, creating an environment that encourages teachers to reflect as well as interact with other colleagues to realize shared ideas is important. The implementation of the Digital Literacy module also provides for the birth of virtual learning communities that bring together like-minded teachers to improve the effectiveness of foreign language teaching with the help of digital technologies (Abdymanapov et al., 2021; Shatri & Kelmendi, 2023). Thus, based on the completion of technological training, educators will not only be able to improve their competence but also develop unique approaches to working with students through critical thinking.

Even though older teachers used to traditional materials may find digital literacy alien or confusing, mastering fundamental technology skills is still important regardless of experience level. Lack of instructional technology knowledge runs the risk of isolating older teachers from the very environment they have devoted their lives to navigating, as information technology is drastically changing educational contexts, environments, and expectations. Teachers must also have the ability to translate well in order to transmit knowledge across generations as students in the 21st century arrive as digital natives who are proficient in multimedia techniques. However,
incorporating essential technical competencies can unleash new tools to enhance pedagogical adaptability and encourage continuing professional rejuvenation, rather than replacing hard-won teaching wisdom. Retraining aims to combine the valuable benefits of digital media with the invaluable asset of a career honed over years of developing young minds, rather than replacing tried-and-true methods. Thus, continuous mastery preserves a love of learning while averting the tragedy of teachers with decades of experience being banished from their native habitat, even though gaining new literacies can be challenging.

Following the aforementioned, the use of the described approaches will increase the level of development of critical thinking skills among educational staff in Kyrgyzstan, considering digital literacy training. This strategy includes mastering digital tools and training in thinking, which is a prerequisite for teachers to acquire the necessary knowledge and skills to operate in the digital educational environment. In addition, it should be noted that a teacher with developed critical thinking and digital literacy should be able to pass on experiences to students, as well as provide them with ideas for engaging technology in learning activities. Thus, forming proper conditions for both foreign language learning and the personal development of educational subjects is possible.

4. Discussion

The issues of providing professional development for a foreign language teacher are investigated by different authors in analyzing the shortcomings and advantages in the abilities of educational workers. It is studied from different sides, revealing the level of cultural awareness, professional knowledge, and digital teaching methods of teachers, as well as approaches to their communication with students and colleagues. Thus, addressing these issues occupies an important place in pedagogical doctrine, and therefore, important to consider the positions of different researchers.

Bragg et al. (2021) established a wide range of approaches, methods, and tools to enhance the development and competence of educators. However, the scholars particularly emphasized the problem of the continuous professional development of educators, which was possible through digital approaches. The researchers pointed out that the qualitative improvement of a specialist’s competence implied not only an increase in the performance of their activities but also that of the students they taught. Accordingly, the authors argued that the professional development of a teacher affected the quality of his pedagogical strategies as well as their ability to adapt to changing educational contexts. In this case, the authors identified the advantages of involving digital tools in the described process, which made it possible to accelerate it and also to reach more teachers.

Rustamov (2022) analysed the problems of the professional development of a foreign language teacher. Teachers usually face a lack of time, which is caused by a high level of workload. In such a case, the author suggested that school administrations should allocate additional time for teachers’ professional development, namely, ensuring their perfect improvement. The scholar also cited such a problem as a lack of institutional support and resources to improve the competence of educational personnel. This was emphasizing the need for adequate funding as well as providing teachers with the necessary materials for development.
was important. The researcher established instances where foreign language teachers may have negative attitudes towards the integration of new pedagogical approaches due to their fear. The author suggested that they should be provided with targeted support as well as mentoring to enhance their learning in the context of digital literacy. Based on the findings, establishing the priority of considering the specific needs of teachers during the design of professional development programs should be noted. The results obtained in this study shared common features with the positions disclosed above, as they identified the same problems that hindered the provision of professional development for educational staff. In addition, the ideas of expressing the role of digital technologies in the process of improving teacher competence as a requirement of the modern educational environment were the same.

Farrell (2020) revealed effective approaches to the professional development of a foreign language teacher. The scholar pointed out the reflective practices that play an important role in improving the competence of educators. The researcher referred to these practices as lesson observation, self-reflection, and cooperation with colleagues. In the author’s opinion, these activities contributed to the critical analysis of the teaching practices developed by the teacher, as well as to the identification of shortcomings among them. The teacher should make their own decisions to eliminate them and improve their professional performance accordingly. The researcher highlighted the effectiveness of in-service workshops for teachers, which equip them with new knowledge and immediately integrate it into their teaching activities. As for communities of practice, the researcher believed that they were also promising tools for the quality professional development of foreign language teachers. The author explained this by stating that they facilitated the organization of collaborative learning, which involved sharing experiences and developing ideas and projects. The obtained conclusion coincided with the results of this work because it described the same reflective measures and identified them as an indispensable element of the professional development of the educational worker. Thus, the general approach is that digital platforms make it possible to provide teachers with the necessary conditions for continuous professional development.

Li and Yu (2022) noted that incorporating digital technology into the foreign language teaching process had a positive impact on student outcomes. The researchers found that educators who have mastered digital literacy were more likely to use digital resources in their activities and organise the learning process through an interactive approach. The authors pointed out that educators’ digital literacy training involved providing them with professional development opportunities without time constraints and other barriers. Thus, the researchers were proponents of virtual workshops as more more flexible than traditional face-to-face webinars for language teachers. By comparing this researcher’s results and the findings of this article, it can be established that they share commonalities in that they determine that developing teachers’ critical thinking through digital literacy development considers their employment and provides effective continuous professional development competencies.

In contrast to previous researchers, Hirshberg et al. (2020) studied approaches for teachers to improve their instructional practices. The authors proved that through digital literacy training, educators could gain the necessary skills for the quality application of digital tools in teaching students a foreign language. Thus, the development of authoring instructional practices was possible by increasing their interactivity as well as diversity. For this purpose, the teacher should
have developed critical thinking and used it in the implementation of professional activities. The researchers noted that mastering digital literacy promotes the spread of innovative pedagogical approaches among educational professionals, as well as the creation of an educational environment focused on the student and their needs. Common in this conclusion and the result of this article was the idea that the involvement of digital tools implied personalization of the learning process as well as increasing students’ motivation to learn a foreign language. What is the same is the approach to the possibility for teachers to realise their critical thinking to meet the interests of educational aspirants and improve the quality of educational activities in general within the educational institution.

Falloon (2020) demonstrated the positive impact of digital literacy teacher training on students’ academic achievement. The researcher conducted a meta-analysis based on which it was possible to identify a significant correlation between the integration of technology by educational professionals and improved student outcomes. The researcher attributed this pattern to the fact that, because of the professional development of teachers, educational aspirants became more involved in the educational process due to changes in the pedagogies of teaching and learning material. It was also found that educational professionals with high levels of digital literacy could influence students’ motivation and interest in foreign languages. The scholar believed that this was due to the benefits of an interactive approach to organizing learning activities. This conclusion corresponded with the results of this study, which also proved that having the well-developed digital literacy skills of an educational worker enabled them to independently develop interactive learning materials as well as other gamified tools that attract students’ attention accordingly.

Following the aforementioned, it can be established that the positions of researchers coincide in the context of proving the benefits of critical thinking development based on mastering digital literacy. This indicates that the latter skills are an urgent requirement of the modern learning environment and oblige teachers to carry out continuous professional development to improve the effectiveness of their work and the quality of educational services provided.

5. Conclusions

As a result of the study, critical thinking is an important skill for the implementation of effective professional activity by teachers, which allows them to analyse and synthesise information. The study found that the development of this type of thinking for educators is of priority because it provides them with the ability to better navigate and adapt to dynamic changes in the educational environment. Thus, based on this type of skill, a teacher can independently develop their competence in the context of teaching a foreign language. The study paid special attention to the role of digital literacy in the process of acquiring and improving critical thinking. The modern world is developing under the influence of globalization and digitalization processes, which provoke the mass integration of technologies into the educational sphere. The study also defined the essence of digital literacy, which should be understood as the ability to qualitatively use digital tools and mechanisms in teaching a foreign language. Considering the conditions of the modern educational environment in Kyrgyzstan, the acquisition of such skills for a teacher is a prerequisite for the teacher to be able to adapt personal teaching practices to the challenges of
the digital era.

Thus, the ways of combining digital literacy and critical thinking in the context of foreign language teachers’ professional development were considered in the article, namely the module “Digital Literacy” was developed. It involved training educational professionals to engage digital tools and knowledge in the organisation of classroom learning activities. This training module included two vectors, as it aimed to develop a systematic and qualitative framework for the professional development of foreign language teachers. As a result, the level of development of teachers’ critical thinking skills determined their overall ability to realise their professional activities. It should be emphasised that an approach that is based on teachers’ digital literacy addresses the main challenges they face during their professional development, such as time constraints, a lack of practical skills, and anxiety about innovation. Further studies should focus on ways to integrate artificial intelligence technologies into the process of improving the critical thinking of foreign language teachers.

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