



Information and digital competence as a factor in effective social communication and adaptation of young people

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Abstract. The relevance of the study was determined by the fact that information and digital competence is becoming a key factor in the social adaptation and effective communication of young people in the context of rapid digital transformation. The aim of the article was to determine the role of information and digital competence as a factor influencing the effectiveness of social communication and promoting the social adaptation of the younger generation in a digital society. The methodological basis of the study consisted of the analysis and generalisation of scientific sources, content analysis of publications and regulatory documents, as well as a systematic approach that allowed to consider information and digital competence as a holistic socio-communicative phenomenon and determine its impact on the adaptation processes of young people. The results of the study showed that the information and digital competence of young people is an integrated formation that combines technical awareness, information competence, critical thinking, media literacy, and safe behaviour skills in the digital environment. Based on an analysis of scientific approaches, it was determined that such competence is not limited to the mastery of digital technology tools, but also encompasses the ability to critically evaluate information, effectively use online resources for learning and professional development, and adhere to the ethical principles of digital interaction. Theoretical generalisation has shown that a high level of information and digital competence contributes to productive social communication, rapid adaptation of young people to the changing conditions of digital society, and a reduction in the risks of information vulnerability. It is an important tool for expanding access to educational and professional opportunities, forming an active civic position, and strengthening social integration. On the contrary, an insufficient level of this competence exacerbates digital inequality, reduces the effectiveness of interpersonal and group communication, limits the participation of young people in socially significant processes, and increases the risks of disinformation. The study substantiates information and digital competence as a socio-communicative resource that combines technical, cognitive, communicative, and ethical components and is a key factor in the integration of young people into the digital environment. The results of the study can be used to justify the development and implementation of programmes for the formation of information and digital competence that take into account the socio-communicative aspect and are aimed at the comprehensive development of young people

Keywords: digital environment; social integration; digital socialisation; online interaction; digital communication; interpersonal communication; critical thinking

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Introduction

In an era of rapid digital transformation, social communication is undergoing qualitative changes, shifting to new formats of virtual interaction, online presence and digital self-expression. These processes have a particularly noticeable impact on young people as the most active group of digital technology users. The ability to navigate an information-rich environment, interact effectively and safely in the online space, and critically perceive digital content is becoming a prerequisite not only for personal fulfilment, but also for full participation in social communication. In this context, information and digital competence is not just a technical skill, but a socio-cultural tool that determines the level of youth inclusion in modern social life.

In recent years, research on digital skills has become interdisciplinary, covering the fields of pedagogy, sociology, psychology, media and communication sciences. The study by M. Cabezas-González *et al.* (2021) analyses the relationship between the level of information and digital competence and the nature of social communication among adolescents in the digital environment. In particular, it examined how online communication with peers and active use of social networks influence the formation of digital communication skills among Spanish students aged 12-16. The results showed that excessive involvement in informal digital communication can negatively affect the level of information and digital competence, reducing its quality. This highlights the importance of developing a conscious and critical attitude towards digital interaction as a condition for the effective social adaptation of young people in the digital reality.

The article by D. Pongrac *et al.* (2025) is devoted to the study of the digital skills and media habits of Generation Z and Alpha youth in the context of digital transformation. The authors used the Youth Digital Skills Indicator (yDSI) and the Digital Competence Framework for Citizens (DigComp 2.2) to assess three areas of digital competence: information literacy, communication and security. The study highlighted the need for adapted educational approaches to improve the digital competences of young people and bridge the digital divide between generations. The study by J. Pyżalski *et al.* (2023) analyses the digital skills of young people in the context of their personal and social development, using data from the ySkills project (Horizon 2020 programme). It was found that teenagers actively use digital tools for social interaction, but need to improve their skills in critically evaluating information on the Internet.

The article by I. Shyshenko (2020) provides a theoretical analysis of the development of students' information and digital competence, which is identified as one of the keys to the successful socialisation of young people. The author emphasised its importance for critical thinking, ethical digital interaction, creative self-expression and the effective use of information technologies in education

and everyday life. The issue of the socio-psychological adaptation of students in the digital age is becoming increasingly relevant. M. Shynkar's (2022) study analyses how the modern media environment affects communication and adaptation processes among students. It considers factors that can both facilitate and complicate adaptation, including new educational conditions, the digital information environment, and students' personal characteristics.

Researchers A.V. Petrova *et al.* (2024) focused their work on identifying effective educational strategies for developing the digital competence of higher education students in the context of the digital transformation of the educational space. Based on the analysis of scientific sources and the application of pedagogical modelling and comparative analysis methods, the authors identified the key components of digital competence: technological, informational, communicative, and security. Considerable attention is paid to the role of an interdisciplinary approach, which, according to the results of the study, contributes to the more effective formation of digital skills. The educational model proposed by the authors involves the active introduction of innovative technologies, in particular artificial intelligence, which ensures the personalisation of learning, the development of complex digital skills and their integration into professional activities and lifelong learning.

T. Godetska (2024) examined current trends in the information society and key challenges in the implementation of information and communication and digital technologies in Ukrainian education. Particular attention is paid to the motivational, cognitive, activity-based and corrective aspects of developing the digital competence of future teachers, in particular the importance of a conscious attitude towards the need to develop digital skills and master multimedia and ICT tools. Authors R. Gurevich *et al.* (2024) explored the phenomenon of digital culture as a specific sociocultural environment that has a significant impact on the younger generation. The authors emphasise that digitalisation, as a new vector of development of domestic education, covers all spheres of culture, changing interpersonal communication, leisure activities, professional processes and the worldview of young people. It is noted that the interactive nature of the information space can both promote creative self-realisation and the development of abilities, and provoke dependence on the opinions of the social environment.

At the same time, the aspect of information and digital competence as a factor that directly determines the quality and effectiveness of social communication among young people – both in everyday life and in professional or civic dimensions – remains insufficiently explored. The problem of the study lies in the fact that despite the growing role of digital technologies in everyday life, the level of information and digital competence of young people does not always meet the requirements

for effective social interaction in the digital environment. The lack of sufficient digital communication skills complicates social adaptation and narrows the opportunities for full participation in social processes.

The aim of the study was to determine the role of information and digital competence as a factor influencing the effectiveness of social communication and promoting the social adaptation of young people in a digital society. The objectives of the study were to analyse theoretical approaches to defining the essence of information and digital competence; to clarify the relationship between the level of digital skills among young people and the effectiveness of their social communication; and to identify key problems arising from insufficient digital inclusion in modern society. The novelty of the study lay in the substantiation of information and digital competence as a socio-communicative resource that provides not only technical knowledge, but also the ability of young people to communicate effectively, participate socially and adapt in the digital space. A conceptual understanding of the role of digital skills in the processes of social adaptation of young people in the context of rapid digital transformation is proposed. The research methodology was based on the use of a set of theoretical methods that ensured the achievement of the set goal. The research was conducted on the basis of a theoretical analysis of scientific sources and a summary of the results of previous studies in the field of developing the information and digital competence of young people. Methods of analysis, synthesis, classification and comparison were used, which made it possible to determine the essence and structure of this concept, as well as to outline its role in social communication and adaptation. Content analysis revealed the main trends and risks of digital socialisation, and a systematic approach provided a holistic view of the phenomenon under study.

■ Theoretical foundations of information and digital competence

The modern information society is characterised by the rapid development of digital technologies, which are radically changing the ways of communication, access to information and social interaction. In these conditions, the formation of information and digital competence becomes not only a necessary condition for personal development, but also a key factor in successful social adaptation, especially for the younger generation, which actively uses digital platforms for communication and self-realisation. Studying the theoretical foundations of information and digital competence is fundamental to understanding its role in modern social communications and determining ways to effectively develop it.

As noted by L.V. Filippova *et al.* (2023), digital transformation encompasses all areas of activity, creating a need for specialists who are able to adapt quickly to change. Digital skills have become key for most professions, and the development of relevant competencies in

students has become a priority in education. The ability to work with large amounts of information and flexible thinking are recognised as essential qualities of a modern citizen. O.O. Nalyvaiko (2021) also believes that the concept of digital competence is closely linked to the development of information and communication technologies and is constantly changing as research in this field deepens. Most scholars interpret it differently depending on their goals, which complicates the creation of a single definition. This necessitates the systematisation of approaches and the conceptualisation of digital competence in accordance with the modern educational and technological context.

Authors N. Zavadzka & M. Ihnatiuk (2020) consider information literacy to be a multidimensional category that combines knowledge, practical skills, experience, value orientations, and personal qualities necessary for the effective search, critical analysis, use, and creation of information using modern digital technologies. According to A. Barbinova (2022), information and digital competence is the ability to effectively use information to solve various tasks, communicate, create information products and systems, and acquire new knowledge both individually and in collective activities. Such competence involves the use of appropriate digital tools, technological resources, processes and systems that provide access to information, its processing and comprehension, regardless of the source of its origin, in particular through media platforms. O.V. Sakhno (2023) defines digital competences as the ability to use information and communication technologies effectively, safely and responsibly in various fields of activity. They are based on the continuous development of knowledge, skills, motivation and awareness of one's own responsibility.

Based on an analysis of scientific works by researchers, it has been established that information and digital competence is a complex integrative construct that includes a set of knowledge, skills, values and attitudes necessary for effective activity in the information and communication environment. It goes beyond simply possessing technical skills in working with digital devices and software and encompasses the ability to critically analyse, evaluate, create and ethically use information resources in the digital space (Nalyvaiko, 2018; Stoika, 2023; Tkachuk & Medvedeva, 2023).

The information and digital competence of young people, particularly in aspects of digital citizenship, contributes to the formation of global awareness, intercultural communication and social self-awareness, which in turn improves the quality of social communication and adaptability in a digitalised society (Cleofas & Labayo, 2024). Contemporary scholars emphasise that, in the sociocultural dimension, information and digital competence is one of the key factors in the integration of the individual into society, as it ensures effective social communication and promotes active participation in social processes (Tilikina, 2021; Kiryanova, 2024). Its

main components include media literacy, which involves critical perception and evaluation of information, digital security, which ensures the protection of personal data and compliance with information ethics, as well as skills in searching, processing and transmitting information. In addition, communication skills in the digital environment play a significant role, including the ability to interact effectively, collaborate and express one's position in online spaces, as well as the creative use of digital technologies for learning, self-development and civic engagement (Kalyuzhna, 2025).

As noted by N. Trushkina & D. Chernukh (2023), in the 21st century, digital culture has become a significant factor in social and professional mobility, leading to a transformation of behavioural patterns and a rethinking of values. In the professional sphere, it implies the ability to apply digital competencies, and in everyday life, it implies the combination of the digital environment with traditional cultural norms. Digital media literacy in modern society has become not only an indicator of professional and social competence, but also a necessary condition for social inclusion. Especially in times of global crises, such as the COVID-19 pandemic, it plays a crucial role in maintaining social interaction, interpreting events and shaping responsible civic behaviour (Milenkova & Lendzhova, 2021).

Various scientific approaches to defining information and digital competence emphasise its multidimensionality. In particular, the European scientific tradition widely uses the DigComp model (Vuorikari *et al.*, 2022), developed by the European Commission, which identifies five key domains of digital competence: information literacy, communication and collaboration in the digital environment, digital content creation, safety and problem solving in the digital space. This model reflects an interdisciplinary approach and emphasises that digital skills should be considered not only as technical, but also as cognitive, social and ethical competences. At the same time, modern concepts of multiliteracy integrate digital, information, visual and social literacy, considering them as necessary components for successful functioning in a constantly transforming media environment (Collado-Sánchez *et al.*, 2023).

According to A.V. Velet & N.P. Ruban (2024), information and digital competence is a multi-component category that encompasses various aspects of knowledge, skills and abilities related to effective functioning in the digital environment. One of its elements is information and media competence, which involves the ability to search for, critically analyse, systematise, store and meaningfully use digital information, including text, audio and visual resources, as well as create new information products based on them. Communicative competence encompasses the ability to interact with others through various digital channels – email, social networks, blogs, forums, etc. – and ensures effective participation in digital communication processes (Novik *et al.*, 2024).

The technical component of information and digital competence relates to the skills of safe and productive use of hardware and software to perform professional and everyday tasks, including proficiency in cloud services and computer networks. Consumer competence is related to the ability to use digital devices and Internet resources rationally to solve practical problems of everyday life, which contributes to the satisfaction of personal, social and professional needs.

It is also worth noting the fundamental difference between the concepts of digital literacy, information and digital competence, information and communication competence, etc. According to researcher A. Krasnyakova (2019), the concepts of “digital,” “information and digital,” and “information and communication” competences are often used as synonyms. Regardless of the terminology used, this refers to an integral characteristic that encompasses both the ability to work with information and communicate effectively, as well as a number of important socio-psychological personality traits. In particular, this refers to tolerance in communication, the ability to create a favourable communicative space and perform the functions of an active citizen. All these aspects indicate a combination of IT competencies and personal qualities, which together form the ability to function fully in the information environment.

While digital literacy focuses primarily on basic technical skills in using digital tools (Tinmaz *et al.*, 2022), information and digital competence encompasses a broader range of skills, including critical thinking, ethical behaviour, the ability to adapt to new technological conditions, and the conscious use of information in social communication. Competence is not limited to instrumental knowledge, but also includes an awareness of the role of information in shaping public opinion, culture and interpersonal interaction, which is particularly relevant in the context of the digital socialisation of young people. Thus, information and digital competence acquires the function of a social resource that promotes the full integration of young people into digital society, providing conditions for effective communication, participation in public discourse and the formation of their own identity.

■ Information and digital competence as a factor in effective social communication

Information and digital competence is a key factor ensuring effective social communication in the modern digital space. In everyday life, young people actively use various digital channels, including social networks, messengers and online platforms, which are becoming the main tools for communication, information exchange and building social connections. These channels open up new opportunities for interpersonal interaction, promote the development of teamwork, the exchange of ideas and the formation of interest-based communities,

which significantly expands the boundaries of traditional forms of communication (Cabezas-González *et al.*, 2021).

With the rapid expansion of access to information through global telecommunications networks, every professional must be able to rationally organise the search for the necessary data among the vast amount of available information. This leads to increased demands on the level of information literacy of both professionals and the general public. Skills for effective interaction with the information environment and the ability to use its resources are becoming increasingly important (Vakulenko, 2021). Digital skills are a key mediator between the level of education of young people and their ability to participate in social and political life through social networks. Young people with a high level of digital literacy can use professional and educational online platforms to improve their competence, which allows to express their position in online discussions, participate in voting, petitions or public campaigns on social networks, organise volunteer and social initiatives, and actively interact with government and public organisations through digital services. At the same time, young people with insufficient digital skills have limited access to such resources, which reduces their opportunities for civic participation and influence on socio-political processes. Thus, the development of digital competencies contributes to the transformation of educational potential into real social and political action by young people.

The concept of digital capital provides a deeper understanding of the mechanisms for overcoming digital inequality, as it is operational, informational, social and creative skills that form the basis for effective social interaction in the digital environment (Lybeck *et al.*, 2024). At the same time, information and digital competence allows not only to maximise the potential of digital platforms for communication, but also to identify and minimise the risks associated with their use in a timely manner. Among the main threats are cyberbullying, the spread of misinformation, dependence on digital technologies, and the gradual loss of face-to-face communication skills, which can negatively affect the emotional sphere of young people and the quality of interpersonal relationships (d'Haenens, 2024).

To minimise these risks, it is recommended to apply a comprehensive approach that combines individual and institutional strategies. Effective measures include developing critical thinking and media literacy to assess the reliability of information and counter misinformation; introducing rules for safe behaviour in the digital environment, including privacy settings and personal data protection; regularly conducting digital "detoxes" to reduce dependence on gadgets; encouraging offline communication through participation in social, cultural and educational initiatives; and organising educational and awareness-raising activities by educational institutions and civil society organisations to foster a culture of responsible use of digital resources. The application

of these measures allows young people to effectively navigate the digital environment, maintain a balance between online and offline interaction, and increase their social adaptability and communication effectiveness (Milkova *et al.*, 2025). Conscious mastery of information and digital skills enables young people to navigate these challenges while maintaining a balance between online and offline interaction.

Separate attention should be paid to the problem of digital inequality, which significantly affects the social inclusion of young people. Lack of access to digital resources or insufficient digital skills can become a barrier to full integration into society, limiting opportunities in education, employment and civic participation. Thus, information and digital competence performs not only an adaptive but also a compensatory function, helping to reduce the risks of social exclusion and ensuring more equal conditions for the comprehensive development of the individual. In this context, it emerges as a key element of digital inclusion and social mobility for the younger generation.

In addition, the development of information and digital literacy contributes to the formation of so-called digital citizenship, which involves the active participation of young people in public life through online space (Kenesov, 2024). Thanks to digital skills, young users can not only express their civic position, participate in public discussions, volunteer initiatives and social campaigns, but also influence decision-making and contribute to the formation of public opinion, which is an important component of a democratic society (Yue *et al.*, 2019). This activity requires a high level of information literacy and a responsible attitude towards information circulating in the digital space.

An important aspect of information and digital competence is also its role in professional communication. Digital skills open up new opportunities for networking, job searching, and maintaining and developing professional connections through specialised platforms, online forums, and social networks (Spurava & Kotilainen, 2023). Effective digital communication contributes to the establishment of partnerships, increased professional mobility and adaptation to the demands of the modern labour market, which is particularly relevant for young people at the stage of establishing their professional careers.

The role of information and digital competence in professional communications can be seen through specific examples of the application of digital skills in various fields. For example, in journalism, it ensures a critical approach to information, fact-checking and the application of media literacy to produce reliable content. In publishing, digital skills enable effective use of editing and layout software, organisation of electronic document flow and interaction between authors, editors and publishers. In the field of office work, information and digital competence manifests itself in the use

of CRM systems, electronic signatures and ISO digital standards to optimise business processes and professional communication. Thanks to this, young professionals can effectively establish professional contacts, increase mobility and quickly adapt to the demands of the modern labour market. Thus, information and digital literacy is a key factor that ensures the effectiveness of young people's social and professional communication, promotes their active civic participation, increases their adaptability in the digital environment, and creates conditions for successful integration into the modern information society.

Information and digital competence among young people: Impact on social adaptation and consequences of insufficient literacy levels

In the modern digital society, information and digital competence increasingly determines a young person's ability to effectively adapt to the rapid social, economic, and cultural changes taking place. Mastering digital tools opens up new opportunities for learning and self-development, contributing to the formation of an individual educational trajectory. Thanks to online courses, educational platforms, video lectures and social networks, young people can acquire new knowledge and skills at a comfortable pace, which is especially important in the context of a flexible labour market and constantly changing professional qualification requirements. Thus, information and digital competence is a factor not only in intellectual but also in social development, as it ensures the competitiveness of young people in the digital economy (Synyuk & Kravchuk, 2025).

In addition, an important function of information and digital competence is to provide access to a variety of vital resources and services. The ability to navigate the digital environment allows young people to use electronic government services, medical portals, banking applications and other online tools, which greatly simplifies everyday life and promotes greater personal autonomy. Thus, digital skills become a prerequisite for full participation in social life, as well as a means of exercising the rights and freedoms of citizens in the context of e-governance.

The digital environment also plays a significant role in shaping the personal identity, worldview and values of young people. The internet creates new opportunities for self-expression, finding role models, joining communities based on interests and participating in social initiatives. At the same time, intensive interaction with digital media can lead to manipulative influence, fragmentation of identity, or a superficial perception of social processes (Krasnyakova, 2022). That is why an important component of information and digital competence is the ability to think critically and consume information consciously. In the modern digital society, information and digital competence defines young people's ability to adapt effectively to rapid social, economic, and cultural changes. This literacy is implemented through the systematic use

of various digital tools (Medvedeva *et al.*, 2024), which are conditionally classified according to their functional orientation.

Educational platforms and services: online courses (Coursera, Prometheus, EdEra), video lectures (YouTube, Khan Academy), interactive learning environments (Moodle, Google Classroom). The use of these resources provides new knowledge and shapes individual educational trajectories, as well as improving professional competence, which is relevant in the context of dynamic changes in the labour market.

Professional tools: platforms for professional networking and employment (LinkedIn, Upwork, Freelancehunt), software for creating and editing content (Adobe Creative Cloud, Canva, Figma), CRM systems and electronic document management platforms (Bitrix24, Google Workspace). The use of these tools contributes to the effective establishment of professional contacts, increased mobility and adaptability of young people to the demands of the modern labour market.

Communication and social services: messengers (Telegram, Viber, WhatsApp), social networks (Facebook, Instagram, TikTok), platforms for collective work (Slack, Discord, Microsoft Teams). These services facilitate the development of interpersonal interaction, collective activity, the exchange of ideas and the formation of interest-based communities, which significantly expands the boundaries of traditional forms of communication.

Civic and governmental services: electronic government portals (Diia, eGov), online petitions, and platforms for participation in civic initiatives (Change.org, social campaigns on social media). These resources contribute to the exercise of civic rights, the engagement of young people in social projects, and their influence on public processes.

Practical examples demonstrate the importance of information and digital competencies in various areas of youth activity. In particular, taking media literacy courses on Prometheus helps develop critical thinking and the ability to analyse information, using LinkedIn helps find internships and project work, using Canva or Adobe Illustrator allows for the effective implementation of social and professional projects, and electronic government services allow for the completion of administrative procedures and participation in government initiatives. Information and digital competence is implemented in practice through the educational, professional, social and interpersonal activities of young people (Mukherjee, 2023), ensuring effective social adaptation, increased professional mobility, the development of responsible digital behaviour skills, active participation in community and volunteer initiatives, the strengthening of interpersonal and professional ties, and integration into digital society through the conscious use of modern information and communication technologies.

The insufficient level of digital inclusion among young people gives rise to a number of pressing social,

communicative and economic problems that complicate their full integration into modern information society. First and foremost, this concerns limited access to quality education, information resources and social services, which operate mainly in digital format. Young people who lack the necessary skills to use digital tools find themselves in a situation of unequal opportunities, which leads to increased social stratification and marginalisation of certain groups.

Particular attention should be paid to the communication implications of low levels of information and digital competence. Young people with underdeveloped digital skills often find it difficult to use a wide range of modern communication channels, including email, messengers (WhatsApp, Telegram), online forums, video conferencing platforms (Zoom, Microsoft Teams), educational platforms (Coursera, Moodle, Prometheus) and e-democracy services (e-petitions, online voting, public discussion platforms). The inability to use these tools effectively complicates the organisation of and participation in remote training sessions, professional discussions, webinars, discussion clubs and public events. This, in turn, limits young people's ability to coordinate joint projects, work collectively and implement social initiatives in the digital environment. As a result, communication activity decreases, the formation of social and professional ties is disrupted, interaction in interest-based communities deteriorates, and the ability to influence public discourse and participate in decision-making processes in the digital space is limited (Ronzes, 2021). In addition, insufficient digital competence contributes to increased dependence on limited offline communication channels, which further restricts social interaction and increases the risks of social isolation.

Furthermore, digital incompetence increases young people's vulnerability to manipulation, disinformation, cyberbullying and digital security breaches, which further complicates their participation in public life. It also becomes a barrier to self-realisation, professional growth and adaptation to a labour market that is increasingly oriented towards digital formats of communication, collaboration and service. Young people who have not mastered modern digital technologies risk losing their competitiveness and limiting their social mobility. Teenagers actively use digital devices for online communication, viewing content and interacting on social networks, which indicates the deep integration of digital media into their social lives. At the same time, emotional dependence on constant access to the Internet is one of the most notable challenges of digital interaction among young people (Gutiérrez Ángel *et al.*, 2022).

Thus, insufficient digital inclusion is a multifaceted problem that encompasses not only technical aspects but also deeper social consequences, such as violations of the right to access information, restrictions on communication freedoms, and reduced social mobility and community participation. Overcoming these challenges

requires a comprehensive approach aimed at developing digital infrastructure, educational initiatives, and social inclusion programmes.

Conclusions

The study found that information and digital competence is a key factor in the formation of effective social communication among young people in the context of the digital transformation of society. It was found that a high level of digital awareness allows young people not only to navigate the information environment, but also to actively interact on social networks, online platforms and digital communities, participate in public dialogue, organise collective projects and social initiatives, which ensures the formation of social ties and increases the ability for self-realisation.

The results of the study confirmed that the development of information and digital skills contributes to the formation of digital citizenship, the improvement of critical thinking, the countering of disinformation, and the reduction of the risks of social isolation and digital addiction. This allows to consider information and digital competence as a basic component of the communicative culture and social integration of young people, and not just as a tool for educational or professional training. At the same time, it has been established that low levels of digital inclusion significantly limit young people's opportunities for social communication, complicate access to information, digital services and educational resources, reduce participation in public life and increase the risks of digital inequality. This is particularly evident in the difficulties in using digital communication channels (e-mail, messengers, video conferencing platforms, educational platforms, e-democracy services), which reduces the effectiveness of distance learning, professional discussions and public debates.

It is emphasised that the development of information and digital competence must be integrated into both the educational process and professional and public activities, using modern digital tools to develop critical thinking, collective interaction and social participation. The application of such strategies allows young people to adapt to rapid changes in the digital society, increase their social mobility and strengthen their communication resilience. Information and digital competence is a comprehensive resource for social adaptation, professional mobility and active civic participation of young people in a digital society, and its development is an important factor in overcoming digital inequality and ensuring an inclusive digital environment.

Further research should focus on studying the impact of information and digital competence on the quality of professional and social communications, as well as on developing methods for forming ethical, conscious and inclusive digital interaction. In addition, an important area of research is the analysis of the relationship between the level of digital literacy among young

people and the effectiveness of their participation in decision-making in civic and social initiatives.

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Інформаційно-цифрова компетентність як чинник ефективної соціальної комунікації та адаптації молоді

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Анотація. Актуальність дослідження зумовлена тим, що інформаційно-цифрова компетентність стає ключовим чинником соціальної адаптації та ефективної комунікації молоді в умовах швидкої цифрової трансформації. Метою статті було з'ясувати роль інформаційно-цифрової компетентності як чинника, що впливає на ефективність соціальної комунікації та сприяє соціальній адаптації молодого покоління у цифровому суспільстві. Методологічну основу дослідження склали аналіз і узагальнення наукових джерел, контент-аналіз публікацій та нормативних документів, а також системний підхід, що дозволив розглянути інформаційно-цифрову компетентність як цілісне соціокомунікативне явище та визначити її вплив на адаптаційні процеси молоді. Результати дослідження показали, що інформаційно-цифрова компетентність молоді є інтегрованим утворенням, яке поєднує технічну обізнаність, інформаційну грамотність, критичне мислення, медіаосвіченість та навички безпечної поведінки в цифровому середовищі. На основі аналізу наукових підходів визначено, що така компетентність не обмежується володінням інструментами цифрових технологій, а охоплює здатність критично оцінювати інформацію, ефективно використовувати онлайн-ресурси для навчання та професійного розвитку, а також дотримуватися етичних принципів цифрової взаємодії. Теоретичне узагальнення показало, що високий рівень інформаційно-цифрової компетентності сприяє продуктивній соціальній комунікації, швидкій адаптації молоді до змінних умов цифрового суспільства та зменшенню ризиків інформаційної вразливості. Вона виступає важливим інструментом розширення доступу до освітніх і професійних можливостей, формування активної громадянської позиції та зміцнення соціальної інтеграції. Недостатній рівень цієї компетентності, навпаки, посилює цифрову нерівність, знижує ефективність міжособистісної та групової комунікації, обмежує участь молоді у суспільно значущих процесах і підвищує ризики впливу дезінформації. У дослідженні обґрунтовано інформаційно-цифрову компетентність як соціокомунікативний ресурс, що поєднує технічні, когнітивні, комунікативні та етичні компоненти і виступає ключовим чинником інтеграції молоді у цифрове середовище. Результати дослідження можуть бути використані для обґрунтування розробки та впровадження програм формування інформаційно-цифрової компетентності, які враховують соціально-комунікативний аспект і спрямовані на комплексний розвиток молоді

Ключові слова: цифрове середовище; соціальна інтеграція; цифрова соціалізація; онлайн-взаємодія; цифрова комунікація; міжособистісне спілкування; критичне мислення