

(Wallis, 2005).

13-18

(),

O

(2013)

Boshuizen, 2009).

(Walraven, Brand-Gruwel &

10

13-18

()

(Van Dijk & Hacker, 2003)

()

(Dobson & Willinsky, 2009; Eshet & Aviram, 2006).

(Hargittai, 2002; Van Deursen & Van Dijk, 2010).

(2001)

(, 2001).

(Garnham, 2005). „

(Van Dijk, 2005),

(Scott, 2000) /

(Crompton, 1998).

(1976), (1947) (1984).

() -
(1976)

(Žižek, 2010).

()

(Scott, 1996).

() (Weber, 1947).

(Wessels, 2013).

(1984)

()
()
)
(1984)

()
(Durkheim, 1956, 1961),
()

” ”
,
,
, : ;
(); (, ;
) ;

(1992).

”:

(2001).

()

” (Fraillon, Ainley, Schulz, Friedman & Gebhardt,
2014), „ ” (Aesaert et al., 2014) „ ”
(Bawden, 2001)

(2001)

. (2014)

21

” -

-
,

, [...],

”.

“DIGCOMP -

” (Ferrari, Punie & Brecko,

2013),

,

,

,

/

,

,

:

,

,

,

,

.

,

,

-

,

,

”

”

E-

,

.

-

,

.

,
(2014) /
,
,
:
;
;
;
;
(Bunz,
Curry & Voon, 2007; Hargittai & Hsieh, 2012) “ ”,
-
,
,
(Bawden, 2008; Ferrari, 2012; Gui & Argentin, 2011; Van
Deursen & Van Dijk, 2009, 2010; Van Dijk & Van Deursen, 2014).
,
-
(Calvani, Fini, Ranier & Picci, 2012; Van Dijk & Van Deursen, 2014).
,
-
,
” (Gilster,

1997),

(Eshet- Alkalai, 2004; 2005).

(2012)

(2013)

(2010)

(Van Deursen & Van Dijk, 2014),

, ,
,
. (2006) - , ,
, , , ,
, , , ,
/ / .
, (2014) ,
- , - .
, ,
, ,
:
;
;
, ,
-
, ,
- .
(Hargittai, 2005;
Van Deursen & Van Dijk, 2010),

(Kuhlemeier & Hemker, 2007).

.174
(
)
46 (8 12),
10 . 440
13-18 .
/
13-18 ,
47% , 53% - . -
10 - 25%, 21% 11 , 18% 12 , 7
6%, 8 13% 9 17%. 8% 13 ., 14 . 14%, 15
. 18%, 23% 16 17 ., 14% 18 .
19,7% , 28,6% - ,
11,4% , 40,3% . 25,7%

4,71.
- 4,7052 4,7057
: 13 4,6989
; 14 4,5520; 15
4,6978, 16 4,7341, 17 4,7769
18 4,7045.
: 92,7%
94,9%.
79,6% 74,9%

M					
	1,1	,0	,5	6,8	91,6
a WIFI	,0	,5	2,0	2,0	95,5
	,5	,2	,7	3,4	95,2
	,0	,9	,5	1,4	97,3
	,0	,5	2,0	4,3	93,2
	,2	,2	1,6	5,9	92,0
/	,7	,0	2,0	5,2	92,0

N=440,

%.

, , ,
 ,
 .
 ,
 . 61,5% ,
 58,7% . 11% ,
 ” - ”,
 13%.

		-	,	-	
	,5	1,1	4,3	19,1	75,0
,	,7	,5	3,2	4,1	91,6
' / - '	2,0	,9	5,0	8,0	84,1
/ ,	16,4	13,2	17,0	14,1	39,3
' ,	14,1	12,7	22,7	16,1	34,3
'	24,8	15,5	13,0	10,9	35,9

N=440, %.

4,1186.

: 13 . 3,9972 ; 14 . 4,05;
 15 . 4,1778, 16 . 4,3192, 17 . 4,1814
 18 . 3,7548. - 13
 18 . - : 58,2%

” ”,

56%

		-	,	-	
	1,6	1,6	3,9	15,0	78,0
/	4,3	2,5	7,3	13,2	72,7
	2,3	6,6	12,5	20,5	58,2
	26,8	17,0	11,8	15,7	28,6
	2,0	2,0	5,5	24,1	66,4
	4,8	8,4	10,5	18,4	58,0
/	21,8	14,1	21,4	12,5	30,2
/	2,0	5,0	18,4	25,0	49,5
	4,3	3,9	14,3	18,6	58,9
	2,0	1,6	4,8	21,6	70,0

N=440,

%.

,

,

,

4,7220.

4,6856,

4,7547.

: 13 .

4,7056

; 14

4,6367;

15 . 4,7136,

16 . 4,8293,

17 .

4,7284

18 .

4,6435.

	1,4	,7	3,6	10,0	84,3
/	1,6	,9	6,1	12,0	79,3
) (1,4	,9	2,5	6,4	88,9
	1,1	,9	2,0	5,2	90,7
/emails	2,5	1,6	3,2	6,4	86,4
/a	5,2	,2	8,9	18,6	67,0
(Facebook, Twitter, Instagram Tumblr)	2,5	,9	3,6	8,2	84,8
()	,0	1,6	2,0	4,1	92,3
	1,6	,9	3,4	9,3	84,8
/ /	2,0	3,9	4,1	6,6	83,4

N=440, %.

3,9856. 56%

51,6% . 3,9936, 3,9784.

: 13 . 3,7454

; 14 . 3,8028; 15

. 4,0494, 16 . 4,0370, 17 . 4,0049 18 .

4,1048. , 13 14 .

	7,0	5,9	13,6	13,9	59,5
	5,5	6,6	9,8	12,5	65,7
	6,6	3,9	17,3	14,8	57,5
	7,0	9,8	10,0	22,7	50,5
	17,3	9,5	14,8	18,4	40,0
	6,8	13,4	16,4	14,5	48,9

N=440, %.

Messenger Facebook
 Twitter Youtube.
 , Twitter - (2), You tube

Facebook	4,1	2,5	2,7	3,9	86,8
Facebook	3,6	,7	3,2	5,7	86,8
Facebook	3,6	1,6	4,3	4,3	86,1
Facebook	4,1	1,6	3,6	5,5	85,2
Facebook ("Sad" , "Angry") "Live Video" , Like, "Love", "Wow",	5,5	3,6	4,8	3,9	82,3
Facebook	1,1	,5	2,3	1,1	95,0
Facebook	2,3	,9	2,7	2,5	91,6
Facebook	4,3	1,1	3,2	4,8	86,6
Facebook	5,0	,9	8,0	6,4	79,8
Facebook	4,1	2,0	5,7	5,9	82,3
Facebook	5,5	1,4	3,4	3,9	85,9
Facebook	7,5	1,1	6,8	5,0	79,5

Facebook	22,0	1,4	4,8	3,0	68,9
Twitter	39,8	1,1	6,4	7,0	45,7
Twitter	42,7	2,0	7,7	7,3	40,2
Twitter	28,0	3,2	6,4	8,2	54,3
You tube	9,1	4,3	14,1	10,2	62,3
You tube	9,5	3,6	12,0	5,7	69,1
You tube	9,8	5,2	13,9	6,4	64,8
	16,1	7,3	9,8	8,2	58,6
Instagram	14,8	1,1	3,2	1,6	79,3
Skype	7,7	2,5	11,4	6,6	71,8
Viber	13,2	2,3	8,2	3,4	73,0
Snapchat	25,7	2,7	9,3	,9	61,4
Messenger	4,8	1,4	4,1	1,4	88,4

N=440,

%.

Digital Natives,

- primary education: using item response theory for the development and validation of an ICT competence scale. *Computers & Education*, 76
- Aviram, R. & Y. Eshet, (2006) Towards a theory of digital Literacy: Three scenarios for the next steps. *European Journal of Open Distance Learning*. 37(3)
- Bawden, D. (2001) Information and digital literacies: a review of concepts. *Journal of Documentation*, Vol. 57
- Bawden, D. (2008) Origins and Concepts of Digital Literacy. In C. Lankshear & M. Knobel (Eds.), *Digital literacies: Concepts, policies, and practices*. New York: Peter Lang
- Bisht . & . Radhakrishnan, (2013) The Digital Talent Gap Developing Skills for Today's Digital Organizations, *Digital Transformation Research Institute, Capgemini Consulting*, Retrieved from https://www.capgemini.com/resource-file-access/resource/pdf/the_digital_talent_gap27-09_0.pdf
- Bunz, U., C. Curry & W. Voon, (2007). Perceived versus actual computer-email-web fluency. *Computers in Human Behavior*, 23(5)
- Calvani A., A. Fini, M. Ranieri & P. Picci, (2012) Are young generations in secondary school digitally competent? A study on Italian teenagers. *Computers & Education*, 58(2)
- Crompton, R. (1998) *Class and stratification*. Cambridge, MA: Polity Press
- Dobson, T. & J. Willinsky, (2009) Digital Literacy. In Olson D. & N. Torrance (Ed.), *Cambridge Handbook of Literacy*, Cambridge: Cambridge University Press
- Durkheim, E. (1956) *Education and sociology*. Glencoe, IL: The Free Press
- Durkheim, E. (1961) *Moral education*. New York: TheFree Press of Glencoe
- Durkheim, E. (1984) *The division of labour in society*. London: Macmillan

- Eshet-Alkalai, Y. (2004) Digital literacy: A conceptual framework for survival skills in the digital era. *Journal of Educational Multimedia and Hypermedia*, 13 (1)
- Eshet-Alkalai Y. (2005). Thinking skills in the digital era. In: Haward, C., V. Bottcher, L. Justice, K. Schenk, L. Rogers, A. Berg, (eds.), *Encyclopaedia of Distance Learning*, Vol. I. London, Idea Group Inc.
- Garnham, N. (2005) From cultural to creative industries: an analysis of the implications of the “creative industries” approach to arts and media policy making in the United Kingdom. *International Journal of Cultural Policy*, 11(1)
- Gilster, P. (1997) *Digital Literacy*. New York: Wiley Computer Publishing
- Hargittai, E. (2002) Second-level digital divide: Differences in people’s online skills. *First Monday*, 7(4)
- Hargittai, E. & P. Hsieh, (2012) Succinct survey measures of web-use skills. *Social Science Computer Review*, 30 (1)
- Helsper, E & R. Eynon, (2013) Distinct skill pathways to digital engagement. *European Journal of Communication* 28(6)
- Hubwieser, P., M. Armoni & M. Giannakos, (2015) How to Implement Rigorous Computer Science Education in K-12 Schools? Some Answers and Many Questions. *ACM Transactions on Computing Education*, 15(2)
- Ferrari, A. (2012) Digital Competence in practice: An analysis of frameworks. *Joint Research Centre*, 25351
- Ferrari, A., Y. Punie & Brecko, B. (2013) DIGCOMP a Framework for developing an understanding digital competence in Europe. *Joint Research Centre and Institute for Prospective Technological Studies*, Retrieved from: <ftp://ftp.jrc.es/pub/EURdoc/JRC83167.pdf>

- Fraillon, J., J. Ainley, W. Schulz, T. Friedman & E. Gebhardt, (2014) *Preparing for life in a Digital Age. The IEA International Computer and Literacy Information Study International Report*. Amsterdam: The Neth
- Marx, K. (1976) *Capital: A critique of political economy*. Harmondsworth: Penguin
- Scott, J. (2000). Class and stratification. In Payne G. (ed.). *Social divisions*. London: Macmillan
- Silverstone, Roger and Eric Hirsch (1992) *Consuming Technologies: Media and Information in Domestic Spaces*. London: Routledge.
- Spitzberg, H. (2006) Preliminary Development of a Model and Measure of Computer-Mediated Communication (CMC) Competence. *Journal of Computer-Mediated Communication*, 11(2)
- Steyaert, J. (2002) Inequality and the digital divide: Myths and realities. In Hick S. & J. McNutt (Eds.), *Advocacy, activism and the Internet*. Chicago, IL: Lyceum.
- Van Deursen, A. & J. Van Dijk, (2009) Using the Internet: Skill Related Problems in Users' Online Behavior. *Interacting with Computers*, 21
- Van Deursen, A. & J. Van Dijk, (2010) Measuring Internet skills. *International Journal of Human-Computer Interaction*, 26(10)
- Van Deursen, A. & J. Van Dijk, (2014) The digital divide shifts to gaps of usage. *New media & Society*, 16(3)
- Van Deursen, A., E. Helsper & R. Eynon, (2014). Measuring Digital Skills. From Digital Skills to Tangible Outcomes project report.. Retrieved from: www.oii.ox.ac.uk/research/projects/?id=112
- Van Dijk, J. & . Hacker, (2003) The digital divide as a complex and dynamic phenomenon. *The Information Society*, 19(4)

- Van Dijk, J. (2005) *The deepening divide. Inequality in the information society*. London: Sage Publications
- Walraven, A., S. Brand-Gruwel & H. Boshuizen, (2009) How students evaluate information and sources when searching the World Wide Web for information. *Computers & Education*, 52 (1)
- Weber, M. (1947) *The theory of social and economic organization*. New York: Free Press
- Wessels, B. (2013) The Reproduction and Reconfiguration of Inequality: Differentiation and Class, Status, and Power in the Dynamics of Digital Divides, In *The Digital Divide. The Internet and Social Inequality in International Perspective*, Ragnedda M. & G. Muschert (Ed.), London: Routledge
- Žižek, S. (2010) *Living in the end times*. London: Verso