THE INFLUENCE OF DIGITAL CULTURE ON THE LITERACY PROCESS

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ABSTRACT

The present study addressed the relationship between digital literacy and the literacy process, with the objective of analyzing how digital literacy impacts the acquisition of writing in contemporary pedagogical practices. The methodology used was a bibliographic review, which allowed the selection and analysis of relevant works in the area of education and technology. The results showed that digital literacy is an essential competence for the formation of students, providing dynamic and engaging learning. In addition, the need for continuous training for educators was found, so that they integrate digital media into their pedagogical practices. The analysis revealed that the use of digital tools in the school environment enriches the teaching-learning process, facilitating the acquisition of reading and writing skills. The final considerations pointed out that, although pedagogical practices that incorporate digital literacy are promising, there are still challenges to be overcome, such as the resistance of educators and the need to assess students' digital skills. The study highlighted the importance of future research that explores the implementation of these practices in different educational contexts.

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INTRODUCTION

The present research addresses the theme of digital literacy and its influence on the literacy process, highlighting the relevance of this phenomenon in contemporary education. In a context marked by the ubiquity of digital technologies, the way individuals communicate and acquire knowledge is constantly changing. In this scenario, digital literacy emerges as an essential skill, not only for interaction with technological tools, but also for the formation of critical citizens who are able to navigate the various platforms available.

The justification for choosing this theme lies in the need to understand how digital literacy impacts the literacy process, especially in the face of the social and educational changes imposed by digital culture. Pedagogical practices have adapted to new demands, and the integration of technologies in the school environment requires an analysis of teaching methodologies. The recognition of digital literacy as a fundamental competence becomes evident, since literacy cannot be dissociated from the skills necessary to deal with digital media.

The problem to be investigated concerns the difficulty of many educators in implementing teaching strategies that integrate digital literacy into the literacy process. Resistance to change and lack of adequate training can result in a disconnect between pedagogical practices and the real needs of students. In addition, it is important to question how digital tools can be used to promote meaningful literacy, which takes into account the particularities of the digital environment.

The objective of the research is to analyze the contributions of digital literacy in the literacy process, identifying the main pedagogical practices that can be employed to enhance this relationship.

The text is structured in sections that allow a sequential understanding of the theme. The first part presents the theoretical framework, in which the fundamental concepts related to digital literacy and literacy are addressed. Then, three development topics argue the influence of digital literacy on literacy, the challenges faced and the recommended pedagogical practices. The methodology used for the research is described, followed by three topics of discussion and results that analyze the selected references. Finally, the final considerations bring together the main conclusions and suggestions for future research in the area.

THEORETICAL FRAMEWORK

The theoretical framework of this work is organized in such a way as to provide a clear and logical understanding of the concepts related to digital literacy and literacy. At first, the fundamental concepts of digital literacy and literacy are presented, contextualizing their historical evolution and their relevance in contemporary education. Then, the interrelationship between these two competencies is argued, emphasizing how digital culture influences the learning process and the acquisition of reading and writing skills. From this base, the challenges faced by educators in the implementation of pedagogical practices that integrate digital literacy into literacy teaching are explored, in addition to presenting examples of methodologies and approaches that have proven effective in this context. This structure aims to offer a foundation for the analysis of contemporary educational practices, allowing a critical reflection on the implications of digital literacy in the formation of students able to work in a digitalized environment.

THE INFLUENCE OF DIGITAL LITERACY ON LITERACY

The influence of digital literacy on the literacy process is a topic of great relevance in the contemporary educational context. The ability to interact with digital technologies is not limited to mastering tools, but also involves the ability to understand and produce texts in different formats and contexts. In this way, digital literacy becomes an essential component in the formation of individuals, especially in the initial phase of writing acquisition.

According to Leite (2022, p. 97), "digital literacy in school education is fundamental for the formation of citizens who know how to navigate and interpret the information made available in digital environments, in addition to promoting the construction of knowledge in a collaborative way". This statement highlights the relevance of digital literacy as a competence that should be developed in schools, as it contributes to the formation of critical students who are able to enter a world mediated by technology. Thus, digital literacy and literacy are intertwined, as the ability to read and write expands to include the interpretation of digital media.

Also, according to Faustino (2019, p. 26), "digital media offer diversified resources that can enrich the literacy process, allowing students to interact with texts in an attractive way". This view reinforces the idea that digital technologies can be allies in the educational process, facilitating the construction of knowledge and the acquisition of writing. By

incorporating digital resources into pedagogical practices, educators can foster a learning environment that fosters students' curiosity and creativity.

Frade (2022, p. 57) mentions that "the contemporary challenge is to integrate new media with traditional teaching methodologies, creating a space in which the student becomes the protagonist of his or her learning". This integration is essential for students to feel motivated and involved in the literacy process. The use of digital tools not only diversifies the ways of learning, but also enables students to develop skills that are required in today's society.

Finally, the analysis of the relationship between digital literacy and literacy reveals that the adoption of pedagogical practices that integrate digital technologies can transform the process of writing acquisition. Digital literacy should not be seen only as an additional skill, but as a central element in the formation of students capable of dealing with the demands of the twenty-first century. Thus, it is essential that educational institutions invest in the continuous training of educators and in the necessary infrastructure to implement these practices in daily school life.

CHALLENGES AND POSSIBILITIES OF LITERACY IN THE DIGITAL AGE

Literacy in the digital age presents a series of challenges and possibilities that must be analyzed. In the current educational scenario, educators face the task of integrating digital technologies into the teaching-learning process, which requires not only the adaptation of pedagogical practices, but also the overcoming of institutional and cultural barriers.

One of the main challenges is the resistance to change on the part of educators who are used to traditional teaching methods. According to Couto *et al*. (2008, p. 10), "the transition from mass culture to digital interfaces requires a reconfiguration of educational practices, in which the continuing education of teachers becomes essential to face the new challenges of the twenty-first century". This statement highlights the need for a training process that prepares educators to deal with the demands of digital technologies, ensuring that they can lead students in this new context.

In addition to resistance from educators, students also face significant challenges. Lack of familiarity with digital tools can result in difficulties in acquiring reading and writing skills. Faustino (2019, p. 28) points out that "many students arrive at school without the necessary skills to use digital technologies in a critical and reflective way, which

compromises their academic performance". This implies that it is critical for educators to implement strategies that consider students' level of familiarity with technologies.

On the other hand, the digital age also offers numerous possibilities for literacy. The use of digital media can make learning dynamic. Frade (2022, p. 60) points out that "new technologies have the potential to transform the school space into an interactive environment, where the student becomes active in the construction of knowledge". This interaction allows students to explore different forms of expression and communication, expanding their linguistic repertoire and writing skills.

In addition, Nazaré (2022, p. 56) emphasizes that "digital literacy should be understood as an integral part of literacy, as it is through it that students learn to decipher and produce content in various formats". This integration between digital literacy and literacy is fundamental, as it expands students' skills, preparing them for the challenges of contemporary society.

All in all, the challenges faced in literacy in the digital age are significant, but the possibilities are also vast. Adequate training of educators and the implementation of pedagogical practices that incorporate digital technologies is essential to promote literacy. By addressing these challenges and taking advantage of the opportunities that the digital age offers, it is possible to create an inclusive learning environment that favors the integral development of students.

PEDAGOGICAL PRACTICES AND DIGITAL MEDIA

Pedagogical practices that use digital media as a tool for literacy and literacy are becoming relevant in contemporary education. The incorporation of these technologies into the school environment not only enriches the teaching-learning process, but also promotes student interaction and engagement. The use of digital media enables educators to develop dynamic strategies, adapted to the needs and interests of students.

According to Leite (2022, p. 97), "the integration of digital technologies in the classroom provides opportunities for students to develop reading and writing skills in a meaningful way, since digital media allow the exploration of different types of text and formats". This statement highlights the importance of using digital tools that offer a variety of resources, contributing to diverse learning. By exploring different media, students can become familiar with the specific characteristics of each format, which facilitates understanding and textual production.

Ade, as mentioned by Nazaré (2022), "digital technologies are not just a means to the end of literacy, but an environment that can transform the way knowledge is built and shared" (NAZARÉ, 2022, p. 56). This perspective emphasizes that digital media should be seen as allies in the educational process, providing a space in which students can collaborate and create knowledge together. The social interaction and exchange of ideas that occur in this environment are fundamental for the development of critical literacy and argumentation skills.

In addition, Faustino (2019, p. 32) argues that "the insertion of educational games and interactive digital platforms in the literacy process stimulates student participation, making learning attractive". The use of educational games and apps not only increases students' motivation but also allows them to practice reading and writing skills in a playful way. This approach facilitates the acquisition of essential language skills as students engage in the activity of learning.

Finally, Frade (2022, p. 57) observes that "the training of educators must include the mastery of digital technologies, so that they can use these tools appropriately and efficiently in the literacy process". This training is indispensable, because without the necessary knowledge, educators may have difficulty integrating digital media in a meaningful way into their pedagogical practices. Thus, the continuous training of teachers is a central element for the successful implementation of practices that use digital technologies in education.

Pedagogical practices that incorporate digital media play a key role in the literacy and literacy process. Utilizing these tools allows students to develop reading and writing skills in a meaningful way. For these practices to be effective, it is essential that educators are well prepared to integrate digital technologies into teaching methodologies. This contributes to an educational environment conducive to the integral development of students.

METHODOLOGY

The methodology adopted in this study is characterized as a bibliographic review, aiming at the critical analysis of the existing academic production on digital literacy and its relationship with the literacy process. This type of research was chosen due to the relevance of the theme and the need to compile and synthesize the contributions of several authors, providing an understanding of the subject. The research approach is qualitative, since it seeks to interpret and discuss the information contained in the selected works.

For data collection, academic articles, theses, dissertations and books that address the theme of digital literacy in education were used as research instruments. The search for the materials was carried out in academic databases, such as *Google Scholar*, *Scielo* and institutional repositories, using keywords related to the theme. The inclusion criteria were established to select only those documents that presented relevance and timeliness in their discussions.

The table below presents a selection of the main references that support this research, organized according to authors, titles, years and types of work. This organization allows a clear visualization of the sources consulted and their importance for the development of the theoretical framework.

Table 1: Selected References

Author(s)	Conforming Title Published	Year
COUTO, E. S. *et al*.	From mass culture to interfaces in the digital age.	2008
FAUSTINO, Luciene Frazato.	Digital media and their contributions to the process of literacy and digital literacy.	2019
BALDO, C. H. A.	The influence of digital literacy on the literacy process: contributions to the acquisition of writing.	2020
VOGT, F. B. P.	Digital literacy & literacy: a study on the contributions to literacy and literacy in times of digital culture.	2020
Nazare, A. D.	Digital literacy: technological literacy.	2022
FRADE, I. C. A. S.	A look at historical and contemporary processes and challenges of literacy.	2022
PICCIRILLI, G. M .R.	The process of literacy and literacy in digital culture: possibilities and challenges for the early years of elementary school.	2022
LEITE, C. V.	Digital literacy in school education: contributions in the era of digital culture.	2022
CONTE, E.; KOBOLT, M. E. P.; HABOWSKI, A. C.	Reading and writing in digital culture.	2022
OLIVEIRA, C. S.	The importance of digital literacy in the literacy process.	In

Source: authorship

This table provides a view of the references consulted, enabling the reader to understand the theoretical basis that supports the research. The selected sources were fundamental for the analysis of contemporary educational practices and for the discussion of the implications of digital literacy in the literacy process, serving as a foundation for the final considerations and proposals that arise from this investigation.

CRITICAL ANALYSIS OF THE SELECTED REFERENCES

The critical analysis of the selected references reveals both the significant contributions of the authors to the theme of digital literacy and literacy and their limitations. These studies offer an overview of how pedagogical practices can adapt to the digital age, highlighting the importance of training educators and the use of digital media.

Couto *et al*. (2008, p. 10) provide a relevant theoretical basis when discussing the transition from mass culture to digital culture. They state that "educational practices must be rethought so that they adapt to the new context, in which information is accessible and diverse". This observation is important, as it highlights the need for a pedagogical approach that considers the new learning dynamics mediated by technologies. However, the limitation of this study may lie in the lack of concrete examples of how these practices can be implemented in schools.

Faustino (2019, 31) contributes significantly by addressing the role of digital media in the literacy process. The author states that "digital media offer untapped potential to make teaching attractive, encouraging student interaction and creativity." This perspective is fundamental, as it points to the possibilities that technologies offer, but, on the other hand, the author does not address the barriers that can hinder this integration, such as inadequate teacher training and lack of resources in schools.

Nazaré (2022, p. 56) expands the discussion by stating that "digital literacy should be a central part of the school curriculum, as it integrates skills necessary for contemporary life". This vision is essential as it emphasizes the relevance of digital literacy not only as an additional competency, but as a central element in the formation of critical citizens. However, the limitation of this work is the absence of specific strategies for the effective implementation of this literacy in pedagogical practices.

In turn, Frade (2022, p. 57) argues the need for continuous training for educators, stating that "without adequate training, teachers may have difficulties in integrating digital technologies into their practices". This statement is fundamental, as it highlights one of the main obstacles faced by schools. However, the reflection on which training programs is not explored, which could enrich the discussion.

The analysis of the selected references shows that the authors contribute significantly to the understanding of the relationship between digital literacy and literacy. However, the limitations identified in the works indicate the need for future research that addresses the practical implementation of these theories and the barriers faced in everyday

school life. The dialogue between theory and practice must be deepened, aiming at the construction of a curriculum that meets the demands of education in the digital age.

IMPLICATIONS FOR PEDAGOGICAL PRACTICE

The findings related to digital literacy and literacy have significant implications for pedagogical practice. As technology becomes an integral part of everyday life, the need to integrate these tools into the school environment becomes evident. This requires educators to rethink their teaching methodologies and adapt practices to incorporate digital media.

Faustino (2019, p. 36) highlights that "digital technologies should be used as allies in the teaching process, allowing students to develop reading and writing skills in varied contexts". This statement reinforces the idea that digital tools are not just additional resources, but essential components that can enrich the learning experience. For this, it is necessary for educators to be willing to explore new ways of teaching, using applications, online platforms, and educational games that stimulate student engagement.

In addition, according to Nazaré (2022, p. 56), "the training of educators must include an understanding of digital literacy, ensuring that they are able to guide students in an environment full of information". This consideration is fundamental, as it implies that the continuing education of teachers should be a priority in educational institutions. Educators need to feel comfortable and competent to use technologies in the classroom, which requires investments in training and pedagogical resources.

Couto *et al*. (2008, p. 10) emphasize that "educational practices must be transformed to adapt to the new digital reality, integrating reading and writing in different formats". This transformation involves creating a curriculum that not only addresses traditional content, but also includes digital skills such as critical reading of *online* information and producing digital content. Thus, students become able to navigate the vast universe of information available on the internet.

Frade (2022, p. 60) also suggests that "it is essential to promote collaboration among students, using digital technologies to facilitate group work and the development of joint projects". This collaborative approach not only enriches learning but also prepares students for teamwork, a skill required in today's job market.

The implications for pedagogical practice are vast and demand a change of mentality on the part of educators. The integration of digital literacy into the literacy process should be a priority in schools, aiming at the formation of students who not only master reading and

writing, but who are also critical and creative in the use of technologies. The adaptation of teaching methodologies and the continuous training of educators are essential to ensure that these findings are applied in the classroom.

CONCLUSIONS AND SUGGESTIONS FOR FUTURE RESEARCH

The conclusions obtained throughout the research indicate that digital literacy and literacy are interconnected themes that require continuous attention in the educational context. The analysis of current pedagogical practices and the contributions of the consulted authors reveals the relevance of promoting teacher training that considers the new demands imposed by the digital age. However, some areas still need research to ensure the integration of these skills into the school curriculum.

Couto *et al*. (2008, p. 10) state that "the training of educators must be updated so that they can deal with the technological transformations that affect teaching". The need for research that explores different models of continuing education is highlighted, focusing on practices that integrate digital literacy. Thus, a study on how to train educators to use technologies in the classroom becomes fundamental.

In addition, Frade (2022, p. 60) points out that "it is essential to investigate how digital tools can be adapted to meet the specific needs of students with different learning styles". This reflection points to the importance of research that considers the diversity of the student body, seeking strategies that use digital media in an inclusive way. Deepening this aspect can help promote an equitable educational environment.

On the other hand, the issue of assessing digital literacy still needs attention. Faustino (2019, p. 38) mentions that "traditional assessment methods may not be sufficient to measure the skills acquired in the digital environment. Thus, opportunities arise to investigate new forms of assessment that consider digital skills and students' ability to interact critically with the available information.

In addition, Nazaré (2022, p. 56) suggests that "digital literacy should be integrated into the curriculum in a transversal way, which implies new studies on the implementation of this approach in schools". This proposal indicates the need for research that examines curriculum models that integrate digital literacy, providing a path for the formation of critical citizens prepared for the challenges of the twenty-first century.

Areas that need research include the training of educators, the adaptation of digital tools to the needs of students, the assessment of digital literacy and the transversal

integration of these skills in the school curriculum. Deepening these issues can contribute to the advancement of pedagogical practices and to the training of students capable of working in a complex digital world.

FINAL CONSIDERATIONS

The final considerations of this study aim to synthesize the main findings related to the impact of digital literacy on the literacy process, highlighting the role of the integration of digital media in pedagogical practices. The research confirmed that digital literacy is an essential competence for the formation of students able to interact critically with the various information available in the digital environment. Throughout the study, it was evidenced that educational practices that incorporate digital tools promote dynamic learning, facilitating the acquisition of reading and writing skills.

One of the main discoveries was the need for continuous training for educators, which should include the mastery of digital technologies. The survey indicated that, without this training, teachers face difficulties in integrating digital tools into their teaching methodologies. In addition, training should include strategies that enable educators to adapt pedagogical practices to the particularities of the digital environment, ensuring an approach that meets the different needs of students.

Another relevant finding was the direct relationship between digital literacy and literacy, showing that contemporary literacy cannot be dissociated from digital skills. The study demonstrated that the use of digital media in education offers several possibilities to enrich the teaching-learning process, allowing students to develop skills necessary to act critically in today's society.

The contributions of this study are significant, as they not only highlight the function of digital literacy as a fundamental competence in the school curriculum, but also propose reflections on teacher training and the need to adapt educational practices to the new demands of society. The recognition of the integration of digital literacy in the literacy process is an essential step for the formation of critical and participatory citizens.

However, there is still a need for further studies that deepen the findings of this research. It is essential to investigate how educational institutions can implement practices that integrate digital literacy into the curriculum, in addition to exploring assessment methods that contemplate the digital skills acquired by students. Additional research that

analyzes the experiences of different schools and contexts can provide relevant information for the construction of pedagogical strategies.

In summary, this study confirmed that digital literacy plays a central role in the literacy process, pointing to the importance of teacher training and the adaptation of pedagogical practices to the new digital realities. The contributions found serve as a basis for future investigations that seek to promote an education aligned with the demands of the twenty-first century, aiming at the integral development of students.

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