

Digital Environment and Development of Professional Education

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ABSTRACT

The article reflects the development of professional education in the context of digitalization. The article also discusses the traditional education system, because it solved important didactic problems, such as systematicity and consistency in the presentation of material. The article presents concepts such as interactive and innovative pedagogical technologies, which are widely used by teachers of our time. They provide an opportunity to develop the abilities and creativity of students in higher and secondary education.

The article is devoted to the problems of professional education and provides solutions in the context of the digital environment

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The attention and encouragement given to the education sector has yielded results in practice, and the goals set before us today are to prepare qualified personnel, creating a training system for further improving the quality of education. Methodological improvement and publication of new educational and information sources, as well as the adoption of regulatory documents for the educational process, solve pedagogical, psychological and methodological problems of education.

One of the main directions of education reform in Uzbekistan is to improve its quality. If the quality of education were given a broader definition as: "the acquisition of acquired knowledge in order to improve the quality of life and achieve specific goals in specific conditions and places of their application", we would fully understand the essence of this human phenomenon. It should be noted that "the quality of the educational system," according to Michael Barber, "cannot be higher than the quality of its teachers." The educational policy of Uzbekistan, reflecting national interests in this area, takes into account, at the same time, the general trends of world development, indicating the need for significant changes in the education system. The introduction of state educational standards is not only a new stage in the development of the system, but also a means of managing the quality of education. Today, existing and developing different educational systems are always under the influential attention of teachers of higher and secondary education.

The traditional education system known to us solved such important didactic problems as systematicity and consistency of presentation of the material. Interactive and innovative pedagogical technologies, which are widely used by teachers of our time, have provided opportunities for the development of the abilities and creativity of students in higher and secondary education.

Integration between innovative technologies and digitalization or digitalization of education leads to self-improvement, independent search for solutions, to joint activities in a new situation. Today, all countries feel the need for specialists who have certain qualities, not only personal, but also creative, creative, able to independently acquire knowledge, improve their qualifications (today, there are online courses that create opportunities for advanced training), make balanced, reasoned decisions.

In Uzbekistan, there are statistics that the institutions using the Internet in their activities are as follows: 48.7% of museums, 65.5% of theaters, 60.8% of concert organizations, 65.2% of libraries, 100% of higher education institutions. According to the Ministry of Culture and Tourism of the Republic of Uzbekistan, cultural institutions currently use the Internet, and plan to bring this to 100%. Here, the procedure for obtaining electronic government services is assessed, and the result is as follows: about 22.5% are partially satisfied with the quality of the provided electronic state and municipal services, about 17.0% of users are not satisfied at all, 60.5% of users are fully satisfied. The main reasons why the population refuses to receive state and municipal services in electronic form in 2021 are the preference for a personal visit and personal contacts, as well as another reason - insufficient skills or knowledge in the field of digital economy (20.3%).

It should be noted that digitalization of education and the introduction of educational technologies provide access "to various tools for expanding the field of blended learning, solving problems of the classroom-lesson system according to a single curriculum with a single period of its development" [1]. Until recently, there were no such opportunities in mass education, they were used quite rarely. But the pandemic, natural disasters and natural conditions in some countries prove that we need digital education in general.

Today, the digitalization of the economy is the main "consumer" for education, or more precisely for services in the educational sphere, such as training or retraining of personnel, advanced training and internships). Analyzing professional promising markets, it should be noted that the use of digital production technologies as a mandatory requirement for a graduate of any direction in the near future is coming to the forefront of skills.

Digitalization of education is in demand for competencies such as the formation and solution of a task for digital devices, conducting analysis and conducting an expert assessment in the conditions of complex communications from the point of view of critical thinking. "Also, it is a mistake to understand digitalization as a simple transfer of a significant amount of data and related processes from analog to digital: it is not enough to create digital copies of educational literature, digitize document flow and provide all schools with access to high-speed Internet. Digitalization penetrates all sectors of the economy, the opinion about the inviolability of the education system due to its conservatism is deeply erroneous" [2].

The pedagogical community and representatives of this community express confidence that digitalization is the newest topic, the most acceptable innovation, and also a passing one, with the obligatory preservation of the eternal values of education. Analysts of the Higher School of Economics [2] rightly note that the modern education system is a product of the influence of social transformations during previous industrial revolutions.

Integration and development of the digital economy and education in the initial stages contributes to the introduction of new information and communication technologies. And subject to ensuring the growth of the quality of the effectiveness of education, a change in the content and uniqueness of the structure of courses of academic disciplines, organizational and structural changes that bring real benefits to students follow. It is necessary to quickly work on our own potential for the development and implementation of national platforms for the digital transformation of the educational process, but this is not the main task facing modern domestic education.

The state, together with society, must solve the following tasks:

- it is necessary to overcome technological gaps in digitalization in the field of education;
- it is necessary to solve issues on improving the material and technical base;
- it is necessary to purposefully develop the infrastructure, both material and social.
- it is necessary to gradually introduce digital educational programs;
- conditions must be created for the development of online learning;
- it is necessary to work on the system of innovative management of learning;

- it is necessary to pay special attention to improving the skills of teachers in the field of digital technologies, in parallel with information and communication skills.

Digitalization of the education system is based on new educational standards using a new competence-based approach, especially here we need to deal with teaching methods. The teacher must have the skills to work with digital innovation, especially communication technologies. Note that this creates an urgent need to develop and create educational materials. Textbooks ensure the effectiveness of communicating the created content and students' knowledge for quality education.

Most higher education institutions use information and educational resources, these are universities where there is a digital environment, international educational platforms, which leads to the development of their own IT potential. The introduction of an information and educational environment is a fundamental element of the modern digital base of the educational process. If this does not exist, effective education will not occur in institutions. Drawing conclusions, we must note that the implementation of an effective information and educational environment is the basis for the development of any university. Digitalization (from the word digital) or digitalization of higher education directly affects changes in the qualification requirements for the teaching staff of institutions. The use of digital technologies will facilitate the work of teachers. But this theory is controversial today. This process is considered to be underdeveloped. There are a number of problems that will inevitably be encountered in the process of digital transformation of the educational environment. For example:

- the problem is that there are insufficient textbooks that are specifically related to the formation of experienced teachers of the digital environment;
- there are shortcomings in the field of formation and development of digital literacy;
- it is necessary to provide resources for the implementation of the transition from the traditional educational process to the digital format;
- special attention is required for the training of personnel for teaching digital technologies;
- there is a lack of development of individual educational projects and programs;
- there are still problems with motivation of students and blended learning;
- ensuring the continuity of the educational process, etc.

The above problems show that the development of the digital economy leads to colossal changes in the labor market, for example, how automation systems or artificial intelligence products, including robots, will replace humans wherever possible.

In parallel, the solution to this problem is self-employment, because digital technologies open up new opportunities for organizing and developing businesses. In countries, it will be difficult for people to remain in one position for a long time, since development around the world will generally require constant readiness of the employee for training, preparation, retraining, advanced training, etc.

Continuous education strategies are based on dividing human life into three stages: everyday life, study and work. From now on, learning will be a continuous process throughout one's professional life. In order for continuous education to become the norm, it is necessary to develop the structure of online education and change society's attitude to the learning process. And if the first task is directly related to the development of online platforms, software, and digitalization of content, the second is related to the development of a person's internal motivation to learn [3].

According to Sh. Piroglanov and G. Pashkov [4], the following possible negative consequences or risks of the digital education system are distinguished:

- the risk of a negative result (radical changes with an unpredictable result);
- the risk of losing the creative component (color schemes promote better assimilation of information, information technologies practically exclude the opportunity to express oneself);
- the risk of decreased mental activity (working with large amounts of information, the student loses the habit of thinking, the Internet, as a rule, has an answer to any question);

- the risk of a decrease in the level of socialization (this is especially true for schoolchildren, when communicating in person in a new group, a person learns to coexist in it, build new connections.
- the risk of deviations in physical development (first of all, this will affect vision and fine motor skills, then the muscular corset, etc.);
- the risk of total control over students and teachers;
- the risk of losing the functions of a teacher (teachers who have failed to adapt to digitalization, when the concept of "teacher" undergoes radical changes, will lose their jobs).

At present, a new type of learner has emerged, independently determining their own educational trajectory, motivated by personal development and self-determination, and combining work and study with relative ease.

The main challenge in the modern education system is to ensure a confident transition to the era of total digitalization, the main characteristics of which are economic growth and the emergence of new labor relations.

I would like to note and show several new digital technologies that have great pedagogical potential, introducing serious diversity into the traditional educational process. For example, cloud technologies combine several positive aspects, such as:

- storing large amounts of data;
- providing convenient network access to information resources;
- access to a wide range of consumer opportunities, payment during use, self-service, universal access to the network, resource pooling, programmability and many others (Agibova, 2010) [5]. Education based on the digital environment will allow teachers to get rid of a large volume of papers and books, given that electronic media contain all the necessary textbooks and manuals, and young people can replace their workbooks with tablets or smartphones. Another positive aspect is the resulting savings. Since digitalization eliminates the need to use office supplies, such as notebooks, textbooks, pens and other auxiliary products.

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