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THE ROLE OF DIGITAL TECHNOLOGIES IN EDUCATION

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Abstract

The article analyzes the role of digital technologies in the educational process. It is determined that digital technologies allow to focus the educational process not only on meeting the requirements of professional and educational standards, but on the formation of professional culture of the future specialist, the desire for continuous self-improvement through information services and technologies.

Key words: digital technologies; future specialist; educational process; applicant; educational standard.

ЗНАЧЕННЯ ЦИФРОВИХ ТЕХНОЛОГІЙ В ОСВІТІ

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Анотація в статті проаналізована роль цифрових технологій в освітньому процесі ЗВО. Визначено, що цифрові технології дозволяють орієнтувати освітній процес не просто на виконання вимог професійного та освітнього стандарту, а на формування професійної культури майбутнього фахівця, прагнення до постійного самостійного самовдосконалення за допомогою інформаційних сервісів і технологій.

Ключові слова: цифрові технології; майбутній фахівець; освітній процес; здобувач освіти; освітній стандарт.

Digital technologies are actively included in all spheres of life. The accelerators of these processes were the economy and the banking sector. Traditional learning with digital technologies is not a trend, but a requirement of the times. All the changes that are taking place in society are reflected in education. In the last century, we had an industrial society, and education was honed for that era. The 21st century is informative, so, of course, education must adapt and meet modern demands.

The purpose of the work. Describe the role of digital technologies in the educational process of free trade.

Materials and methods. The material for research is foreign and domestic scientific articles and journals. Analytical, descriptive and systematic research methods are used in the work.

Results of the research. "Digital technologies are penetrating all areas of our lives, radically changing our work, learning, communication," said UNESCO Director-General Irina Bokova in her message on the occasion of International Literacy Day [4].

"Digital" literacy (or "digital" competence) is recognized by the EU as one of the 8 key competences for a full life and activity. In 2016, the EU introduced an updated Digital Competence framework (DigComp 2.0), consisting of the main 5 blocks of competencies, namely:

1. Information literacy and data literacy.

1.1. Ability to search, filter data, information and digital content.

- 1.2. Ability to evaluate data, information and digital content.
- 1.3. Ability to use and manage data, information and digital content.
2. Communication and interaction.
 - 2.1. Ability to communicate through the use of digital technologies.
 - 2.2. Ability to share information through the use of digital technologies.
 - 2.3. Ability to communicate with society, use public and private services through the use of digital technologies.
 - 2.4. Ability to interact through the use of digital technologies.
 - 2.5. Knowledge of "netiquette" (from the English. Network and etiquette), ie knowledge of the rules of conduct and etiquette in the digital environment.
 - 2.6. Digital identity management, ie the ability to create and manage accounts.
3. Digital content.
 - 3.1. Creating digital content Electronic, multimedia textbooks and manuals, interactive systems, digital measurement laboratories - all this is modern education.
 - 3.2. Ability to change, improve, use digital content to create new content.
 - 3.3. Awareness of copyright and licensing policies regarding data, information and digital content.
 - 3.4. Programming, ie the ability to write program code.
4. Security.
 - 4.1. Ability to protect devices and content, knowledge of security measures, understanding of risks and threats.
 - 4.2. Protection of personal data and privacy.
 - 4.3. Health care, ie knowledge and skills for maintaining one's health and the health of others in terms of both the environmental use of digital technologies and the risks and threats to public safety.
 - 4.4. Environmental protection, ie understanding the impact of digital technologies on the environment, the environment, in terms of their disposal, as well as their use, which can harm, for example, critical infrastructure.
5. Вирішення проблем.
 - 5.1. Ability to solve technical problems that arise with computer hardware, software, networks, etc.
 - 5.2. Ability to identify needs and find appropriate technical solutions, or customize digital technology to your own needs.

5.3. Creative use, or the ability to use digital technology to create knowledge, processes and products, individually or collectively, in order to solve everyday life and professional problems.

5.4. Ability to independently determine the need for additional new digital skills.

The need to understand the place and role of digital technologies in modern education should be reflected in modern research in the field of methodology and didactics of higher and vocational education.

Many professionals involved in the introduction of digital technologies in education today are unfamiliar with pedagogy, but are well versed in information and technical systems. For this category of workers - programmers, engineers, important basic psychological and pedagogical training, knowledge of research results in the field of psychology, pedagogy, medicine, especially from the standpoint of the introduction of digital technologies [3].

The basis for the construction of the educational process in institutions of higher and professional education are the requirements of educational and professional standards [5]. The competency approach, which is the basis for building the standards of the third and subsequent generations (3+, 3 ++), is not able to fully identify ways to solve the problem of implementing digital technologies in education. Competent is the same as good, try to find criteria that can assess beauty or competence? The main emphasis on the formation of universal competencies that allow the graduate to work in a team, to be communicative, can not be achieved without the possession of professional knowledge, skills and abilities. It is professional joint project activities that will enable students to master competencies that can be attributed to the universal. In practice today, declaring the readiness and ability of graduates to perform certain competencies (which is required by the standards), teachers appeal to more understandable for the organization of the educational process of knowledge, skills and abilities.

Today's bachelor is a graduate who has certain standards of competencies, what he is ready and capable of, but he needs to be taught what to do in the workplace. Currently, this is happening with university graduates. Reducing the workload for lectures and its transfer to independent study of material by students in the mode of work with electronic educational and methodological complex is becoming an alternative to traditional university practice. The course compressed in educational programs and the most primitive variant of using digital technologies with the use of electronic NMC "almost" works, because it takes less time to master and test control [2].

Moreover, some students manage to take a course in some disciplines in remote access, which is offered today by online university platforms. However, if the student could not master it electronically, then he must be returned to the traditional lecture, and they are still finished. In practice, such problems already arise.

Digital technologies allow us to identify an important area in modern education - the possibilities of smart-didactics, which allows you to implement "targeted", targeted training. The development of higher and professional education, based on the use of digital technology resources, allows us to highlight this aspect of the interaction of social partners in the training of specialists. That is, effective smart-didactics must work for a person who is able to realize their talent with the help of blockchain technology in the innovative field of professional activity.

Conclusion. Thus, digital technologies allow to focus the educational process not just on meeting the requirements of professional and educational standards, but on the formation of professional culture of the future specialist, the desire for continuous self-improvement through information services and technologies.

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