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DIGITALIZATION OF EDUCATION: PECULIARITIES OF THE INTRODUCTION OF DIGITAL INNOVATIONS IN EDUCATION

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Abstract The modern world is constantly changing. Innovations are introduced into various spheres of human activity, which, on the one hand, orients people towards continuous development, improvement of their knowledge, skills, competencies, mastering new types of activities in related sectors of the economy. It is also important to note the fact that different countries and states promote the idea of digitalization of education and other spheres of life of their citizens in different ways. This is due to the social, economic, scientific and technical capabilities of specific countries - what can be easily implemented in one country may not be feasible for another country for a variety of reasons. The article describes issues based on the peculiarities of implementation digital technologies in education.

Keywords: economy, digital technologies, digitalization, innovations.

INTRODUCTION

Today, the term "digitalization" makes sense to consider in a narrow and broad sense. Digitization in the narrow sense refers to the transformation of information into digital form, which involves cost reduction, the emergence of new opportunities, etc. A large number of specific transformations of information into digital form leads to such significant positive consequences that determine the use of the term digitalization in a broad sense. Therefore, digitalization in a broad sense is understood as a modern global trend in the development of the economy and society, which is based on the transformation of information into digital form, which should

lead to an increase in the efficiency of the economy and an improvement in the quality of life.

However, it should be taken into account that digitalization in a broad sense can be considered as a trend of effective global development only if the digital transformation of information meets the following requirements: it covers production, business, science, the social sphere and everyday life of citizens; accompanied only by the effective use of its results; its results are available to users of the transformed information; its results are used not only by specialists, but also by ordinary citizens; users of digital information have the skills to work with it. This is a very important detail for understanding digitalization as a social phenomenon, since in no country in the world at the moment digital transformation has fully acquired such a form. On the other hand, routine work is increasingly handed over to machines, and a person is required to be creative, willing to cooperate with colleagues in the search for new solutions, and - most importantly - the ability to critically evaluate the proposed information both for reliability and from the point of view of its logical embedding. into the current task [1, p. 51].

DISCUSSIONS

Digitalization has replaced computerization, during which it was mainly about the use of computer technology to solve certain economic problems. The great possibilities of digital representation of information lead to the fact that digitalization already forms integral technological environments of "habitat" (ecosystems, platforms), within which the user can create the friendly environment he needs in order to solve entire classes of tasks.

If we talk specifically about the digitalization of education, then it leads to serious changes in the labor market and is focused on reorganizing the educational process, rethinking the role of a teacher. On the one hand, digitalization undermines the methodological basis of the school inherited from the past, which has proven its effectiveness, but on the other hand, it creates the availability of information in its various forms (not only in text, but also in sound, visual). In addition to the

availability of information, the digitalization of education implies a deeper study of the information received: virtual reality technologies, for example, create the possibility of using digital simulators, and mobile learning technologies allow you to study anywhere and at any time.

However, the availability of information will require teachers and students to constantly search for and select relevant and interesting content, as well as high-speed processing of the information received. And if children quickly adapt to the digital environment, forming the initial skills and abilities to use digital technologies, then this cannot be said about people of older generations. And since the digitalization of education directly depends on the level of mastery of digital technologies of the teacher, he must learn how to use the almost unlimited information resources provided by the Internet and new technological tools.

E. A. Kashina notes: "The requirements for the skills of students have changed, since it is necessary not only to read, write and count, you need to be able to organize data resources, cooperate fruitfully, collect, evaluate and use information" [7, p. 1].

Thus, we can talk about the need for a modern person to have an information culture as an element of human culture and as a prerequisite for a comfortable existence in society, and its formation is one of the most important tasks of the education system.

To solve it, adaptation to changing conditions and requirements was required.

Until recently, we talked about the informatization of education. This term meant a set of measures to transform pedagogical processes based on the introduction of information products, tools, technologies into training and education [7, p. 136]. T

Based on these ideas, we can talk about the completion of the informatization stage. Educational institutions of all levels are equipped with computers, teachers have been trained and retrained in the use of information technology (IT) in the educational process. The main areas of IT application in education are:

- development of pedagogical software for various purposes;
- development of websites for educational purposes;

- development of methodological and didactic materials;
- management of real objects;
- organization and conduct of computer experiments with virtual models;
- implementation of a targeted search for information [2, p. 50].

The negative psycho-physiological impact of computers and other electronic gadgets caused by electromagnetic radiation has long been known, but there are still no acceptable ways to protect against this impact. At the moment, the latest technologies, which are far from being ubiquitous, can only reduce the harm caused to a person by technology, but not level it. It follows that if all education is digital, then a person will be constantly exposed to radiation harmful to his body from an early age.

It is also worth touching on the issue of early childhood development. The e-school has not yet begun to fully work, but now less and less attention is paid to writing. School subjects such as calligraphy or calligraphy are no longer there, and thanks to printed-based workbooks, handwriting is practically reduced to nothing. Obviously, when switching to a digital school, handwriting will be completely forgotten. This event is fraught with serious consequences. People will become worse at reading and recognizing text, since handwriting involves areas of the brain responsible for interpreting sensory sensations and forming speech. And in general, students will learn worse, since the development of fine motor skills also affects memory and attention.

At the moment, many educational computer programs are copies of traditional teaching aids, which loses the main advantage of digitalization - the availability of an almost inexhaustible source of information.

If we talk about any online webinars, then they are often ordinary lectures that the same teachers read directly in educational institutions. Only here there is one more interesting point: the lecture recorded in audio format is the intellectual property of the institution in which this teacher works. At some point, having recorded several courses of lectures, an educational institution may decide to refuse

the services of the teacher himself, so as not to pay him a salary, but to use exclusively the recorded lectures. And after all, such a prospect for teachers is very likely, given the attempts of the Russian authorities to “optimize” education by reducing schools and higher educational institutions. The fact is that the lecture material implies the transfer of experience and professional skills and knowledge from a teacher to a student, and absolutely anyone can send assignments, it is not at all necessary for him to be a professor who requires respect and a decent salary from the management.

The digitalization of education implies a complete break in the personal connection between the student and the teacher. The process of learning in a higher educational institution, and even more so at school, is not only teaching certain disciplines, but also education. In traditional education, any student is brought up by his teacher to one degree or another, partially adopts behavior from him, thereby forming a certain way of life that should correspond to the student. With distance learning, the personality of the teacher disappears, only the text that someone slanders remains.

The influence of the team and the environment around it are also very important for stimulating students, as they are an integral part of the activities that this team is engaged in. As an example of this influence, try to imagine a remote rock concert on Zoom, for example. There is no drive, new acquaintances and emotions, the atmosphere is still the same home - this is not the creation of a team of like-minded people, but just listening to an audio recording.

The home environment and its influence on students should be discussed separately. I can confirm from my own experience and the experience of my friends that the home environment reduces the productivity and overall effectiveness of learning, since these factors are strongly influenced by the external environment. Students get used to working and studying at an educational institution, and at home doing their own business and relaxing - the home environment does not allow the

student's position to turn on, but includes the position of the consumer of the service, which has an extremely negative effect on the distance learning process.

Previously, the development of digitalization was a boon and an excellent additional tool: you do not need to stand in lines at many organizations, you can pay a fine from home, get the necessary information without a mandatory trip to the library, and so on. However, recently - even without taking into account the pandemic that began at the end of December 2019 - digital technologies are gradually turning from advisory assistants in everyday life into total life support for absolutely all segments of the population. It must be understood that ubiquitous digitalization and such achievements as virtual copies of people, for example, are the progress that has appeared not because of people's need for these developments, but precisely because of technological capabilities. The introduction of digitalization into everyday human life should be stopped where it still helps to realize the real needs of people.

If we talk specifically about the use of digital technologies in education, then there are useful and rather harmless applications, such as the creation of large public electronic libraries with digital copies of textbooks and additional literature that may be useful to students. Printed versions of textbooks should still be sold and kept in school and university libraries, and additional reading should not be required reading. There is an option to transfer additional courses for schoolchildren and non-core subjects in higher educational institutions to the digital version. Here, too, the above problems of digitalization of education can rise, but on a much smaller scale.

CONCLUSION

The education system should provide society with a confident transition to the digital age, focused on productivity growth, new types of labor, human needs, which is possible through the inclusion of all segments of the population in the educational process, building individual learning routes, managing their own learning outcomes, virtual and augmented reality [11].

The digitalization of education involves the use of mobile and Internet technologies by students, expanding the horizons of their knowledge, making them

limitless. The productive use of digital technologies, the inclusion of students in an independent search, selection of information, participation in project activities forms their competencies of the XXI century.

The introduction of digital technologies will require a revision of the content of professional training of modern specialists, including scientific and pedagogical workers.

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