

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
NOMLI III ILMIY ONLAYN KONFERENSIYA

TRANSFORMATION OF EDUCATION INTO DIGITAL WORLD

Asia International University
English Language teacher
Sadullaeva Matluba Akhrorovna

Asia International University
Student of the group 2 FT (i) 24
Shodiyeva Rukhshona Anvar qizi

Abstract. In the 21st century, it is already impossible to imagine the educational process without the use of information technologies, which allow teachers to qualitatively change the content, methods and organizational forms of training. The development of electronic teaching aids makes it possible to dynamically change and supplement the content of training in accordance with current changes in society, science, culture, etc.

Key words: digital immigrants, digital natives, digital education, M.Prensky

Introduction. Modern digital educational resources contribute to improving the effectiveness of the educational process, provide rich material for preparing for classes, enhance visibility and increase the interest of students in studying the basics of the subject.

As studies in the field of psychology show, the use of digital educational resources has a significant positive effect on the development of creative, theoretical thinking among students, as well as on the formation of so-called operational thinking aimed at choosing optimal solutions. A number of psychological studies point to the creation of opportunities for the effective formation of a modular-reflective style of thinking in students using digital educational resources in the educational process¹.

It is necessary to clarify the nature of the relationship between pedagogy and information technology. It is widely believed that education in the digital age should be implemented through the widespread use of information and communication technologies (ICT). Consequently, the traditional boundaries of

¹ Kalinkina M.V. USE OF DIGITAL EDUCATIONAL RESOURCES IN TEACHING THE BASIS OF PHILOSOPHY IN THE INSTITUTION OF VOCATIONAL EDUCATION AS MEANS OF INDIVIDUALIZATION OF EDUCATION // History, Political Science, Sociology, Philosophy: Theoretical and Practical Aspects. Art. by mater. VIII int. scientific-practical conf. No. 3 (6). - Novosibirsk: SibAK, 2018. -- S. 41-44

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI NOMLI III ILMYI ONLAYN KONFERENSIYA

education are expanding. Digital technologies in pedagogy are able to transform the relationship between the components of education.

Recent decades have created an indisputable incentive for the spread of more active forms of student learning in a mixed environment, based on the theory of social constructivism of project-based learning and situational learning. The development of wide accessibility for users in digital repositories, cloud services and social networks allowed teachers to include these active forms of learning in the educational process. Numerous online communities of teachers and educators emerged in different countries, who began to publish various educational and methodological materials on social networks, turning the network into a universal educational library of lecture materials and well-designed educational resources available to all. This is a significant shift in education because it provides access to educational materials to anyone who has access to the Internet. However, the democratization of access to electronic resources does not mean expansion access to education².

The concept of Digital Natives M. Prensky is currently considered promising for understanding the characteristics of modern students. Digital natives - carriers of digital language and digital technologies - these are all those who were born in the XXI century. Prensky claims that digital natives have an inherent knowledge of digital technologies, perceive the digital world as everyday life, feel themselves in a stream of multitasking, are used to sudden changes in the speed of perception of information, to the interactivity of gadgets, to their own activity in social networks, to the speed in the world of video games³

4

M. Prensky contrasted the generation of digital natives digital immigrants - educators and older students, since they were all born before the widespread use of digital technology, and therefore are, rather, not native speakers of digital language, but immigrants in a foreign country. Pedagogical and parental community divided into two camps: supporters and opponents of digital natives.

² Игнатова, Н. Ю. Образование в цифровую эпоху : монография / Н. Ю. Игнатова ; М-во образования и науки РФ ; ФГАОУ ВО «УрФУ им. первого Президента России Б.Н.Ельцина», Нижнетагил. технол. ин-т (фил.). – Нижний Тагил : НТИ (филиал) УрФУ, 2017. – 128 с

³ Prensky M. (2001). Digital Natives, Digital Immigrants. On the Horizon, 9 (5–6); 10 (1–6).

⁴ Prensky M. (2013). Our Brains Extended [Электронный ресурс]. Режим доступа : <http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Our-Brains-Extended.aspx>, свободный.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI NOMLI III ILMYI ONLAYN KONFERENSIYA

Thousands of followers of this concept said that modern students have fundamentally different abilities and capabilities, so the educational process should be organized by a friend. According to numerous blogs and media, some skills that are greatly enhanced by computer technology (parallel processing of information, ability to work with charts, random access technologies to databases) are extremely important for learning outcomes, but are not taken into account by educators⁵

Separately, it is necessary to note the wide opportunities inherent in digital educational resources for organizing independent educational activities. Such activities can be carried out in the preparation of homework, projects, and tests. This method of using digital educational resources makes it possible to create conditions for the implementation of individual independent educational activities of students, to form the skills of self-education, self-development, self-improvement, self-education, self-realization; helps students feel like researchers in a specific area of scientific knowledge, which helps to increase their motivation to study the basics of philosophy. Using digital educational resources is also an opportunity to close knowledge gaps through completing assignments created on Learningsapps.com. Students get the opportunity, completing assignments created on specific topics of the course, to fill in knowledge gaps, organize and consolidate the material studied.

It is also relevant and appropriate to use digital educational resources in organizing various types of control, which enables the teacher to objectively diagnose and assess the level of students' knowledge, their skills, and the level of preparation for a particular lesson in the discipline. The main advantage of this form of control is the program monitoring of the progress of assignments, informing the teacher in a visual way about the percentage of correct answers for both one student and the group as a whole⁶

In conclusion, the transformation of education into the digital world represents a profound shift in how learning is approached, delivered, and experienced. Digital technology has fundamentally changed the landscape of education by

⁵ Пэлфри Дж., Гассер У. Дети цифровой эры / пер. с англ. Н. Яцюк. М. : Эксмо, 2011. 368 с.

⁶ Kalinkina M.V. USE OF DIGITAL EDUCATIONAL RESOURCES IN TEACHING THE BASIS OF PHILOSOPHY IN THE INSTITUTION OF VOCATIONAL EDUCATION AS MEANS OF INDIVIDUALIZATION OF EDUCATION // History, Political Science, Sociology, Philosophy: Theoretical and Practical Aspects. Art. by mater. VIII int. scientific-practical conf. No. 3 (6). - Novosibirsk: SibAK, 2018. -- S. 41-44.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI NOMLI III ILMIY ONLAYN KONFERENSIYA

making learning more accessible, flexible, and personalized. With the advent of online platforms, educational apps, and digital resources, students now have the ability to learn anytime and anywhere, breaking down traditional barriers related to time, location, and resource availability. While the digital transformation of education offers exciting opportunities for enhancing and diversifying learning experiences, it requires careful consideration of its implications and proactive measures to address potential challenges. By balancing innovation with equity and support, we can harness the full potential of digital education to foster a more inclusive and dynamic learning environment.

References

1. Игнатова, Н. Ю. Образование в цифровую эпоху : монография / Н. Ю. Игнатова ; М-во образования и науки РФ ; ФГАОУ ВО «УрФУ им. первого Президента России Б.Н.Ельцина», Нижнетагил. технол. ин-т (фил.). – Нижний Тагил : НТИ (филиал) УрФУ, 2017. – 128 с
2. Kalinkina M.V. USE OF DIGITAL EDUCATIONAL RESOURCES IN TEACHING THE BASIS OF PHILOSOPHY IN THE INSTITUTION OF VOCATIONAL EDUCATION AS MEANS OF INDIVIDUALIZATION OF EDUCATION // History, Political Science, Sociology, Philosophy: Theoretical and Practical Aspects. Art. by mater. VIII int. scientific-practical conf. No. 3 (6). - Novosibirsk: SibAK, 2018 .-- S. 41-44.
3. Prensky M. (2001). Digital Natives, Digital Immigrants. On the Horizon, 9 (5–6); 10 (1–6).
4. Prensky M. (2013). Our Brains Extended [Электронный ресурс]. Режим доступа : [http:// www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Our-Brains-Extended.aspx](http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Our-Brains-Extended.aspx), свободный.
5. 4. Palfrey J., Gasser U. Children of the Digital Age / trans. from English by N. Yatsyuk. Moscow: Eksmo, 2011. 368 p.