

УДК УДК 005.8

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DEVELOPMENT OF DIGITALIZATION IN THE EDUCATIONAL SPACE

Digitalization is a dual factor affecting the labor market. Despite the fact that new technologies initially seem to bring only benefits, the possible major structural changes they may cause may lead to problems for society as a whole.

Classical sociological and economic literature suggests that new technologies stimulate growth and therefore have a positive effect on employment. This was true in the past, when personal computers replaced typewriters but required humans at the desk. In the digital age, however, this relationship between technology and the job market may be changing. Today's technology already allows computers to create news without human fingers. Thus, an important innovation in this technological change is that robots can now replace not only physical labor but also intellectual labor. This is not only technologically possible, but also cost-effective.

In addition to the general changes brought about by the digitalization of work processes, society may face the need to adapt to the demographic transition and the changing educational system. Research shows that labor market conflicts will arise not only between capital and labor, but also between young and old workers, as rationing will have an uneven impact on different age groups. What makes research interesting is that countries such as Japan and Germany may have less of a labor market problem.

The transition to a digital economy certainly represents enormous potential for economic development and prosperity. However, like any process of change, it is not without risks and challenges. It is important that managers and governments make efforts to minimize the risks and maximize the potentials associated with the digital economy.

One important aspect of transitioning to the digital economy is ensuring a smooth transition and adapting the workforce to the new environment. This

can include training and upskilling workers so that they can engage in the new professions that will emerge from the digital transformation.

It is also important to pay attention to social and labor relations and ensure workers' rights in the digital economy. There are possible security threats and data loss that can lead to social tensions in society. Therefore, it is necessary to develop measures to ensure data security and guarantee the social protection of workers.

Managers must rethink their management strategy and approach to managing resources in the digital economy. The introduction of information technology will significantly change the content of management functions in an organization, and a rethinking of management strategy and tactics will be required. This may include exploring new approaches to managing all types of resources, the most valuable of which is personnel.

Overall, the transition to a digital economy represents a tremendous opportunity for economic development and prosperity, but also requires efforts to minimize risks and maximize the potentials associated with digital transformation.

By definition, digitalization of education is the process of integrating modern digital technologies and tools into the educational process. This may include the use of computer programs, interactive learning materials, online courses and platforms, virtual classrooms and laboratories, and other innovative technologies to improve the learning process and quality of education.

However, it should be understood that the digitalization of education is not limited to the introduction of technology. It also means changing teaching, learning and assessment methods, as well as rethinking the role of the teacher and the student in the educational process.

Thus, to understand the term "digitalization of education" more fully, we should consider not only the technological aspect, but also the changes that take place in the very methods and process of learning as well as in the social sphere.

At the moment, the term "digitalization" describes the process of converting the content of physical media into digital formats, but this definition does not reflect the specifics of digitalization in the educational environment. In the educational sphere, digitalization is understood as the transfer of educational processes from the offline space to the digital space using information and communication technologies (ICT) [1].

A study of the growing use of digital technology in education shows that the problems of digital education are quickly becoming problems of education as a whole. At this point, students do not want only online courses at universities or the replacement of face-to-face classes with Skype tutoring. The material aspects of digital education are also being explored, with an emphasis on labor practices and natural resources.

Digitalization in the educational process is not just about having e-books instead of paper books. The process includes the development of personalized learning systems, the individualization of the educational process using digital data. Jeremy Knox's book, *What Post-Digital Means for Education*, examines post-digital as taking into account the many assumptions associated with digital technology in education. Thus, society expects much of a post-digital educational future [2; 3].

K-12 is an American online education platform that was created to educate children from kindergarten through the final year of school. This concept sees learning as a lifelong process, not just learning that ends after school. K-12 continues to evoke traditional beliefs and practices, applying K-12 ideas also to adult learners, parents, educators, boards of education, policymakers, and businesses that need talented team members. The platform provides innovative ways of learning focused on developing the skills and confidence needed to advance in life. It provides high-quality online and blended learning solutions, hands-on training programs, and career-focused programs that enable students, school districts, and businesses to reach their full potential.

Ruben Puentedura developed the SAMR (Substitution, Augmentation, Modification, Redefinition) model, a four-tiered approach to educational practices represented as a ladder. According to Puentedura, the SAMR model is a tool for describing and categorizing K-12 teachers' use of technology in the classroom [4; 5].

Changes are also occurring in teaching methodology: new forms of learning need to be created, new assignments developed that cannot be accomplished without the use of modern technology. This opens up new opportunities for more creative learning for students, as they can use various multimedia tools to display their ideas and knowledge in a more effective and interactive way. However, it should also be taken into account that the use of new technologies may require additional knowledge and skills from both students and teachers in order to use them effectively in the educational process. With the use of innovative methods, the instructor changes the way instructional material is presented, resulting in a functional change in the learning process. For example, instead of writing notes, students can watch video lectures or participate in online discussions. This allows for more efficient and engaging learning, as well as the development of critical thinking and independent work skills.

At the conversion level, technology is used to reimagine learning and take it to the next level. For example, an instructor can use virtual or augmented reality to create an immersive educational experience that helps students become immersed in the subject matter and be in an active state of

participation. Such technology can help students gain a new level of understanding and deep awareness of the material.

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