Opportunities Of Digital Pedagogy in A Modern Educational Environment

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Abstract. The article lists the role and importance of digital pedagogy in ensuring the quality of higher education. The factors that have a positive effect on the quality and effectiveness of education are analyzed. The analysis of the features of using traditional and digital pedagogy in the educational process is described.

Keywords: Digital Pedagogy, Information and Communication Technologies, Digitalization Of Education.

Introduction

At the present stage of society's development, the penetration of information and communication technologies into all spheres of human activity, including education, is increasing. And also, the states that have chosen such a path of development in time are achieving success. Conversely, countries working in the old way are lagging behind in development. This trend is also typical for higher education institutions. Information and communication technologies (ICT) in higher education institutions are an integral part of education, as the curriculum of many higher education institutions includes disciplines related to information technology, allowing students to form skills and abilities in professional storage, presentation, processing and transmission of information using modern hardware and hardware, as well as software and communication technologies. ICT is also becoming a means of learning, and therefore it is difficult to imagine a modern learning process without software designed to create e-mail, multimedia applications (presentations, video and audio materials, etc.).

Results and its discussion.

In higher educational institutions, LMS (Learning Management System) learning management systems are being implemented, combining appropriate tools that facilitate the placement of educational resources and assignments in subjects, control of students' knowledge, and the organization of an exchange of views with a teacher [2,8,9]. The growing interest in such platforms as Coursera, Udacity, FutureLearn, Udemy led to the creation of a national HEMIS information system designed to manage the processes of higher education in our country, and allowed teachers and students of higher education institutions to access this system [3,8].

The situation with the widespread use of ICT in various fields required the state to develop a development strategy in this direction. In order to adapt to the world level, the Decree of the President of the Republic of Uzbekistan No. UP-6079 dated July 5, 2020 "On approval of the Digital Uzbekistan-2030 Strategy and measures for its effective implementation" was adopted.

The strategy provides for the approval of two programs: digitization of territories and digitization of industries. Thus, there are two approaches - territorial and sectoral. This will undoubtedly ensure the most complete coverage and effective implementation of the document.

The most important condition for the successful implementation of the strategy is to ensure the improvement of digital literacy of the population. According to the document, it is planned to ensure the availability of digital skills among the population through the introduction of digital education at all stages of the training system, the development of IT education, etc. The decree also pays special attention to the conduct of fundamental and applied research in priority areas in the field of information technology and communications [1].

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The volume of information technologies actively used and implemented in the educational process leads to the emergence of various contradictory opinions and questions about the effective and rational use of these technologies for educational purposes.

What is digital pedagogy? Answering this question, we get the opportunity to avoid terminological confusion, methodically competently conduct pedagogical research, correctly formulate goals and objectives, clearly understand what result we want to achieve.

Digitization of education is the only transformation of modern technical means introduced into the educational process and the educational process. Digital pedagogy studies the theoretical and practical problems of education, the main components of the educational process, as well as the conditions that ensure the effective provision of educational services using digital technologies [4].

Indeed, thanks to the active introduction of information technologies, a new situation has arisen in the field of education. In this situation, there is a preservation of a multifaceted pedagogical heritage, but it is complemented by the following new opportunities associated with the model of practical pedagogical activity [5]:

1. Placement of educational materials in higher education support systems or on the teacher's personal website;

2. Sending materials by e-mail;

3. Implementation of control activities using special software and computer technologies to create tests using the above-mentioned educational process support systems;

4. Exchange of students' opinions with the teacher via e-mail, educational process support systems;

5. Inclusion in the curriculum of the subject of mass open online courses of well-known universities from foreign and national educational platforms, passing test tasks as final control and obtaining a certificate or using mass open online courses as additional material to the course;

6. Using webinars [6] and videoconferences [7] for conducting online lectures or online seminars with students as teaching aids and additional consultations, recording speeches of famous teachers for reuse, Remote work with students; internships abroad or studying under dual degree programs at other universities;[9,10]

7. The use of specially prepared (pedagogically adapted) and online audio and video materials;

8. Using various programs when creating presentation materials for the course;

9. Access to electronic libraries, databases, scientific journals on the web for the purpose of their use for educational purposes;

10. Use of digital copies of educational literature, specially designed electronic textbooks.

All of the above possibilities necessitate the development of optimal approaches to the introduction of new information and communication technologies in the educational process, the appearance of instructions for their use. The current state associated with the increased use of new technologies in education requires changes in scientifically based theoretical models and standards for solving pedagogical problems.

The introduction of such scientifically based models into practice has found its expression in the form of technologies of practical pedagogical activity. When considering the situation with the introduction of new technologies into the educational process of higher educational institutions, it is the model called digital pedagogy that is meant.

Filling practical pedagogical activity with the introduction of new technologies generates a new look at the modern environment of higher education. In this regard, higher education institutions have to solve certain tasks, including:

- improvement and updating of information and communication infrastructure, as well as software and hardware with the introduction of new communication channels, including broadband Internet access;

- development of regulatory legal acts aimed at the use of information and communication technologies in the educational process of higher educational institutions;

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- professional development of teaching staff in the field of information technology;
- training of specialists capable of applying modern information and communication technologies in their professional activities;
- periodic updating of the content of curricula and disciplines that form the general cultural competencies of students in the field of information processing and ensure the solution of the tasks assigned to educational institutions in the strategy "digital Uzbekistan-2030".

The increasing volume of tasks facing pedagogy in the conditions of modern education requires serious efforts on the part of both pedagogical researchers and pedagogical practitioners. In this regard, V.V. Grinshun clearly formulates his views: "it is necessary to look for balanced and reasonable approaches to informatization of education, in which informatization itself cannot be considered the ultimate goal, but should be aimed at solving problems related to improving the effectiveness of student learning." [8].

Conclusion.

Summing up, we can say that the introduction of dynamically developing information technologies into the educational process is an opportunity for a teacher to choose the optimal methodology that allows for rational and effective training in order to obtain a specific educational result. In order for the teacher to make the right choice, it is necessary to develop scientifically based recommendations on the use of changes caused by the expansion of information technology coverage in the modern educational environment of higher education. To do this, it is necessary to conduct scientific research by scientific researchers.

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