

The use of project method makes the process of teaching English to the students of economic specialties close to their real professional activity; it eliminates the lack of time problem; it provides an ability for mutual education among students and mastering the course of education in an individual tempo [3].

Nevertheless, this approach has several disadvantages. This method is productive for highly motivated students, it helps to enrich their experience and obtain professional competence. But less motivated students can face negative results due to lack of self-discipline and professional competence.

Such projects can be realized as a part of studying such topics as 'Money', 'Managing people', 'HR', 'Company structure' or 'Advertising'. Though every project is unique not only according to the topic, but also according to the abilities, skills and creativity of each student. Each project may differ in:

1. Terms of implementing the project;
2. Result;
3. Team of a project;
4. Resources;
5. Individual approach of managing project tools.

Let's have a look at the example of creating a project which is created in the context of a topic 'Advertising'. Students have to create an advertising campaign for a specific product (usually it is chosen from products or services of Belarusian companies). Therefore, the process of creating a project has several stages: creating a team, choosing a product or a service, gathering data, analyzing the market niche (examining competition, price policy and so on), determining the target audience and creating an advertising. A teacher must control all stages of a project. Thus to be able to mentor, guide and assist. Dividing a project into different stages helps to manage each stage. The role of a teacher is to monitor and provide the language means. The close control is necessary to avoid misunderstandings between students in a team and receive the planned feedback. The students gain their academic freedom to solve the task in 'working conditions'. The final stage of the project is an advertising campaign. The material result that can be analyzed and evaluated.

Заключение. According to all the above mentioned we consider the project method as an efficient method of teaching English to the students of economic specialties. Project –based learning can also prove students that to become a demanded and highly qualified specialist one should constantly study to keep up with the latest trends in the economic industry. It is clear that this method helps to form and effectively develop those skills and abilities that will make our students competitive in the labor market.

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EDUCATION IN THE DIGITAL ECONOMY

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Abstract. *The explosion of COVID-19 has led to a growing demand for online educational resources to continue teaching and learning. With the benefits of cost savings and open licensing, Open Educational Resources (OER) have great potential to facilitate a rapid transition to digital education. The development of digital education has facilitated the transformation and enhancement of the corresponding platforms. This paper examines the development of digital education and its platforms in a pandemic environment, as well as the associated advantages and disadvantages.*

Key words: *Education, OER, digital economy, platform.*

Digital education is the use of digital resources already available to achieve a change in teaching methods and traditional teaching models. The core of digital education is the construction of digital teaching resources. Digital teaching resources are a close collection of the means and purposes of using all learning resources including multimedia with the continuous understanding of teaching process, the summary of traditional education experience and the rational use of information technology.

Digital teaching resources refer to the multimedia teaching materials that can be run under the multimedia computer

and network environment after digital processing. From the way of teaching information presentation, digital teaching resources can be divided into digital slides, digital audio, digital video and other forms.

Compared with traditional education, digital teaching has several differences as follows.

First, the processing technology is digitalized. Digital processing technology converts signals such as sound and text images from analog signals to digital signals and records them. Second, the processing method is multimedia. Through the use of multimedia and computer integration and other technologies to form a more colorful teaching resources. Third, information transmission network. The digital teaching resources that have been made can be transmitted and shared remotely to avoid the duplication of educational resources. Fourth is the rationalization of the use of teaching resources. At this stage, the teaching resources can select the most suitable teaching contents and methods according to the degree of knowledge grasp of different students, avoiding the repetitive learning of students' mastered knowledge and saving students' precious time.[1]

Digital teaching resources features mainly include the following aspects: First, the diversity of teaching methods. Digital teaching can use multimedia equipment to carry out virtual simulation with hypertext structure and friendly interactive interface, and the teaching form is flexible. Third, the sharing of teaching content. The use of digital teaching makes it possible to share global educational resources in the network environment and obtain them at will. Third, the scalability of teaching content. The use of digital teaching can realize rapid supplementation and expansion on the basis of the original teaching content, so as to enrich the teaching content. Fourth, digital teaching resources are instrumental, that is, digital resources can be used as cognitive tools to explore knowledge and construct knowledge.

Open educational resources (OER) are free, openly licensed educational resources that users can retain, reuse, modify, remix, and redistribute to meet individual needs. Hilton synthesized evidence from 16 studies on the efficacy of OER and concluded that learning with OER saves college students' educational costs without affecting their academic performance. Some of the studies reviewed even support that OER improves college students' grades or retention rates. The majority of university instructors and students in the reviewed articles were also positive about the quality of OER. As a result, Hilton called OER an effective low-cost alternative to commercial textbooks in higher education. Hilton also explained that at the time of writing, the review was limited by the small number of relevant studies, especially those with good research designs. Future research on OER efficacy needs to develop sound research designs to further confirm the causal relationship between OER and learning efficacy. [2]

In addition to existing research showing the effectiveness of OER, more work needs to be done from other perspectives.

First, OER scholars realize that focusing solely on cost-saving benefits undermines the potential of OER in digital education. Open scholars have brought the focus to the benefits of openness and therefore call for scholars and educators to work on open educational practices (OEP). Allow students to create and share their artifacts under an open license outside of the classroom, not just to work on homework after grading. In short, homework should be transformed into reproducible assignments and the benefits of openness should be expanded to benefit the broader community.

Second, OER is a cost-effective and openly licensed alternative to traditional textbooks in higher education. Teachers can adopt OER for differentiated instruction, but they need to overcome barriers such as the lack of OER that meet curriculum standards, especially in subjects such as special education and laboratory research. Educational policymakers and school leadership need to implement effective interventions, such as quality assurance systems or teacher institutes that specialize in OER, so that teachers use, adapt, and share the intent of OER to support differentiated instruction in this context. [3]

Over the past few years, online education platforms have grown in popularity and global and local technology companies have become ubiquitous providers of such platforms, both privately and in public education. From platforms tailored for primary and secondary schools to those built specifically for the higher education sector; from digital environments designed to manage students' learning to those focused on monitoring their behavior; from digital spaces bundled with various functions to interfaces with a more singular function: whatever the focus, there seems to be a corresponding digital platform for (and often specifically for) the education sector. In addition, the global growth and penetration of digital education platforms has accelerated significantly since the outbreak of the Newcastle pneumonia pandemic, and the associated emerging "emergency education approaches" that often require the design of "emergency education programs" often with the help of existing and newly developed digital education platforms. In this sense, i.e., with the influence of digital platforms, educational practices are gradually changing form. [4]

The digital education platform acts not only as a vehicle for online teaching and learning activities, but also as an intermediary party for the activities. It brings together someone (e.g. teacher, administrator) or something else (e.g. company, institution, government) on the one hand, and brings together the users who use the platform (e.g. students, pupils) on the other. Thus, digital platforms simplify communication activities, whether they are economic or of other nature.

The advantages of digital teaching are reflected in the following aspects: First, digital teaching can give students a more intuitive understanding, and through the flexible and all-round use of sound, video and other resources, it can enliven the classroom teaching atmosphere to a greater extent and improve the efficiency of teaching. Second, digital teaching can make the traditional experiments difficult to complete through digital simulation or other means to easily complete. For example, the aerometric force which is difficult to measure in traditional physics experiments can be easily measured by sensors. Other experiments such as poor visualization can be simulated by digital technology, which makes the demonstration more effective. The digital teaching method makes the traditional experiments can be completed successfully, which on the one hand enlivens the classroom atmosphere, stimulates the students' enthusiasm for learning,

and on the other hand improves the teachers' teaching efficiency. Third, digital teaching makes the experiment easy to operate. For example, in the teaching of physics, through the introduction of digital teaching in the classroom, can reproduce the physical scene, the demonstration of the process of the experiment, fast, image to deduce the laws of physics. Fourthly, the rapid processing of experimental data by digital teaching saves classroom time, increases the capacity of classroom teaching, and makes students learn more and richer contents in the same time.

The shortcomings of digital teaching are as follows: First, the digital teaching courseware is not exquisite enough, which does not help much in teaching and takes up the time for students to practice and teachers to guide them, forming a multimedia courseware-led movie-style teaching, and students are not deeply involved in learning as a spectator. This neglects students' self-reflection, and although it satisfies their senses, there is no room for thinking. Secondly, at the initial stage of digitalization, many teachers have no experience in this area, which leads to a biased understanding of digital teaching, the selection of digital resources is not very proficient, the selection of materials and textbook content, and the actual students do not fit. As a result, the teaching is formalized and detached from reality, and it does not serve the goal of using digital teaching resources for teaching. Thirdly, some teachers' one-sided understanding of digitalization leads to the emergence of teachers' inactive attitude, i.e., they ignore the importance of classroom writing. As a result, it is difficult for students to grasp the focus of learning in class.

The spread of the new crown pneumonia has caused massive disruptions in the global education sector. Digital education, which involves the use of digital tools, virtual platforms and online learning, is seen as one of the viable alternatives to continue academic activities in this environment. Due to the ongoing threat of the epidemic, higher education institutions have largely shifted to this new mode of learning and continue to rely on digital models.[5] The digital age has brought us an efficient platform for open collaboration, which has become a key element in driving innovation for a new era of educational change. Whether it is eliminating digital barriers, narrowing the digital divide, improving the ability to respond to crises in education, or cultivating growth points for cooperation, tapping new development highlights, and promoting education transformation and innovation, we need to adhere to the concept of cooperation, inclusion and win-win, give full play to our respective advantages, and promote common development. We should join hands, strengthen communication and exchange, and through open cooperation in digital education, more countries and people can ride the express train of the digital era, share the fruits of digital education development, and accelerate the transformation of education.

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