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ПЕРСПЕКТИВЫ РАЗВИТИЯ ТРАДИЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В УСЛОВИЯХ ЦИФРОВОЙ ТРАНСФОРМАЦИИ ОБРАЗОВАНИЯ

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Аннотация

В статье рассматриваются вопросы о приемлемости, адаптации и перспективах развития традиционных образовательных технологий в условиях цифровой трансформации образования, на примере личностно-ориентированного обучения в контексте компетентностного подхода. Выделены приемлемые инновационные стратегии (в контексте цифровой образовательной среды), способствующие эффективному развитию данных технологий.

Ключевые слова: цифровая трансформация, информационно-коммуникационные технологии, мотивация, личностно-ориентированный подход, образовательные технологии

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DEVELOPMENT PROSPECTS OF TRADITIONAL EDUCATIONAL TECHNOLOGIES IN THE CONTEXT OF DIGITAL TRANSFORMATION OF EDUCATION

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Abstract

The article discusses the issues of acceptability, adaptation and development prospects of traditional educational technologies in the context of the digital transformation of education, using the example

of student-centered learning in the context of a competency-based approach. Acceptable innovative strategies (in the context of the digital educational environment) that contribute to the effective development of these technologies are identified.

Keywords: digital transformation, information and communication technologies, motivation, student-centered approach, educational technologies

The technological revolution in the field of information technology has covered almost all aspects of the life of our society and has become an integral part of it. Thus, as a result of the introduction of technologies into the educational process, digital education is becoming a global trend, and the provision of digital educational content is becoming a learning catalyst.

Informatization of society causes a rapid process of integration into the international space, where the language culture of a person (the ability for international and intercultural communication) acquires a special context, and there is an internationalization of all spheres of human life, as well as society as a whole. It must be understood that educational institutions should not and cannot work in isolation, since today the education of each person must include more than just academic training. That is, education should be focused not only on being ready to solve certain tasks related to professional activities but also on the development of their individual and personal potential. Therefore, today a steady trend towards constant change and renewal requires graduates to have universal competencies that allow them to effectively achieve their goals, both in their professional activities and in the sphere of life self-determination. In other words, modern society no longer requires just specialists with a good knowledge of foreign languages, but much more - specialists who are fluent in digital tools (computer literacy, information culture), able to adapt to the requirements of today, be mobile and comprehensively developed, have the critical thinking, the ability to self-learn, think creatively and apply existing knowledge in a rapidly evolving digital environment.

The relevance of the conceptual and scientific approach to the issue of language learning in the context of "digital pedagogy" is due to the state policy pursued in Turkmenistan in the field of modernization of education, the main goal of which is to build a competitive, modern educational

environment. In this regard, in order to solve the tasks set at the legislative level, the following documents were adopted: "The concept of improving the teaching of foreign languages in Turkmenistan" (12.22.2017), "The concept for the development of the digital education system in Turkmenistan", as well as a plan for its implementation (15.08. 2017), which determines the goals and objectives of improving the work of educational institutions.

Some scientists consider the digital transformation of education as a natural process of systemic renewal in the digital age. The rapidly developing digital educational environment requires positive educational outcomes. This primarily involves a revision of the content of education, organizational forms, and methods of educational work. Digital transformation involves the achievement of such tasks as academic results and the comprehensive development of each student. In other words, the evaluation of educational results is aimed primarily at preparing future specialists for life and work in a digital civilization; secondly, the use of the potential of digital technologies to improve the efficiency of the educational process [6].

In the context of the digital transformation of education, the authors focus on the acceptability, adaptation and effectiveness of the use of traditional educational technologies in the educational process, namely, they consider student-centered learning in the context of a competency-based approach. Today, student-centered learning in the context of a competency-based approach is seen as one of the innovative models of modern education. The concept of the "competence-based approach" is used relatively recently, which has affected the lack of a common understanding of it among scientists. According to V.A. Solonitsyn, this approach consists in developing a set of basic competencies among students that will determine the success of their adaptation in society after graduation from the university in the course of their professional activities [5, c 12]. O. E. Lebedev in his work speaks of the competence-based approach as a set of general principles that determine the goals of education, the selection of the content of education, the organization of the educational process, and the evaluation of educational results [4]. The competence-based approach is aimed at developing certain educational skills in students, which allow them to independently solve problems, problems, and organize a cognitive activity. The main significance of these skills is not the assimilation by students of a certain amount of

information, but the development of such skills that would allow them to determine their goals, make decisions and act in typical and non-standard situations [1]. In other words, if you have no idea what situations your wards may face in the future; teach them everything that can be useful in any life situation. It is the combination of these approaches that determine the effectiveness in achieving the goals set (achieving the required educational results and the comprehensive development of each student).

The modernization of modern forms of education in the context of digital transformation involves, first of all, the active introduction of information and communication technologies (ICT). Pedagogical experience shows that with the help of ICT, it is possible not only to productively adapt, but also to improve these educational technologies (approaches), which determine the effectiveness of the educational process and, as a result, in obtaining a good education according to the requirements of the time. It is digital technologies, with their specific feature of rapidly spreading and updating that open up unlimited opportunities for access to information and other digital tools. Students and educators have full control over their information space and its sharing. There are opportunities for self- and mutual control, for the formation of interest in learning, and for meaningful (accepted by the student) educational work [6]. Therefore, modern education in the context of digital transformation cannot be imagined without the use of a student-centered approach. That is, in the education system there is a paradigm shift from the teacher to the students. The term learner-centered learning implies that learning can only be valid when it takes place through active group participation with the full responsibility of the learner based on the stimulation of critical thinking and reflective understanding, where the learning system must accommodate the needs of each learner individually. Such training provides for the development in future specialists of the ability to self-realization, the construction of individual learning trajectories, the formation of self-control, and also contributes to the development of positive internal motivation, that is, the principle of student orientation and individualization of the training program is implemented.

It must be recognized that it is information and communication technologies (at the stage of their digital development) as modern pedagogical tools that ensure the effectiveness of the use of traditional educational technologies in the educational process, namely, student-

centered learning in the context of a competency-based approach. The acceptability of these educational technologies in the context of the digitalization of education is obvious. They help build modern education in the context of "do, think, learn and use", that is, it contributes to the active connection of cognitive, affective and psychomotor areas. Provides the implementation of subject-subject relations, where the educational process becomes a joint activity of the teacher and the student. The role of the teacher in this approach appears in a new capacity, as a facilitator (moderator), guide, and innovator. The role of the student is also changing, he becomes more active, autonomous, which contributes to the development of such internal processes as self-reflection, self-motivation based on needs and corresponding to their state and interests.

Given the diversity of student needs, a one-size-fits-all approach to learning is misguided. To achieve positive student-centered results, it is necessary to apply a set of integrated approaches to learning based on an integrated methodology. Teachers need to create truly universal strategies, through practical experiments, selecting and adapting the best teaching methods and techniques, while taking into account the individual characteristics of students: their inclinations, interests, abilities, and needs. The analysis of scientific literature and the actual pedagogical experience shows that the effectiveness of student-centered learning in a digital environment is determined by such methods and techniques as: group learning, flipped classroom, interactive learning, project, presentation, learning by doing, peer learning, demonstration, panel discussion, thematic research, brainstorming, role-playing game, guided research, simulation game, individual task, group task, problem-solving, question-answer method of teaching. In this context, the productivity of these educational technologies focused on students is provided by "intelligent interactive tutors", that is, software [7]. It is artificial intelligence in the academic environment that builds an innovative strategy for modern e-education.

These technologies allow free and fruitful integration (combination) in the educational process with such educational technologies as competence-based, student-oriented, differentiated, cognitive, reflective approaches.

It should be noted that one of the key learning problems is the problem of the motivational-emotional deficit. Many educational technologies do not take into account the peculiarities of motivation formation. Many

scientists who have studied the problems of motivation are committed to the opinion that the "locomotive" of any learning is the phenomenon of motivation (I.A. Zimnyaya, A.A. Verbitsky, B. Werner, A.I. Gebos, R. Gardner, R. Pekrun and others.). The result of training, first of all, depends on the motivation and needs of the individual, his motivation. In our studies, we have repeatedly mentioned that this phenomenon is capable of causing purposeful human activity [2]. In this context, after conducting a theoretical analysis of modern psychological and pedagogical literature, we came to the conclusion that the use of modern teaching technologies does indeed lead to the creation of certain pedagogical conditions that can positively influence the motivation of the educational process. Empirical studies show that any learning, or educational process, regardless of the chosen learning technology (forms, methods, approaches, methods, mechanisms, etc.) must be accompanied by an emotionally motivated field, that is, the presence of positive emotions, which results in the formation of a stable positive motivation, both to the subject and to the educational process as a whole [3]. In solving the tasks set, we also touch upon the issue of the competence of the teacher, and his professionalism. The competence of a teacher is, first of all, psychological savvy, sociability, openness, originality in the organization of the learning process, the ability to think extraordinarily, develop, adapt, and implement pedagogical innovations, and model the educational process using the potential of advanced information technologies. In other words, we are talking not only about the pedagogical component, but also about the information culture and technical savvy of the teacher, which ensures the formation of appropriate abilities in students, an updated discipline of educational work, and the allocation of space for such work in the structure of the educational process.

Technological and scientific innovations promise to greatly improve existing teaching methods. Achieving educational results is possible only on the basis of an integrative methodology. Each teacher should build their own teaching strategy. Find your own original approach to solving problems. It must be remembered that in pedagogy, the individuality of the teacher is his uniqueness.

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