MODERN REQUIREMENTS FOR THE DEVELOPMENT OF EDUCATION IN THE ERA OF DIGITALIZATION AT THE UNIVERSITY

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Abstract: The article gives information about digitalization of modern education. The significant role of the study is determined by the special role of education in the life of modern society guided by the principles and values of the post-industrial era. From the effectiveness of the functioning of the education system largely depends on the quality human potential, the willingness of people to confront natural and social calls. In the process of improving national education every year, all modern technologies play an important role, the introduction of which contributes to modernization and development of education, as well as improving the quality of training for future specialists and the convergence of education with science. At the same time, these technologies require revision of existing approaches to educational activities, as well as analysis of their influence on society and individual social groups. In this regard, the study of digitalization of education and its social consequences seems to be very relevant direction of scientific research. The aim of this study is to discuss the main issues and determines the prospects for digitalization in the field of education.

Keywords: digitalization, education, technologies in education, digital culture, modernization of education.

I. Introduction

The relevance of this study is due to the special role of education in life of modern society, guided by the principles and values of the post-industrial era. The effectiveness of the functioning of the education system largely depends on the quality of human potential, the willingness of people to resist natural and social challenges. Socio-economic conditions on the modern stage of development lead to the emergence of the need for improvement of the national educational system. Before our vocational education is faced with the task of achieving high quality standards that allowing them to compete with other European countries [4].The quality of the educational process inevitably affects staffing specialists in the future, in connection with which these problems need to be paid to special attention. In the process of improving national education, modern technologies acquire an increasingly important role, the introduction contributes to the modernization and development of education, as well as improving the quality of training of future specialists and bringing education closer to science. At the same time, such technologies in many ways require a revision of existing approaches to educational activities, as well as analysis of their impact on society and individual social groups. In connection with this, the study of the issues of technology of the educational process and its social consequences seems to be a very relevant area of scientific research.

Today, as a new "trend" in the development of national education digitization stands out. It covers all spheres of activity of society, making changes in work processes, communication, pastime of people, changing attitudes and lifestyle. This process requires careful scientific study. It should be noted that the digitalization of education is very controversial.On the one hand, the development of digital technologies is regarded as a progressive step towards the open global society based on common goals and values. On the other hand, there is criticism of digitalization processes leading to the loss offreedom, the manipulation of his consciousness, the crisis of identity and humanism [8].

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10.5281/zenodo.6390500

The purpose of our study is to identify based on the analysis of scientific sources of the main problems and determining the prospects for digitalization in the field of education. The results obtained during the study have a theoretical and methodological significance for the development of the philosophy of culture and philosophical anthropology, social philosophy, philosophy and sociology of education, pedagogy. The results of the study are aimed at solving practical issues related to with the implementation of the state policy of digitalization of various spheres of public relations. They can help coordinate the efforts of scientists, educators, politicians, civil society institutions for socio-economic and cultural development of our society.

II. Literature review

In the history of philosophical knowledge, the question of ambiguity has been raised in technological innovations in society. E. Toffler's fears about the future, shocking excess of techno-social changes [6], E. Schmidt and J. Cohen thought [14] about the social consequences of the formation of digital culture, J. Kaplan [11] was disappointed about prospects for human intellectual labor, did not reduce the pace of sociocultural experiments. One of the most sought after venues for implementation of innovative ideas was and remains the education system [8, 9, 12].

The direction of research we have defined is based on the experience of intellectual

experiences for the future of man and mankind in connection with the development of technologization in public relations, the research was embodied in the work of N.A. Berdyaev, J. Baudrillard [2], N. Luhmann [8], M. McLuhan [9], G. Marcuse [10], A. Toynbee, E. Toffler [6], V.E. Frankl [10], E. Fromm [11], S. Huntington, O. Spengler. In their works updated anthropological and sociocultural problems of the emerging of technocratic society. Researchers have noted problems dehumanization of social relations, the emergence of a man of the "mass" who has lost his creative potential, a person - a consumer of cultural goods, but not capable of ensure the further development of civilization.

The analysis of the new technological received way of life of modern society in the development of works of V.G. Budanov [3], V.A.Kutyrev [7], V.S. Stepin [15], A.N. Fortunatov [9]. Scientists raise the problem of determining the place and role of technological innovations in the life of man and society, warn in their conclusions about the danger displacement of culture by technology. Digitalization in the field of education attracts the attention of world scientific thought with late 1990s [5, 8 10, 14, 15]. In the studies of foreign authors attempts are presented to highlight the main characteristics of digitalization and the emerging digital culture. The advantages of using digital technologies in the education system to meet the needs of the modern economy. At the same time, problems associated with a change in the nature of social communications: loneliness, selfishness, consumer attitude to the world around.

It should be noted a significant contribution to the study of the problems of digitalization and the influence of digital culture on the processes taking place in the education system in the work of T.S. Akhromeeva [1], D.I. Dubrovsky [4], V.A. Kutyrev [7], E.V. Maslanova [11], D.A. Macheret [12], Yu.Yu. Petrunin [13], A.I. Rakitov [14], G.L. Tulchinsky [16], A.G. Chernyshov [13]. In their work they receive disclosure various, often negative, manifestations of digitalization in the education system. However, there is a lack of research on the systemic nature of problems and prospects for the development of digitalization in the field of domestic education.

III. Materials and methods

The object of the study is the digital culture of modern society in the dynamics of its influence on the modernization of the education sector. The research relies on the theoretical provisions of scientists in the field of philosophy of culture and philosophical anthropology, social philosophy, philosophy and sociology of education. The work uses systemic and dialectical approaches. They determined by the purpose and objectives of the philosophical and cultural

approach to the study problems of digitalization of education in the context of the development of modern society and widespread introduction of new information and communication technologies.

The application of the method of ascent from the abstract to the concrete is carried out in conceptually grounded with using of technocratic society models in the formation of specific forms of educational practices and ambiguous in theirdevelopment of human qualities arising under the influence of innovative forms of organization and implementation of educational reforms.

Consequences of fragmentation (eclecticism), on the one hand the syncretism of modern cultural processes, on the other hand, in their complex impact the culture of the educational environment of our time and the processes of socialization personalities are revealed in the use of comparative and systemic methods. Moreover,the use of these methods contributes to the study of the content and direction, cultural processes in the field of education in terms of the need to ensure unity of the traditional (as the basis of national cultures) and innovative (as achievements of modern science and new technologies). Introduction to the problems of the philosophical and cultural approach to research, the role of digital technologies in shaping the image of the culture of the future related to the need for theoretical generalizations and practical implementation of management digitalization processes in relation to the new conditions of civilizational development of society, relies on the use of an interdisciplinary approach. Insufficient knowledge of the features of the influence of digital culture and social

consequences of its development, the need to harmonize human nature and new models of the formation of his personal qualities corresponds to the methodological principle of systematic approach to the problem of our research. Principles that used in the work historicism and consistency are complemented by structural-functional and socio-cultural approaches to study the phenomenon of digitalization of the educational space in the conditions of development of modern society.

The work uses methods of analysis of philosophical, sociological, pedagogical literature related to the problem under study; induction and deduction, comparison, synthesis and modeling of socio-cultural processes. Principles objectivity, consistency and historicism act as key philosophical and methodological research principles.

IV. Research results

In our opinion, the development of digitalization processes marks a new stage in the fate of humanity. At this stage, the role of technology increases immensely, and man loses his former role of the main initiator and engine of social progress. New socio-technological way of life deprives a person of the very opportunity to decide something without innovative technologies, and even their appearance is out of his control. It is obvious that these processes are bringing humanity to a certain line, beyond which a fundamentally new world is emerging, the foundations of which require deepunderstanding by us today.At its core, digitalization, first of all, involves the transformation of significant information into digital form to ensure its effective use in different areas of human activity and the formation of new communicative and cognitive possibilities. By expanding these opportunities, digitalization itself is creates new human habitats - digital, technological, different from reality, but claiming to be its more perfect replacement.

Global digitalization forms a new type of culture of modern society - digital culture, which requires modernization and the system of vocational education in direction of readiness to adequately use the possibilities of technological innovations

and development with their help of actual professionally significant qualities. V.G. Khalin and G.V. Chernovindicatedigitalization can be considered as a trend of effective world development only if it is accompanied only by effective using its results [12]. The most important task of modern science is to determine positive aspects of this phenomenon, which are not as obvious as it seems at first sight. Thus, characterizing the experience of digitalization of education, D. Cross noted: “We thought that we could take teachers out of the educational process and give students

act independently. We were wrong. The first generation of electronic training ended in failure" [7].

Determining the positive potential of digitalization, we note that digital technologies offer many options when designing educational processes. In this educational space, digitalization has the features universality. A variety of informal offers and the possibility of their usage in education is currently colossal. The combination of virtual and real learning components allows teachers to transfer knowledge directly and indirectly. The distinguishing feature of this approach is that one can take advantage of these methods and avoid their disadvantages. With digital mediation (videos, slides, simulations, etc.), trainees have a greater degree of freedom, which, for example, allows in the process of presentation activities to exchange roles with other students and with the teacher. Philosophical anthropology, philosophy of culture. Digitalization creates individual educational environments where Internet platforms that allow the learner to individually manage learning content and personally create a kind of virtual desk. Digitalization ineducation allows you to enrich real learning situations with digital data. For example, students can develop the skills of determining the place of origin or content of anything, document, just by taking a picture of its QR code. Positive value for the formation of significant personality traits of modern professionals have learning formats through digital games that begin usage in vocational education. Game simulations allow reproduce situations from real life in the classroom according to the profile learning.

Of course, digital technologies introduced into the educational process allow develop skills for effective search and processing of information, new forms "remote" communication, visualization of the studied or researched things and processes. The realities of the modern educational process are such that the main feature of education is its globality, due to what is happening in the world, integration processes and interaction of states in different areas of life of society. Therefore, education is gradually out of the national priorities of the developed countries moves into world priorities. The introduction of technologies in various spheres of society is always accompanied by change as the new and the old (traditional) collide. In this way, innovation should be seen as a process of "creative destruction" and at the same time creation. In this regard, technological advances and developments inevitably entail a variety of conflicts and problems. It is noted that there are many problems both in the implementation of the policy itself. The digitalization and in the consequences of its expansion in the life of modern society and its sciences. One of them, for example, is related to the fact that the very concept of "technology" was originally was used only in relation to industrial processes, and not in the humanitarian sphere. Having established itself in the field of education, "technologism" changed the very nature of educational process, giving it the form of a production, aimed at "production" of human capital. The student is represented as a certain detail, which must be brought to perfection by the teacher and at the end of the training take a place in the general mechanism of social relations. This approach changes the very essence of the educational process, its values and ideals. Their realsocial demand and social consequences are not yet fully understood.Another of the problems discussed in science and practice is the problem of psychological and pedagogical readiness of teachers of educational institutions for innovative activities. At the same time, pedagogical innovations have to be combined with the content of state training and education programs. At the same time, often teachers are included in the innovation process spontaneously, without taking into account their professional and personal readiness for innovative activity. In addition, they observe a very wary stance towards innovation, which creates disorientation, decreased motivation and distrust of everything new.

The following issues are often discussed among humanities scholars today digitalization:

- dehumanization of a person; formation of an information cocoon (situation dependence of the researcher on the search algorithm of the software system used);
- the possibility of monitoring the activities of a scientist and limiting his access to certaininformation;

- gap between the user of scientific software and itscreator [11].

V.G. Budanov writes: “The risks of dehumanization are already very high today, with uncontrolled immersion of a person in networked digital worlds” [3], and V.A. Kutyrevstates: “Not everything that is technically possible must be carried out, not everything that computer-information feasible, should be implemented. Need a choice and censorship, resistance to mindless innovation, the desire to replace life and culture by social technologies…” [7]. We believe that digital culture has mixed implications for development of domestic education. The researchers note that the widespread introduction digital technologies leads to a decrease in the intellectual culture of society. When "machine" begins to perform functions that develop human intelligence, the development ceases, and mental abilities degrade. Philosophers of the past historical epoch spoke about this problem. For example, I.A. Ilyin noted that “humanity thinks that it is creating a new culture, and in reality, he does not notice the deadening of his heart and his spirituality. Ongoing in the last half century, events are destroying our culture and creating spiritual barbarism, economic greed and decay of feelings” [6]. Scientific discoveries,initially having a good purpose, as the philosopher notes, are used to establish total slavery and unleashing wars. However, as he rightly points out, human life should have values that can only be perceived by the heart, and it is they that “determine the meaning of human life, so that without them, human life of wanes and dies" [6].

The crisis of intellectual culture entails the disappearance of creative thinking of personality, which can be considered as a strategic resource of information in (post-industrial) society. An important role in the development of this crisis is played by

changing the nature of social communications. It is "live" communication that stimulates intellectual processes in the personality, the transition to remote or virtual communication, impoverishes them, tearing a person away from social reality. The Internet creates a perverted view of the cognitive process, a scientific work (abstract, term paper, diploma work, etc.) for many today means to press desired computer button. This leads to the loss of the very ability for scientific creativity, inability to think, analyze, draw independent conclusions. It is worth noting other problems and risks of modern education, due to introduction of technological innovations. Researchers of the problems of modern formations note a violation of the integrity of the personality and soul, they believe that technology in of modern life in general and education in particular leads to a split between feelings and thinking, reason and experiences, ever greater rationality and pragmatism of people [9].

There is also an increasing focus on consumption and non-acceptance of value. Process consumption extends to everything: information, achievements in technology, culture and sciences. Modern children from an early age use computers and smartphones, while not always for good. This leads to the fact that the student receives the most difficult technological tool, knows how to use it, but this does not lead to its cultural growth and enrichment. Technological innovations can lower the threshold of susceptibility and sensitivity to another person and, as a result, form a spiritual emptiness people. Modern students often do not show signs of social acceptable behavior and do not seek it. Science creates more and more new means to meet the needspeople and make their lives as comfortable as possible. Under these conditions, education becomes more and more disadvantaged and is replaced by scientific and technological progress as self-worth. At the same time, this progress cannot replace the process of education. Digitalization provokes the development of such negative processes in education.

V. Discussion and Conclusions

Thus, our study implemented an attempt at an objective analysis of digitalization of the education sector, made it possible to identify a number of problems and prospects for development of digitalization in the domestic education system. Among the arguments “for” the digital revolution, we highlight a fundamental change of labor market, the emergence of new competencies, improved cooperation, increasing the responsibility of citizens, their ability to make independent decisions;

transformation of educational processes, increasing the role of the student in the search for information and philosophical anthropology, philosophy of culture for problem solving, development of communication skills and creativity, economic efficiency, lack of time and geographical boundaries, the possibility of individualization, optimization of the teacher's work. However, these arguments can be interpreted not so clearly. The risks of digitalization for society lie in dehumanization all other social relations, a possible deepening the crisis of the intellectual culture of people, their ability to be creative, the growth of pragmatism

and individualism based on the values of personal comfort and selfish consumption.

Towards the nearest prospects for the development of digitalization in the domestic system education should include three defining areas:

- Firstly, this equipment in educational institutions with high-quality software, information systems providing access to educational resources;
- Secondly,this is the introduction of information (remote) technologies, involvingmediated interaction between the student and the teacher;
- Thirdly, online learning (e-learning), which allows organizing educational activities andonline interaction between students and a teacher.

From all of the above, we can conclude: the modernization of domestic higher education is inevitable, it should keep pace with the times, but it is necessary to take into account the risksinnovations and stay away from proven traditional

educational technologies. The important role of innovative technologies in shaping effective educational environment is obvious, since their application can potentially contribute to an increase in the level of assimilation of knowledge, the development

creative abilities of students, the formation of readiness for their application of theoretical knowledge in practice and independent thinking. Based on this idea, it can be said that the use of innovative technologies in educational activity is a prerequisite for the preparation of high-quality specialists. At the same time, it is important to remember that in the course of using innovative technologies create new risks for society. Certainly, it is necessary to take into account the specifics presented by scientific analysis and available experience of practical transformation of the modern educational environment.

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