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DIGITAL TECHNOLOGIES IN EDUCATION: PROBLEMS OF TEACHING YOUTH OF THE 21ST CENTURY

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ABSTRACT

Higher education institutions, striving to prepare qualified personnel for the future according to modern educational standards, compete with each other, forming a base of highly qualified professors and teachers, creating modern educational programs that realize the educational potential of students. In such conditions, higher education institutions can realize the potential of students by increasing the level of digital literacy and creating equal opportunities for independent education. This cannot be achieved without ensuring high levels of digital literacy.

KEYWORDS

Modern educational standards, digital literacy, modular educational system, consultant-coordinator.

INTRODUCTION

Modern educational standards of the 21st century cannot be imagined without digital technologies. Because modern educational standards have already, abandoned long-term training programs and moved to a system of developing student knowledge and skills using simple and short-term modular training programs. This system evaluates the qualifications of a teacher not only by the presence of scientific potential, but also by the ability to achieve a goal in short period using digital technologies and requires the student to

have a level of digital literacy. Therefore, the use of digital technologies in education is an urgent problem of modern educational standards.

According to the World Factbook, a collection of facts about the countries of the world compiled by the Central Intelligence Agency for the needs of the US government, the level of literacy in a country is determined by the ability of the population of the country to read and write at the age of 15. The countries with the highest (100%) literacy rate in the world are Andorra, Finland, Liechtenstein,

Luxembourg, North Korea, Norway followed by Uzbekistan in seventh place.

The fact that countries have achieved such an indicator explains by the following: these countries have put in place comprehensive education systems that ensure that every citizen is literate. They have invested heavily in education and have made it a priority in their national development plans. Additionally, their education systems are designed to cater to the needs of all individuals, regardless of their socioeconomic background or gender, which helps to ensure that everyone receives an equal opportunity to learn and become literate [1].

Literacy is part of the fourth Sustainable Development Goal of UNESCO's plan to reduce global poverty. Achieving this goal depends on a number of factors. Increasing the number of qualified teachers in each country is considered to be one such factor. However, the practice of India shows that the effective use of computer technologies in this country in recent years has contributed to the rapid increase in the level of literacy. In India, the computer-based functional literacy (CBFL) solution is providing free and remote education to rural areas and low-income areas around the country. It aims to teach children how to read, write and do math in approximately 50 hours. On top of that, the system focuses on teaching words rather than the whole alphabet. The typical participant learns around 500 words that are enough for him to navigate everyday life. More than 700,000 people have already benefited from CBFL in India. [2].

According to Internet sources, 95% of students in only about ten countries have a computer today. In Indonesia, 34 percent of young people have enough access to the Internet. In other countries, this indicator

is much lower. At the same time, this indicator is not at a high level in the Republic of Uzbekistan. The reason for this is that the Internet infrastructure in remote areas is not well developed. And this may cause the quality of education to drop, as some experts believe [3].

Digital literacy refers to an understanding of using modern digital devices safely and effectively, the skills to work with information correctly, and even the ability to follow certain safety precautions in a digital environment [4].

Digital literacy is widely recognized as the new standard of education in today's rapidly evolving technology era. [5]

Results: successful completion of academic work can be achieved with digital literacy in modern educational standards. Especially in conditions of accelerating educational processes, the effective use by teachers of the “sensory effect” method and, in turn, the creation of equal opportunities for students to receive independent education will give the expected result.

DISCUSSION

The progress made in education in the last decade has brought the level of literacy to high indicators in many countries of the world. The minimum requirement of literacy should be able to serve that people, at least, learn to fill in their personal data independently, care for their children's health and education, correct application of medical recommendations that recommended to them.

The widespread use of digital technologies in all spheres of life today creates some problems. Among them, all citizens, from young children to adults, are

becoming aware that all problems can be solved only with digital technologies. Today's modern student cannot accept various knowledge and information about this knowledge without digital technologies. Therefore, the use of digital technologies in educational processes is becoming an urgent problem of modern educational standards.

Such problems and results in practice show that the educational standards of the 21st century create different requirements than the previous standards. Now, modern educational standards determine the qualifications of pedagogues by the extent to which they can use digital technologies in their activities. Especially in higher educational institutions, the demand for such a qualification level of professors is very high.

The reforms implemented in the field of education in Uzbekistan in recent years impose the following requirements on higher education institutions:

First, to prepare high-quality personnel for practice in a short period of time. This, in turn, created the need to connect educational processes with more practice. As a result, theoretical knowledge was somewhat limited, and the main attention began to be focused on practical problems.

Secondly, to perform the task of preparing future personnel for modern professions based on market demand in a short period. This, in turn, began to speed up educational processes. He established the condition of mastering educational programs intended for long periods in a short period according to the module system.

Thirdly, to develop projects and programs useful for the practice of professors and teachers of higher

education institutions based on this, to develop cooperation with higher education and industry. Such demands have begun to integrate the practices of higher educational institutions of western countries into the educational system of Uzbekistan.

However, the logical solution of any practical problems is based on theoretical knowledge. We want to say that no rapid development can impose a demand on higher education institutions to solve practical problems without theoretical knowledge. Only in modern educational standards, this system is unique, and its working principle turns the teacher into a consultant-coordinator and the learner into an independent learner of the learning material of the module system, creating cooperation between them.

This principle of operation is characteristic of the "Modular educational system" known to all of us today. Credit-based modular curriculum structures in an attempt to cater to the needs of more diverse student groups and to allow students greater flexibility and choice in managing their studies. Scholars generally agree that modular degrees have many advantages for students in terms of their capacity to offer flexibility, choice, access and mobility.

However, such efficiency cannot be achieved without ensuring an optimal balance between theoretical knowledge and practical development and skill development, as well as without creating equal opportunities for independent learning.

In conditions of accelerated educational processes, successful completion of academic work can be achieved by being literate in digital technologies. In order to enrich the student's theoretical knowledge in a short time, the method of imparting knowledge to

them using the "sensory effect" is effective. Such interactivity in education simplifies the perception of information, makes the learning process more interesting, richer and more effective.

However, the use of digital technologies in the educational process should not be limited to one-sided use, i.e. by the teacher. Because the "sensory effect" serves only to form the initial imagination of the learner. This method is used to achieve the effectiveness of teaching basic subjects in an educational institution in a short period of time.

With the help of interactivity, the student feels that he is a part of the process and, without realizing it, participates in the acquisition of new knowledge. These technologies work especially well in cases where it is necessary to provide students with knowledge that seems boring and unnecessary to them with the usual approach.

For this reason, the demand for interactive educational tools, which is a promising direction of technology development, is increasing in educational institutions of all levels in the conditions of preparing future personnel for modern professions in a short period of time based on the market demand.

However, training for a professional specialty requires deeper professionalism, and this cannot be achieved without serious training. In addition, focusing the main effort on the "sensory effect" cannot form the learner's ability to listen to lectures on serious topics. For this, it is necessary to create equal opportunities for the learner to get independent education in performing the tasks assigned to him by the consultant-coordinator.

Creating equal opportunities for self-directed learning improves the learner's digital literacy in educational software and computer applications such as Microsoft Word, spreadsheets, powerpoint presentations and many other software. In addition, digital literacy develops learners' ability to effectively using computers and online resources in education. This, in turn, improves their academic performance.

As a result, digital literacy is widely recognized as the new standard of education in today's rapidly evolving technology era. In such standards, higher education institutions cannot compete with other higher education institutions with a low level of digital literacy in the training of personnel. In particular, the failure to create equal opportunities for independent education, that is, the teacher's reliance on "sensory effect" teaching, can only satisfy the minimum literacy requirements of students of higher education institutions and universities.

One of the priority tasks of an educational institution is to ensure not only theoretical knowledge of students, but also to create conditions for them to use information technologies. Such conditions form students' skills of independent acquisition of information and its analysis, allow rational use of virtual library resources, which, in turn, develop the knowledge and skills of the student with the help of information processing from these sources.

In the implementation of this task, higher education institutions establish a system of working with various electronic tools, at least in the "offline" mode, which creates an opportunity for learners to receive information and master materials more easily.

CONCLUSION

Effective organization of the system of independent work of learners creates conditions for enriching the diversity of opinions, forming independent approaches of learners to problem situations. Also, conducting the seminar sessions on the basis of the presentations prepared by the students, develops their ability to freely explain their thoughts. In addition, the variety of opinions formed as a result of the use of various sources helps to organize the seminar sessions on the basis of "debates" consisting of various scientific arguments and arguments.

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