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ON OF DIGITAL TECHNOLOGIES IN EDUCATION AND ITS IMPORTANCE IN THE DEVELOPMENT OF SOCIO-CULTURAL COMPETENCIES

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ABSTRACT

This article analyzes the integration of digital technologies into the education system and their significance in forming the socio-cultural competencies of management personnel. The article discusses the radical changes in the educational environment due to the digitization process, the possibilities of online and distance education, as well as new approaches aimed at developing students' independent learning skills. Additionally, the article explores the enhancement of cultural awareness through digital education, the development of socio-cultural communication, and the acquisition of essential knowledge and skills for students in the modern digital world. The importance of digital education for future leaders and its role in shaping socio-cultural competencies is also highlighted.

KEYWORDS

Digital technologies, digitalization of education, distance learning, socio-cultural competence, online education, management personnel, digital pedagogy, digital economy, educational process, innovative education, cultural awareness, technological integration, independent learning skills.

INTRODUCTION

Today, digital technologies have penetrated almost every area of life, significantly influencing the development of society. The process of digitization is progressing rapidly in sectors such as production, economy, culture, and education, opening up new opportunities. The digitalization of the educational environment serves to modernize learning processes, expand distance education, and shape students' future skills in working with modern technologies. Therefore, the introduction of digital technologies is fostering the development of new forms of education and leading to

a fundamental transformation of the modern educational system.

The widespread organization of the digital environment and digitization in today's world is being applied to key aspects of societal development, including growth, stability, security, and their implementation in the economy. Scholars emphasize that "Digitization constitutes a powerful tool with great potential and a forward-looking perspective." The new opportunities created by digital technologies are leading to changes in worldviews, requiring the integration of emerging transformations into a unified, holistic system, as noted by T.S. Akhromeyeva, G.G. Malineskiy, S.A. Posashkov, and others.

According to the American researcher Naomi De La Tour, from this perspective, digital pedagogy can mainly be associated with higher education, while online learning can be linked to technologies used in higher education. In digitization, teachers have more freedom than students in choosing the educational path. She points out that there are three main positions transforming education through digital technologies, and these could not be implemented before the start of integration.

First, we talk about the flexibility of learning, which refers to the ability to change the place, speed, and method of learning. To support her position, the author focuses on the increasing use of blended learning, hybrid, and fully interactive distance learning courses, which provide students with the opportunity to integrate their education with other aspects of their lives. This represents a radical shift in education through digital technologies.

Second, there has been a sharp change in the acquisition of knowledge, skills, and qualifications, which are based on their application in students' future work in the digital world. This is related to the attitude towards forming digital competencies, and, in this regard, teachers need to receive, search for, refine, comprehend, differentiate, classify, and develop large volumes of information.

Third, due to the capabilities of digital technologies, students can communicate with others around the world, which promotes cultural awareness and supports the globalization of professional activities.

In the context of the integration processes of higher education and digital technologies, it is necessary to turn to philosophical concepts and categories that explain the changes in the interactions of educational process participants and uncover the specific characteristics of these interactions. The positions of science on understanding human life, interaction, and educational processes under conditions of digital technology implementation have become significantly more complex in terms of theoretical justification and practical application.

In our opinion, the characteristics of digitization are reflected in the following positions:

1. All types of components are transitioning from analog, physical, and static states to the digital environment and, at the same time, into the process of data mobilization. At the same time, individuals gain the ability to manage their personal activities, send information requests, and form an individual trajectory of information activities.

2. The transition to simple communication technologies is occurring, where the main characteristic of devices and technology is the convenience of the management process.

3. Communications are becoming differentiated: vertical, hierarchical communication is losing its relevance, and communication is shifting to a networked system.

Digitization is, in our opinion, one of the key factors that transforms today's state of general mass culture into a culture of collaboration. The pace of changes in the education system has not only accelerated, but the mechanisms of teaching have also changed. Traditional classroom students have also transitioned from being consumers of culture to its producers. Social networks have made it possible to collaboratively create intellectual products with cultural value.

Digital education is a learning strategy that uses technology to deliver the entire curriculum and allows students to learn more quickly. Students use laptops, tablets, and similar technological or internet-connected gadgets. Instead of merely recording what the teacher teaches, most of the curriculum is delivered to students in an engaging and interactive way online. To better retain what they have learned, students solidify their understanding of the material through quizzes and tests taken on computers. The internet has led to the emergence of new communication channels, which expand the opportunities for transmitting and using educational information. Digital technologies create opportunities for distance learning, such as studying prestigious university programs in other countries and acquiring knowledge. Achieving digital economy indicators is based on developing a key model of competencies for various scientific fields. In education, the main model is the unity of digital economy competencies based on tasks solved by the teacher as a social subject. The core competencies include the activity component of solving general ("non-specific") tasks.

According to F. Anarbaeva and A. Korayev, "Digitalization of education, on the one hand, promotes the development of online communication integration between students and teachers, and on the other hand, fosters students' independent learning skills using advanced educational technologies. This is essential in applying the new trends of digitalization to the education process during the current development stage."

Digital education is crucial for future leaders as it enhances their creativity and ability to work with new ideas. Using distance learning technologies, students gain quick and easy access to information, which helps them make rapid decisions. The interactivity of the educational process and the ease of managing information facilitate knowledge sharing and increase students' enthusiasm for learning while strengthening their socio-cultural competencies.

N.G. Muravyeva notes that the established approaches to studying socio-cultural competence have not sufficiently considered its specific nature under the conditions of education digitization. In particular, the process of transforming socio-cultural competence has not been fully examined. With the help of computers and multimedia technologies, students develop the following competencies: language competence, as the computer significantly simplifies the process of learning foreign languages, and socio-cultural competence, as it allows students to engage in socio-cultural communication with representatives of other cultures through the internet, thus creating

intercultural dialogue. However, we must not forget that the computer alone does not form communicative and socio-cultural competencies. It is merely a tool, and its potential provides teachers with a broad scope of activities to increase the efficiency of the entire pedagogical process and develop the main educational strategies and competencies.

One of the factors in increasing the effectiveness of digital technologies in education is the creation of an efficient system capable of determining the quality of the educational process and providing an objective assessment of the institution's educational activities. Quality education is an educational process organized on the basis of modern pedagogical and digital technologies, where the joint motivational and intellectual activities of both the teacher and the learner are understood as part of a single goal. Teaching and educating through computer and multimedia technologies is always a part of digital education. By digital education, we mean a systematically organized structure where all conditions are created using multimedia that promotes education and upbringing. According to our research, digital education is, in our opinion, an ideal source of various socio-cultural information. The conditions of digital education encompass a wide range of mass media and auxiliary tools. Moreover, digital education encourages engagement with the outside world, which particularly stimulates the learning process. The conditions of digital education are based on the awareness of being part of a consciously organized social world, relying on students' activity and intellect during the learning process.

Thus, over the past decade, a series of studies have been conducted in economically developed foreign countries regarding the issue of creating a digital learning environment. In the last five years, this issue has also become relevant in Uzbekistan. The COVID-19 pandemic has made this problem even more urgent. Therefore, Uzbekistan's higher education institutions have gained initial practical experience in organizing online education. Today, the structure of classrooms and the process of preparing future leaders have changed significantly, as effective preparation in a digital environment is now required. Classrooms are equipped with computers, iPads, tablets, smart boards, and other types of educational technology. Like in other parts of the world, Uzbekistan is seeing an increase in the "seven-screen generation"—students who are accustomed to using televisions, computers, tablets, tablets, phablets, smartphones, and smartwatches. Due to the dense digital environment and constant interaction with it, the way students process information today is fundamentally different from previous generations. Today's students, including future leaders, have grown up in a multi-screen environment, and their thinking and information processing are different from earlier generations. They require educational processes that are adapted to modern information and communication technologies and innovative educational models based on didactics. This process helps to prepare competitive and modern leaders.

The wide implementation of digital technologies in education increases the quality of the educational process, making it more effective and engaging. The use of new digital tools in teaching strengthens the interaction between students and teachers, enhancing interactive approaches in education. Moreover, students acquire the skills to work in a digital environment and gain the opportunity to learn on a global scale. At the same time, the effective use of

digital technologies plays an important role in preparing modern leaders and developing their creative potential. In Uzbekistan, the development of digital education and the expansion of distance learning are also playing a significant role in adapting the national education system to international standards.

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