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THE NEED TO USE DIGITAL TECHNOLOGIES IN EDUCATION

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ABSTRACT

In the article, the author pays attention to the use of digital technologies in teaching. Today, new technologies have changed the education system, and will continue to do so. The Internet cannot be a complete substitute for teachers. The most effective option is blended learning, which includes academic education and digital technologies.

Keywords: digital technologies, internet, education, training.

Digital technologies are electronic tools, systems, devices and resources that generate, store or process data, such as social networks, online games, multimedia and mobile phones. Information systems have entered all spheres of life. The development of digital technologies opens up a huge range of opportunities. Progress in all branches of science and industry is proceeding with great speed, never ceasing to amaze and delight.

Today, new technologies have changed the education system, and will continue to do so. Many parents and teachers had concerns about whether to include new technologies in education. However, the inability, unwillingness to integrate technology into the educational process can lead to the fact that students will not be able to adapt or have difficulty adapting to modern conditions after joining the labor market.

The Internet cannot be a complete substitute for teachers. The most effective option is blended learning, which includes academic education and digital technologies.

Technology is already a significant part of our youth's lives outside of the classroom, so it makes sense to incorporate new technologies into their learning, and not necessarily be limited to lectures using PowerPoint presentations.

Through planning and creativity, digital technologies can be used to create meaningful learning experiences that benefit students and educators. Technology plays the role of a powerful learning tool.

Flip the classroom and let your students be teachers. Students can be assigned to research and present a topic using the appropriate technology tool of their choice.

Students can create episodes using podcasting (podcasting, broadcasting - ubiquitous widescreen broadcasting) or post online videos using a platform such as youtube. In addition to studying the chosen topic, such work provides an opportunity for students to develop research skills, learn how to evaluate the reliability of online sources, check materials found on the Internet, and learn about the proper use of audio clips and images [1, p. 57].

The ability to talk and present a new topic is an important communication skill and can help build confidence among peers. The use of information and materials found on the Internet also gives them the opportunity to understand the meaning of copyright and the use of open source.

Use online tools and actively collaborate in class. In the near future, collaboration skills will remain in demand in all areas of human activity. Students who find it easy and comfortable to collaborate with other students will have an advantage in the job market right from the start.

With the help of online tools like Google Docs and others, students can share their work and edit it with each other. Students already communicate through social media and online channels, but if doing so with a common

goal, they will have to think of a different way to interact online. Another trend in the workplace in the near future that is likely to grow and develop is remote work teams [2, p. 24]. The unfavorable epidemiological situation at the beginning of the year in the country and in the world showed how urgent is the need to use new digital technologies to ensure the smooth functioning of many areas of human activity.

Many systems were quickly transferred to remote administration, distance learning, remote work.

Trusting students to work and connect with technology makes for a good hands-on experience. Group forums can be used for issue-based learning, an issue can be assigned to an online group for resolution within a specified period of time.

Here, the result of learning may be cooperation and approaches to solving the problem, rather than the correct answer.

Content Sharing - Students can be encouraged to consider publishing their digital projects. This can help them think about their online privacy and security. If the author is willing to share content online, this can be discussed and a waiver can be signed.

This method can be used to discuss the consent requirements of online platforms, rather than assessing whether they share their designs or not.

Top Hat is a student engagement platform that educators use both in and out of the classroom. Top Hat provides a lecture tool that tracks attendance, asks questions, shows interactive slides, and manages class discussions.

IClicker is a radio frequency device that allows the student to take part in the class, answering the questions asked by the teacher in the classroom. This will allow the teacher to know how well the student understands the material of the lesson. This program can be installed in the phone as an application. During distance learning in schools and universities of the country, the Zoom program was used, which also provided communication between the teacher and the student.

Socrative is a cloud-based student response system developed in 2010 by graduate students in Boston. It allows teachers to create simple quizzes that students can quickly complete on laptops, tablets in the classroom, or their own smartphones.

Turning technologies is a tool that is used to create interactive lectures and presentations.

These programs can give instructors instant feedback on whether students have understood the concepts presented in the class or whether a discussion needs to be held on more subtle philosophical topics. The transition of "clickers" to mobile devices is very important for students and staff.

Such programs allow students to generate more open responses than restricted response items. There may sometimes be concerns about student distraction and the availability of devices, but these concerns do not seem to materialize as the students are interested in the topic.

Support for students and teachers with disabilities. Among the early adopters of the technology for educational purposes are students with disabilities. Perhaps the most famous scientist using technology was the late Stephen Hawkins, who depended on computers for communication long before the rest of the world used computers to send email.

Most people who are not dependent on technology or assistants find it easy to complete tasks, they are taken for granted. Very often, people with disabilities can be the first to adapt to technologies and see ways to use them that other normally developing people do not see.

Many of us think that a smart home or classroom is a luxury, for students or teachers with disabilities is an opportunity to discover the next level of independence that previously seemed impossible. Before and after the introduction of new technological teaching tools in the classroom, it is necessary to get the opinion of

colleagues and students about their effectiveness. Even if certain tools do not fit the specifics of the subject, you can not stop, failure is part of learning.

Not all technology tools are suitable for a certain subject and for a certain circle of students, different cohorts may react differently to the use of technology. However, there are many benefits to be gained by trying new approaches to learning and integrating technology into the learning process.

By continuing to try new ways to achieve learning outcomes, educators will retain their interest in teaching and open up new learning opportunities for both teachers and students. Technology is well integrated into students' lives outside of the classroom, so using these tools makes sense.

The adaptation of students to the use of technological tools is an integral part of their professional life. For teachers, technology is becoming an essential professional tool.

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