

Current Directions of Digital Transformation of Education: Personality in the Context of Social Transformation

Yamaleeva Fanzilya Mudarisovna*

Teacher - defectologist, deputy director for academic work State budgetary educational institution "Naberezhnye Chelny school No. 88 for children with disabilities"

*Corresponding author: Yamaleeva Fanzilya Mudarisovna, Teacher - defectologist, deputy director for academic work State budgetary educational institution "Naberezhnye Chelny school No. 88 for children with disabilities"

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Abstract

The relevance of the development of the direction of digital transformation of education: prospects and new opportunities for the development of traditional education, are designed to provide assistance and scientific and methodological support to educational entities in introducing various kinds of innovations. The article shows the features of the functioning of regional methodological services, the main problems and prospects of development in digital transformation in education for primary school teachers, as well as students of technical and pedagogical profile.

Keywords: Educational Process, Success, Personality, Career, Problems, Innovation.

The methodological basis of the study was the general scientific approaches: systemic, sociological, activity-based - and modern methodologies: ecosystem, cluster, metacompetence approaches. Methodological principles are identified that set the requirements for methodological support for teachers, for working with children in the world of digitalization, such as the systematicity of measures to support all subjects of education; focus on the final result, voluntariness, accessibility. One of the leading principles is openness and targeting, as they make it possible to involve educational leaders in solving the problems facing teachers and educational organizations and providing assistance in organizing the educational process using ICT. As well as creating favorable conditions for the implementation of social transformations, which is required in the modern world [2].

For effective methodological work at a high level, teachers themselves need to master modern methods in the field of computer science and digitalization, personnel and financial security, as well as determine the prospects for development in the system of additional professional education, passing all the information through themselves, thereby setting themselves up for a positive result of their work, and achieving success in the profession.

Digitalization trends in the educational process are a link between the activities of a teacher, the state education system,

psychological and pedagogical science and the development of pedagogical experience [3]. Therefore, the work is aimed at promoting sustainable development in students in the field of digitalization, which will have a positive impact on pedagogical activity in the future.

Education, professional development of teachers, the introduction of innovations in psychological and pedagogical science in the educational process of both teachers and students, including within the framework of network interaction. The implementation of digital competence at the level of educational organizations is aimed at the development and stable functioning of methodological associations of teaching staff of both general education organizations and organizations of additional and preschool education. The construction of targeted scientific and methodological support for a teacher is one of the most important strategic priorities in the formation of a methodological service.

A review of scientific literature on the problem of digital support, methodological and scientific and methodological support was developed by domestic and foreign scientists. Various types of support for specialists and teachers have been adapted from foreign science and practice to Russian education in order to improve their professional activities - mentoring, coaching, tutoring. In domestic pedagogy, the problems of scientific and

methodological support are associated with the need for continuous professional growth of a modern teacher, however, not all teachers are capable of independent development, and methodological services come to their aid, designed to introduce innovations, scientific discoveries, and the latest methodologies into educational practice with the help of developed and adapted methodological tools. Academician G.V. Mukhametzyanova argued that "scientific and methodological support is the process of searching for and developing organizational, pedagogical and methodological mechanisms for bringing scientific results to their practical application in the activities of educational entities" [6].

Modern support in the field of digitalization for the purposes of professional development of teachers is based on specific methodological foundations, principles, as well as technologies and criteria of effectiveness. The methodological guidelines for such support are:

- effective general scientific approaches (systemic, sociological, activity-based);
- modern methodologies (ecosystemic, cluster metacompetence approaches, etc.). The systems approach (Yu.K. Babansky, V.P. Bepalko, N.V. Kuzmina, E.G. Yudin, etc.) determines the vector of problem solving based on the concept of targeted systems, key provisions of the theory of developing pedagogical systems [4, 5].

According to these provisions, changes in the educational system are carried out in the course of innovative activities. The development of the pedagogical system occurs due to its innovative potential - the ability to make targeted changes to its components (goals, content, technologies, forms, means, use of ICT, conditions of educational activities) and structure. The lower the innovative potential of the pedagogical system in an educational institution, the more it needs methodological support to modernize its educational system to build the potential for implementing innovations in the field of digitalization [1].

Among modern methodologies, we prefer the ecosystem approach (P.O. Luksha, V.V. Timchenko, M. Fedorov, D. Isenberg, A. Laszlo, etc.), which leads to a change in the ways of learning, thinking, living, and acting based on the principles of interconnectedness and cooperation [5; 7]. In education, this allows for a transition to network models of joint voluntary learning and development, which is a determining factor for the development of information services.

The principles in the field of digitalization that set the requirements for the methodological support of teachers include the systematic nature of support measures for all subjects of education, focus on the final result, voluntariness, targeting, and accessibility. One of the leading principles is openness and targeting, as they make it possible to involve educational leaders in solving the problems facing teachers and educational organizations. These principles have proven their effectiveness in the work of educational leaders.

Priorities for the development of the methodological service in the field of digitalization of the education system of the Russian Federation, the transformation of the methodological service in

the context of the creation of a unified federal system of scientific and methodological support for teaching staff and management personnel, as well as the role of public and professional associations and network mentoring in the professional development of teachers are issues on the solution of which the quality of education as a whole depends.

Various Models of Organization in Digital Competence are Distinguished

1. classical - according to the subject principle,
2. on a meta-subject basis,
3. mixed, including subject and meta-subject,
4. a model with the involvement of professional communities of teachers.

In total, three groups have been allocated to provide methodological services.

- support for young teachers / implementation of mentoring programs for teaching staff
- improvement of subject and meta-subject competencies of teaching staff
- identification of professional deficiencies of teaching staff methodological assistance

The modern world shows that digitalization of education leads to positive dynamics for working with the current generation. Particularly important is the change in the spatio-temporal characteristics of their interpersonal interaction, "depersonalization" and virtualization of communication associated with the use of electronic educational communication. Statistics indicate the feasibility of a complete transition to digital education, which should be considered as a component of educational programs, complemented by traditional live interaction between the teacher and the student. The most important pedagogical aspect of digital education is a fundamental change in the nature of communications between the subjects of the educational process, which determines its positive and negative effects.

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