

ISSUES FOR TRANSFORMATION OF HIGHER EDUCATION IN THE CONTEXT OF DIGITALIZATION FOR ECONOMY

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Abstract

This article discusses the issues of transformation of higher education in the context of the digitalization of the economy. The author identified the main directions of the reorganization of the educational process based on the use of artificial intelligence technologies in the 21st century. The author indicates the main directions of the transformation of the educational process in universities.

Keywords: higher education, digitalization, transformation of higher education, digital economy, digital competencies, online learning, education.

The beginning of the implemented reforms, first of all, in the field of preschool education and upbringing, implies the incomparable role and importance of the preschool education system in the life of our society, which is considered the most important link in the education of children in the process of globalization.

Also, new modern kindergartens are being built today in our big cities, remote districts, villages and villages. In a short period of time, i.e., in four years, the number of kindergartens in our republic has increased 3 times, and the level of coverage of children of kindergarten age has increased from 28% to 54%, as a result of such practical actions.

7,400 private kindergartens with more than 223,000 places were established due to the introduction of the public-private partnership mechanism. For these purposes, 1 trillion 850 billion soums of preferential credit funds were directed, and about 20 thousand new jobs were created.

A mechanism has been created to ensure that professors-teachers can improve their skills and undergo internships in higher education and scientific-research institutions abroad. Their monthly salary was increased by an average of 2.5 times compared to 2018. Since this year, 10 higher education institutions have been transferred to the self-financing system.[1]

The number of state grants for higher education has been increased by at least 25%, and the number of grants for girls from needy families has been doubled to 2,000 for admission to higher education institutions.

One of the most important innovations in the education system was the transfer of 65 academic lyceums to higher educational institutions in order to strengthen the cohesion between

universities and the lower levels of the education system, as well as the attachment of 187 technical schools to related universities and network enterprises.

So, to conclude, the reforms in the field of education today are no less relevant than the reforms in other fields in terms of their relevance and practical importance. Because it is the demand of the times to continue the reforms in this field on a larger scale.[2]

In the 21st century, which is known as the age of information technology, developing science and creating innovations in this regard has become a vital necessity in order to bring about high progress in all aspects of life - industry, construction, chemistry, agriculture, textile, mechanical engineering and other fields. This process is now recognized in all developed countries in the world. Special attention is paid to this process in our republic.

The solution to the problems associated with the training of qualified personnel, of course, should come from the reorganization of the educational process. HSE Rector Yaroslav Kuzminov, as part of the IX Gaidar Forum, noted that the upcoming trend in education is inextricably linked with digitalization, which will change the labor market and create conditions for the emergence of new competencies. At the RANEP, immediately after the meeting of the presidential council on the digital economy, they set the task of introducing into educational programs the study of BlockChain technology (block chain - a chain of blocks) and everything related to this technology in relation to management and public administration - up to the creation of a specialized department [3].

Accordingly, the next decade should become an era of significant changes in higher education - the formation of a new middle class for the development of the digital economy and the reorganization of the educational process based on the use of artificial intelligence technologies. The education digitalization reform involves equipping educational institutions with modern technology, namely, computers with the ability to connect to the Internet, information systems that allow access to educational resources, the results of modern scientific research and development, electronic scientific libraries in various languages of the world.

Education goes beyond classrooms, laboratories, libraries. The number of students who study remotely is increasing. Digital technologies are radically changing the content of the disciplines taught and the way they are presented. It's not just the now-routine electronic presentations or the use of video. Direct connections to electronic databases, news, ongoing forums, video broadcasts, stimulation systems, electronic simulators are possible. Learning is being transformed. The need for a teacher as a relay of knowledge disappears. There is a need to form consumers' motivation for learning. In the transfer of skills and mentoring in the role of a mentor.

A significant role is given to real practical projects in real organizations. In conducting practical classes, it is possible to use social networks. Using Skype, messengers, it is possible to participate in the lesson of a leading specialist, expert. Publishing houses specializing in

educational literature are increasingly switching to electronic versions of textbooks and teaching aids [4].

The basis of the educational process is innovation and education of a new generation, ready to learn all their lives and generate innovations. The main function of training and education becomes “to teach to learn”, to be ready for changes, to work with more complex projects, to borrow advanced, including foreign practices, to broaden one’s horizons, tracking trends in other industries and professions. Moreover, the digital competence of university graduates must exceed the existing range of competencies in order to stay ahead of the curve. Students have the opportunity to create individual curricula.

Universities, on the one hand, can become the intellectual leaders of the digital "revolution", on the other hand, they can be forced out by network providers of educational services. In order to maintain leading positions for universities, it becomes necessary to create communities of a new level - a "thinking environment" or centers of technological clusters (innovation zones). For example, Silicon Valley and Stanford University, Skolkovo and Skoltech [5].

One such project, Coursera, founded by Stanford professors D. Koller, currently reaches almost 25 million users, who are offered more than 2 thousand courses in 160 specializations from one and a half hundred educational institutions. Since the project cooperates with universities (among which are elite universities), students, having completed courses and passed tests and exams, receive full-fledged certificates. The technical platform is both the Coursera website and the mobile app for iPhone and Android. Since 2009, the Academic Earth website has been launched, which hosts video lectures by professors from MIT, Berkeley, Harvard, Princeton, Stanford, and Yale.

With the development of the digital economy, the role of the state in the development of education will decrease. Its main task is to create conditions and requirements for the emergence of new providers of educational services that are competitive in the domestic and global markets.

At the same time, the main task of universities is to build effective interaction with employers to determine promising professions and competencies of graduates. Active and innovative universities can themselves enter the educational market and offer specialized courses.[6]

There is an opportunity to unite in professional communities and form "universities of communities" with their own standards and teaching methods. Over time, these structures can compete with traditional universities, ousting them from the market of educational services in 25-30 years.

The analysis of the directions of transformation of higher education in the context of digitalization raises the following number of questions necessary for a deep understanding of the readiness / unreadiness of education actors for change:

1. The level of equipment of the university with computers, programs. Audit Fund.

2. The level of digital competencies of the teaching staff of the university for the digitalization of education. Their willingness to change the traditional model of education.
3. The desire and readiness of enterprises to develop network projects of interaction with universities (joint creation of corporate educational programs; the use of universities by enterprises as centers of expertise; applied bachelor's degree; technological master's degree) [6].
4. The level of digital literacy of teachers and students.

All these issues require a deep analysis and search for solutions for the implementation of the project in each individual region. The development of digital education at top world-class universities is a serious challenge for regional universities. However, if you correctly combine online and offline education formats in implementation, then regional universities can offer and implement high-quality, and even unique educational programs.

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