

*Romaniuk I., Doctor in Economics, Associated Professor,  
State Biotechnological University*

## **FEATURES OF DIGITAL TRANSFORMATION FOR THE SUSTAINABLE DEVELOPMENT OF MODERN EDUCATION**

The strategic and effective development of Ukraine as a state depends primarily on a high level of awareness of the need for this among its citizens and their motivation. The realities of the fast-paced progressive development of the world dictate such conditions for the modernization of economies and the creation of such rules for the escalation of the innovative digital era, which provide for the unceasing growth of the global influence of the latest technologies, increasing profits from electronic commerce, the exchange of information and services. Technologies, modern challenges and opportunities, modern fields of science, specialties and professions, discoveries, forecasts and trends – demand intense intensity from domestic educational institutions in preparing the young generation for creativity and life in a rapidly changing social environment. And therefore, more than ever, the extremely important issue for the state of the role and place of educational security in the political and legal conceptualization of the national interests of Ukraine is becoming more acute, as one of the most important national priorities, which requires a systematic and powerful attention of representatives of power structures, public and political movements, about unions, scientists, a wide circle of society [1, p. 18]. Ensuring educational security at the appropriate level is a guarantee of Ukraine's independence, a condition for its sustainable development and the growth of the population's well-being. But in order to materialize the ideas of protecting national interests and their implementation, it is necessary to urgently bring the education system to a qualitatively new level of its functioning, to bring it into line with the requirements and needs of the time – to realize that only it is the foundation of the formation of knowledge and intellectual capital, which is capable of providing for the needs of society today and tomorrow.

The phenomenon of digitization of education is interconnected with the characteristics of the modern generation, which is rapidly integrating into the global educational space. The active inclusion of personalized services in the lives of young people exacerbates the problem of finding new educational technologies, updating the content of education to meet individual educational needs, personal and professional self-determination in the context of their life and career growth. Digitization of the educational environment expands the boundaries of communication possibilities, which changes the social situation, transforms the motivational and value sphere, affects the personal and professional self-determination of students and students as a digital generation immersed in the digital environment and digital communications, the bearer of values formed under the influence of computers, mobile devices, Internet, social networks [2, p. 542]. Digitization of education is a

powerful trend for reforming and modernizing the global educational environment and involves converting all types of information from various sources into a digital language.

Many Ukrainian researchers analyze the problems and modern directions of penetration and implementation of digital technologies in the educational process of educational institutions of all levels – V. Areshonkov, V. Bykov, Ya. Boyko, R. Gurevich, S. Dombrovska, M. Zhaldak, M. Kademiya, K. Kraus, O. Pinchuk, E. Polat, O. Spirin and others.

The era of digital technologies requires a completely different approach to the educational process and creates conditions for its improvement. The latest educational technologies make it possible to use modern information and communication technologies in parallel with traditional teaching methods, which will significantly affect the improvement of the educational process. The educational system has entered the digital path of development with the strengthening of informatization and technology trends. Improvement of information technologies, active implementation of advanced techniques and tools of pedagogical activity, total personalization of the educational process, development of personalized education served as the basis for building a new digital educational environment [3, p. 4]. Digital technologies provide access to various tools for expanding the field of blended learning. In modern conditions, complicated by geopolitical tensions and the new coronavirus pandemic, when the whole world is in self-isolation mode, the digitalization of various aspects of social life, the transition to remote forms of interaction, the development of electronic means of communication are becoming especially relevant and in demand.

The education system has always received support from society, its value is recognized, but it is slowly being realized that this increasingly depends on how well education uses the transformative potential of digital technologies. All educational ambitions are problematic: personalized learning, higher standards of achievement, increasing the number of people willing to continue their studies and obtain higher education, closer links between education and the labor market, lifelong learning, a more highly skilled workforce for the knowledge economy. The achievement of these ambitions, and even significant progress in implementation, would be of enormous value to the communities served by education. Each of them will require improved quality and savings due to increased production, which will determine the appropriate use of technology. However, many institutional and organizational strategies in the field of education require digital technologies only as additional tasks related to the improvement of our current systems that support education, rather than related to the transformative task of changing them.

Education plays a special role in the process of digital transformation, acting as a factor in ensuring the necessary conditions, prerequisites and intellectual background for a confident transition to the digital era, where the priority task is the training of highly qualified specialists who correspond

to the "digital" time. Accordingly, this entails the need for drastic changes in the education system, such as the transformation of educational programs, methods and organizational forms of learning, the widespread introduction and use of digital tools and communications in educational activities using the digital environment, training. The use of the Internet, mobile devices, and social networks form a technological educational space that actualizes pragmatization, professionalization, specialization, and competition at the level of high-tech competencies.

The education system directly participates in the formation of the most important resource of the digital economy – intellectual capital [4, p. 34]. The main approach to modern education can be defined as follows: highly professional training with mastering digital technologies of the future profession, language training of professional vocabulary, continuity of education. Digital technologies and education are perfectly combined with each other, providing new and interesting opportunities for learning and teaching. Digital technologies are transforming the educational sector in two directions: 1) digital competencies for the future profession; 2) digital technologies in teaching all subjects.

The digital transformation of the educational environment is manifested in the following main trends: a differentiated approach to the construction of the general education system in the direction of expanding the models of its acquisition; the transformation of education into a continuous process due to the exponential growth of the amount of new knowledge and, as a result, the need for constant updating of knowledge and competences; development of distance education based on information and communication technologies; development of educational platforms [5, p. 239].

The digital transformation of education involves the active introduction of digital technologies into the educational process. The current state of the digital transformation of education requires the continuation of the implementation of the use of digital technologies, because currently not all educational institutions (in particular, institutions of general secondary education) have an Internet connection or appropriate modern computer equipment. Accordingly, the issue of implementing digital technologies becomes impossible. Therefore, first of all, it is required to solve these issues by the state for the further digital transformation of education. Currently, the creation of educational resources, digital platforms with the support of educational content, the creation of digital educational content (especially by institutions of higher education), the organization of access to the Internet by institutions of higher education, the development of the digital competence of scientific and pedagogical workers is taking place.

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