

UDC 371

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DIGITAL ERA AND ITS IMPACT ON STRATEGIES OF EDUCATION SYSTEMS DEVELOPMENT

The 21st century is a century of globalization, new technologies and innovations, an era of new thinking, new attitude to the changes that are happening around us. The dynamism and interdependence of such changes point to the need for a new approach to the world education system, both school and higher. Trends in education are trends in its development and change. Today, it is, above all, the creation of new conditions and active teaching methods that underlie the educational paradigm. In addition, the growing demands on society for the preparation of a critically minded and functionally literate individual capable of continuously updating their knowledge, quickly retraining and changing the fields of their knowledge and skills for a successful life in today's changing world.

The most important feature of the modern stage of social development is the active introduction of new information and educational technologies in all spheres of human activity. Society is increasingly demanding the knowledge and skills of graduates of secondary and higher education. Analysis of educational systems and trends of their development shows that the purpose of school education of the 21st century is not just the transfer of knowledge from teacher to student, but the desire to teach children the methods of self-mastering knowledge, analysis of events and phenomena of the world, making the right decisions and ways of their implementation, taking into account the possibility of unlimited access to information against the background of a sharp increase in the information flow, both in content and in time of changes.

According to a report by the New Media Consortium Foundation and the Association of Information Technology Developers, the following trends will be identified in the next five years [1]:

Changing the culture of innovation

The world is changing and education must be changing with it. Schools

borrow ideas from the business world, drawing on the experience of successful startups, launching new processes for themselves. Gradually, there is a paper routine from schools, giving way to electronic data tools. Higher education institutions are also aware that technology can be a catalyst for improving the learning process. But a culture of innovation means not just adopting new technologies and changing ways of learning, but understanding that values in the outside world are constantly changing, so education must change to meet the expectations of its students.

Expanding cooperation between organizations

The number of contacts and connections between different educational institutions is increasing. It is not possible to use technology, but to use it is often quite expensive. Therefore, educational institutions begin a dialogue between themselves and manufacturers of educational technologies to negotiate favorable terms and influence the final product. Schools and universities are beginning to share data and content more actively. On the Internet the synopsis of lessons, methodical recommendations, records of lessons are given. As a result, it is beneficial to all: colleagues and students. Various platforms for school blogs are being developed that integrate educational institutions into social networks and allow the rapid exchange of professional experience.

Changing role of academic performance evaluating

Technologies make it possible to work with large amounts of data: to keep track of student performance statistics and to draw conclusions about which teaching methods work best. From the time of admission to school and until graduation, a detailed database can be maintained for each student to adjust the individual learning plan and draw conclusions about the education system as a whole. This shifts the focus from summary scores to intermediate results, which is much more important for building a learning strategy. As such data is available not only to teachers but also to students themselves, children can gain more autonomy and opportunities for self-control.

Dissemination of open educational resources

Many teachers are only happy to share their knowledge with the world without thinking about personal gain. Otherwise, how can we explain the rise in free online educational materials: courses, tutorials, educational content, research articles, and more.

Dissemination of blended learning

Thanks to information technology, the model of the inverted class began to spread and various forms of blended learning emerged. Blended learning combines the best ideas: the ability to freely allocate time and effort, unlimited knowledge beyond the classroom and the benefits of working face-to-face with the teacher. The current trend is that more and more schools are focusing on an effective combination of technology and traditional personal «mentoring.»

Redesign of study spaces

Educational institutions are beginning to change their learning space so that students can work with electronic devices and interact more with one another. An option for this redevelopment is to place the teacher in the center of the classroom when students' workplaces are around, and what would previously appear on the blackboard is displayed by everyone on the personal screen. Libraries and other spaces in educational institutions are becoming places for individual learning, in which it is convenient to work with their portable devices.

In conclusion it should be said that the rapid development of digital technologies requires redesigning education systems to give our students the skills they need to handle the new digital environment and stay safe online, become responsible digital citizens and boost Ukrainian's competitiveness.

REFERENCES

1. Culture and Creativity. URL: [https:// www.culturepartnership.eu/en](https://www.culturepartnership.eu/en) [Accessed 29 March 2020].