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INDIVIDUALIZATION OF PROFESSIONAL EDUCATION PROCESS ON THE BASIS OF DIGITAL TECHNOLOGIES

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Abstract:

In the digital economy, the development of skills in the use of digital technologies should be carried out mainly in the education system, especially in the vocational education system, by combining these skills with practice.

Keywords: Digital Economy, Education system

In the digital economy, the development of skills in the use of digital technologies should be carried out mainly in the education system, especially in the vocational education system, by combining these skills with practice.

In the process of further reforming the digital economy in the country, the purpose of vocational education is to train qualified specialists needed for industries and sectors of the economy and personnel with practical skills in the application of modern digital, in particular multimedia technologies in their work. to provide students with the necessary knowledge to start a business, to actively use innovative forms, technologies and developments in the educational process, to promote the interaction of professional education and production. to meet the individual needs of the individual for intellectual development through professional training and the development of creative activity.

Digital literacy includes literacy in multimedia technologies, including the ability to work with a variety of semiotic systems, and advanced intellectual skills, such as the ability to analyze, synthesize, generalize, concretize, and abstract information includes.

Operating in a digital economy has become a prerequisite for success in social life [2].

When we talk about the process of "digitization" of the economy and society (in English - digitization, which means digitization, and sometimes digitalization), we must first clarify its meaning. In the broadest sense, the process of "digitization" usually refers to the socio-economic changes that have begun with the widespread use and assimilation of digital technologies. Digitization of education involves the technology of creating, processing, exchanging and transmitting information.

Development of digital skills in all segments of the population, especially among young people, introduction and development of distance, online and virtual learning technologies in the field of digital technologies, development of platforms for online courses, formation of a generation of highly qualified personnel in digital technologies, training of talented IT specialists, development of mechanisms for assessing the skills of using digital technologies, taking into account the following aspects: information literacy (the ability to find the information needed to make decisions); computer literacy (ability to work with digital devices); media literacy (opportunity to critically study the media); communicative literacy (ability to use modern digital means of communication); The formation of a positive attitude to technological innovations (new technologies), the formation and implementation of requirements to the education system for each level of education to the core competencies of the digital economy are the priorities of the digital economy.

The following tasks have been set for the introduction of digital technologies in the vocational education system:

– to create opportunities for students to acquire digital skills through the introduction of digital technologies at the initial stage of education, to develop analytical and critical thinking, to educate young people in the context of large-scale digital transformation that will be needed in the future and skills delivery;

– introduce highly effective international practices in the education system aimed at organizing training in the field of technological professions and innovative activities;

– increase the number of graduates of higher education institutions training in the field of information and communication technologies, graduates of secondary special vocational education institutions with average competence in the field of information technology;

– digitization of educational materials by developing and maintaining a single state requirement for the use of digital formats of paper materials;

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– development and promotion of research in the field of digital technologies, improvement of their organizational mechanisms;

– carrying out research on software development for the implementation of various models of "cloud" services;

– further improve e-learning resources for preschool, secondary and higher education, as well as ensure the use of domestic and global educational resources [1].

In carrying out the above tasks, professional education teachers must be professionally skilled personnel who have mastered modern pedagogical and digital technologies, are intellectually developed, creative and have a personal style. With this in mind, in the digital economy, it is important to develop the intellectual skills of future professional education teachers by increasing their digital literacy.

In the digital economy, the quality of social groups improves in terms of education and intellectual level.

Ensuring strong integration of modern multimedia technologies and educational technologies in the introduction of digital technologies and modern methods in the educational process, individualization of educational processes on the basis of digital technologies, development of distance learning services, webinar, online, "Blended learning" (Mixed education) requires the widespread introduction of flipped classroom technology.

These technologies typically consist of the following multimedia components:

- an online platform for distance learning and exchange of educational materials;
- video and audio resources, texts;
- interactive presentations;
- automated test programs;
- virtual laboratories;
- professor-teacher online communication with students [5].

It is obvious that the use of multimedia technologies is a priority in the organization of mixed education. Each teacher uploads independently created video and audio resources, interactive presentations, control tests, and virtual labs to an online platform for distance learning and exchange of learning materials for students to use. To create the above content, you must first have the ability to use multimedia technology.

Based on the above, increasing the efficiency of the vocational education system as a reliable guarantee of the training of qualified personnel in our country imposes a great responsibility on future teachers of vocational education. In addition, in order to fulfill these tasks, multimedia technologies will further enrich the content of education, improve its quality and strengthen the integration between education, science and industry. should be considered as a methodological component of skills development.

Active and interactive forms of training are used in the vocational education system. These forms of training can be done through the use of multimedia technologies. In this regard, the active introduction of multimedia technologies in all areas of education can be observed. This process involves certain changes in pedagogical theory and practice [6].

The process of digitization of professional education and the use of modern multimedia technologies leads not only to changes in the organizational work and methods of teaching, but also to the formation of new methods in it. The use of modern multimedia and Internet technologies in the vocational education system is one of the factors in improving its quality [3].

Nowadays, the use of multimedia technologies, ie special multimedia tools, is important for the effective implementation of professional and pedagogical activities. These tools allow vocational students to work individually and supervise them. In group work, students actively interact with each other, and in individual work, they have the opportunity to use feedback, which is an important feature of multimedia teaching programs [4].

There are several approaches to classifying multimedia learning tools. Often such tools are classified according to their functional or methodological purpose.

According to the functional purpose, the following multimedia teaching aids are available: educational, diagnostic, instrumental, thematic, managerial, game.

According to the methodological purpose, it is divided into multimedia tools such as teaching, training, control, imitation, demonstration, game [7].

Analyzing multimedia technologies that are functional and methodologically appropriate, we classify multimedia technologies that serve to develop intellectual skills in a blended learning environment as follows:

– interactive presentation generator;
– automated multimedia controller;
– creator of animated videos;
– creator of integrated e-learning resources.

We believe that the above classification of multimedia technologies is necessary for the effective professional development of professional education

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teachers. In the organization of mixed education, professional education teachers can create interactive presentations, automated test programs to monitor the knowledge acquired by students, provide video lessons for independent study, and create content in a single electronic textbook or online. must have the ability to integrate into a portal.

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