Section: Pedagogical sciences

Golub Tetiana

PhD, Associate Professor, Docent

National Technical University of Ukraine

"Igor Sikorsky Kyiv Polytechnic Institute"

Kyiv, Ukraine

EFFICIENCY IN DIGITAL EDUCATION FOR DIGITAL NATIVES

The generation that is now studying in universities is usually referred to as a generation passionate about digital information technologies. Sometimes it is also called *digital natives*. This generation is characterized by:

– striving for mobility;

– purposefulness and increased focus on results;

– reduced focusing of attention in one information stream – the desire to receive several streams of information at the same time;

– desire to receive information in an interactive, game format;

– strong dependence on virtual social networks, desire to feel like in the community;

– striving for intangible, post-material values;

– orientation at flexible professional mobility.

The traditional educational forms poorly satisfy the ambitions of people of this generation. The full and effective education of such young people requires that the following aspects are present in the field of education:

• creative learning environment for realizing the potential in the educational process;

• an increase in the number of humanitarian disciplines for the development of intercultural interaction skills and personal development;

- creation of individual development paths, individual educational programs;
- increased mobility within the entire possible educational area;
- introduction of applied educational programs.

New models of information exchange in education are becoming more and more relevant. Digital media and social media can help create a fairer space for public participation. It is understood that everyday life is becoming more technologically mediated, which negates the difference between digital and non-digital activities. The use of the Internet and social media in education has many implications: democratizing relationships, expanding opportunities for student engagement, and expanding the network of relationships.

The requirements that different generations place on the educational process are reflected in the requirements for teachers as for the learning process transforming. For teachers, the emergence of new technologies is associated with the need for continuous professional development. This forces them to adjust themselves and rebuild their methodology and approaches to new educational paradigms [1]. The expansion of the distance education sector requires a new understanding of the professional development of educators. In a digital world, educators must be able to analyze various information resources, design distance learning courses, and create effective learning environments.

Success in this new, increasingly digital education system is determined not only by how much learning adapts a person to the current social and economic environment but on the ability to constantly adapt, change, effectively master new activities and acquire new professional qualities. This makes new, fundamentally different requirements for the education system. In a world where a student has the opportunity to choose where, how, when and what to learn, the task of the system is not to ensure a qualitatively high level of each specific teacher of a specific subject but:

- to provide the student with the tools to make informed choices;

– to navigation technologies in the area of educational opportunities (taking into account their relevance to goals, personal qualities, student's abilities);

– reliable means of assessing the effectiveness of a particular educational process.

At the same time, the very concept of *efficiency* is changing, acquiring a new meaning. The effectiveness of education in the new digital reality is a measure of the resources spent on a person's mastering of new activities – the ability to solve a new type of problems. At the same time, the key becomes the ability to predict this efficiency for a specific person, taking into account his/her characteristics, skills and knowledge, and motivation to master this knowledge.

References

1. Bates A. W. Teaching in a digital age: Guidelines for designing teaching and learning / A. W. Bates. Tony Bates Associates Ltd. 2015.