

USING THE DIGITAL LEARNING ENVIRONMENT IN PROFESSIONAL  
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**Аннотация.** В данной статье представлена информация о механизмах использования цифровой образовательной среды в профессиональном образовании и подготовке ее студентов к профессиональной деятельности.

**Ключевые слова.** Профессиональное образование, цифровое образование, механизмы, профессиональная деятельность, интеллектуальная, цифровая среда, технологии, качество.

**Annotation.** This article provides information on the mechanisms of using the digital educational environment in vocational education and training its students for professional activity.

**Keywords.** Professional education, digital education, mechanisms, professional activity, intellectual, digital environment, technology, quality.

Digitalization as a key attribute of the process of formation of the country's innovative economy is rapidly expanding into all segments of the national economy and affecting issues of management of individual enterprises and industries in general, as well as technological processes that determine the production of finished products [1, 2]. Today, the implementation of the doctrine of creating an advanced digital economy in the Republic of Uzbekistan requires the training of specialists capable not only of creative thinking and maximizing their intellectual and creative potential in their professional activities, but also of working effectively in the digital space, introducing advanced information and communication technologies into the production process. Given the close influence and interdependence of all economic processes, production and consumption processes, digital literacy is required not only from the point of view of professional self-realization, but also for everyday life, and it is important to use digital

technologies to qualitatively meet their needs.

In the digital environment, professional Education provides for the active use of digital educational technologies in the process of preparing students for professional activities. At the same time, the modernization of professional education into digital education should take into account and maximize its positive potential, based on comprehensive scientific research and taking into account the psychological and pedagogical processes taking place at the same time. It is necessary to avoid excesses in the introduction and expansion of digital technologies in education, to ensure the conditions for improving the quality of education and the level of satisfaction of interested parties through the rational use of the capabilities of the digital educational environment. The task of improving Professional education is of particular importance in the conditions of achieving a high level of mastering professional competencies required in the real sector of the economy and the general intellectual and spiritual development of each student's personality [3, 4]. Competitive professional employees with the ability to carry out creative professional activities in the digital space become the main human capital of the developing innovative economy.

The solution to the problem of improving the quality of Professional education by digitizing it is carried out in conditions of limited use of resources – financial, temporary and labor, therefore, in the near future, it is necessary to identify strategically important directions for the introduction of digital technologies into professional education. Based on the development trends of the educational services market, the latest achievements of psychological and pedagogical research and the analysis of the government's policies in the field of digitization of the economy, such areas include:

- the creation of a single national educational space in which students of any educational institution can take advantage of educational resources developed at a high methodological level, reflecting the latest scientific achievements in priority areas;
- creation of a system of professional development that takes into account the development trends of technology and the labor market;
- to give students the opportunity to form an individual educational trajectory in terms of content based on the introduction of a flexible management system for their professional education [5];
- to ensure that individual characteristics of information perception and preferred methods of educational organization are taken into account through a harmonious combination of traditional educational technologies and activities in the digital educational environment. Solving

this task opens up additional opportunities for the qualitative development of the professional sphere for people with disabilities;

- extensive introduction of technical means into the educational process using digital technologies to form the most demanded work functions, including preparation for activities in the context of psychological stress.

Digitization of education is limited to objective and subjective reasons. Overcoming several of them implies the resources of the educational organization, the scope of others and the active participation of the state (both at the regulatory level and through financial support).

In the modern conditions of educational institutions, the rapid systematic development of their electronic information and educational environment becomes a priority. In the short term, this is achieved by digitizing some of the traditional components of the educational process that have been developed at a high methodological level and tested for a long time. This includes the creation of video materials with lectures by leading teachers of fundamental and professional Sciences, the development of a test system, the creation of a fund of videos with technological processes necessary for the qualitative preparation of muiaxassis, etc. On the one hand, a significant part of these materials has already been prepared meaningfully and methodically and has been used in traditional educational technologies, so the digitization process can be carried out in a short time and with reasonable financial costs. On the other hand, they can be used in the implementation of various educational programs, while freeing the teacher's time to organize creative work with students in an individual mode. All this will be useful for professional educational institutions to create this block of digital content.

In the long term, in order to develop the digital educational environment of educational institutions, it is necessary to purposefully create a variety of online courses (both to include in the basic vocational education program and to contribute to the personal development of students), to introduce technologies and opportunities for communication in the digital environment, etc.

The difficulty of performing digitization tasks is due to the psychological inertia of some teachers and sometimes their active resistance to changes due to the expectation that their condition will worsen. It is also complicated by insufficient ability of scientific and pedagogical staff to develop e-courses, including poor knowledge of information and communication competencies.

The circumstances considered for the professional development system determine the strengthening of the share of training aimed at the development of psychological and

pedagogical competencies of teachers. Unfortunately, some teachers find it difficult to perceive pedagogical innovations, organizing their activities on the basis of outdated teaching technologies that they have learned. The problem of the transition to innovative educational technologies is exacerbated by the fact that most of the scientific and pedagogical personnel of educational institutions have only empirical pedagogical knowledge, which is not supported by a theoretical basis in the field of didactics of Higher Education.

It can be achieved by improving the pedagogical skills of teachers and forming their readiness to work in a digital information educational environment:

- to inform scientific and pedagogical personnel about the general trends in the development of professional education, structural and material changes taking place in it, the role of the teacher in the era of digital education. According to the results of this block, an understanding and internal acceptance of the wide introduction of digital education into the personnel training system should be formed;

- The formation of the readiness of teachers to develop the educational process on the basis of the use of the resources of the digital educational environment of the respuplika of Uzbekistan, first of all, mass online courses and moral qualities that allow students to significantly complement and deepen the study of educational content, develop their personal characteristics and spiritual qualities;

- the formation of its own e-learning resources, including the ability to create and use online courses.

This training includes two components – the acquisition of pedagogical and information and communication technologies (ICT). The pedagogical component is aimed at improving the level of knowledge in the field of didactics of the educational institution, the formation of a willingness to study the advanced technologies of professional education and the psychological and pedagogical features of their use in the implementation of specific educational programs, to support the individual personal development of students.

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