

OPPORTUNITIES AND RISKS OF DIGITAL LEARNING

Zimakova E. S., Senior lecturer

*Vladimir State University named after Alexander
and Nikolay Stoletovs, Russian Federation*

Summary: the relevance of the problem of using innovative directions in the field of e-learning is considered. The advantages and disadvantages of digital learning are investigated. The problems of digital education in general are not a reason to abandon this technology of education. Digital learning has proven to be a serious alternative.

Key words: digital environment, education, e-learning, media technologies.

ВОЗМОЖНОСТИ И РИСКИ ЦИФРОВОГО ОБУЧЕНИЯ

Зимакова Е. С., старший преподаватель

*Владимирский государственный университет
имени А. Г. и Н. Г. Столетовых, Российская Федерация*

Аннотация: рассматривается актуальность проблемы использования инновационных направлений в области электронного обучения. Исследуются преимущества и недостатки цифрового обучения. Проблемы цифрового образования в целом не являются поводом отказа от данной технологии образования. Цифровое обучение зарекомендовало себя как серьезная альтернатива.

Ключевые слова: цифровая среда, образование, электронное обучение, медиатехнологии.

The concept of media education has confidently entered the educational turnover these days. There are usually three interpretations of it.

In the first case, media education is understood as a system of methods that are aimed at forming a media culture among the audience. For example, A. A. Kalmykov defines it as follows: “Media culture implies norms of perception and transmission of information, that is, the ability of a person to perceive, analyze, evaluate it, as well as engage in media creation, adapt to a changing media environment” [2, p. 30].

The second interpretation is more related to the understanding of media education as a process of personal development: that is, the development of a culture of communication with the media, creative, communicative abilities, critical thinking.

The third interpretation of media education is understood as the use of media technologies in the educational and pedagogical process. It can be argued that «media education» is able to absorb education as such. In other words, there is a process of digitalization of education, its transition to Internet platforms in the form of various forms of distance learning, using a variety of media resources. New access opportunities are created, in particular, thanks to open educational offers. Unfortunately, this does not always mean that people from disadvantaged regions have more opportunities for education. Media skills and internet access are crucial here. Thanks to digital offers, you can study at a German university at home or take a German language course with foreign participants. In Spain, teachers have long been taught the use of digital media through open online courses. But instead of just talking about infrastructure and learning platforms, it is also necessary to pay close attention to the digital skills of teachers after the crisis. Teachers are rarely IT specialists.

Online education, online university education or continuing education online: thanks to e-learning and distance learning, you can do this from anywhere in the world. Education is becoming global. Digitalization has changed the way we learn; interactive, innovative and flexible formats have appeared on the Internet. There are many types of e-learning or distance learning. Here are some of them.

- synchronous e-learning: here all participants of the course study simultaneously and interact with each other and with the course management in real time. Examples are virtual classes or live lectures;

- asynchronous e-learning: this means that all participants study at different times and at their own pace, without live interaction with the instructor;

- mixed training. A popular option is blended learning. It combines e-learning and on-site learning, and combines the benefits of face-to-face learning and digital learning opportunities;

- game-based learning. Digital learning is often very multimedia – videos and podcasts are used to make learning more exciting and en-

gaging. Game-based learning is also becoming increasingly popular as a new way to access educational content;

–artificial Intelligence: ai is increasingly being used in e-learning offerings. Many programs can now use data from personal learning history to determine whether content has been understood, participants' progress, and when they are best assimilating and understanding any content. In this way, the training can be adapted to the individual needs of the students;

–augmented Reality: If educational content needs to be visualized as practically as possible, e-learning also uses augmented reality. For example, students can virtually take a tour of the country of the language being studied.

But e-learning has its advantages and disadvantages. Advantages: Location-independent and time-flexible training; own pace of learning; Repetitions are possible as often as necessary; The material can be easily updated; Multimedia formats for any type of student; Disadvantages; Requires technical equipment and a good internet connection; A small personal exchange of opinions with other participants of the course; There is no real learning experience; Requires great initiative and discipline [4].

The study of the development of digital education is of undoubted importance, especially in connection with a number of emerging problems. They can be interpreted as the illegality of separating the methods of media education from the classical goal of education as a whole. This passage causes, as is known, fair criticism. These trends are based mainly on two main attitudes.

1. The requirement of defundamentalization of education. It manifests itself in the ever-decreasing volume and depth of knowledge given, as well as in methodological guidelines. It is believed that the development of science does not allow an educational institution to «keep up» with it, that fundamental education leads to an overload of students. Another argument is the requirements of the market, which consist in the need to raise specialists who have a social order. It is customary to emphasize that the loss of the depth of comprehension of materials is compensated by the speed of their receipt from various Internet resources of the most necessary material. But, firstly, it is unlikely that the depth of comprehension can be compensated with anything at all. Secondly,

“necessary” does not mean the main and essential. The speed of obtaining information characterizes not an educational, but a technological moment, that is, it says nothing about the quality of the knowledge obtained. As for the reduction of the volume of fundamental knowledge, this approach goes against the key line of development of modern science and its requirements for future scientists. Attempts to officially introduce education of different levels and quality lead to clear discrimination. It is not always possible to determine a child's abilities in advance: many children discover their talents quite late, and sometimes a serious basic level of training is necessary for their disclosure.

2. Depersonalization of education. It, in turn, is unfavorable both in relation to students and in relation to teachers. In the first case, two directions appear, outwardly opposite, but united in their depersonalizing aspect. The technocratic approach “... projects social engineering ideology onto the sphere of didactics, considers learning as a fully constructed process with rigidly planned, fixed results ... puts the teacher in the position of a teacher-operator of standardized didactic materials and technical means of teaching, and the student in the position of one of the objects of constructed learning” [3, pp. 220–221]. The second aspect of the depersonalization trend is the withdrawal of the teacher's personality from the educational process. It is easy to notice various manifestations of this trend in education in general, and in media education in particular. What do these attitudes and trends lead to, in the limit? As an example, the project “Education-2030” can be cited. A. Kislichenko's material conveys his main theses: the school will soon die completely, education becomes a service, a person becomes a biological component of the nervous system-computer-network system, talent genes are the object of patenting and investment. These principles unfold into a number of forecasts: the gap between digital students and non-digital teachers and the departure of relay teachers from the field of education; school as a digital gaming space with augmented reality, etc.

The problems associated with the dominance of these trends, as already mentioned, attract the attention of many specialists. Thus, M. Gerulya notes: “Information technologies generate dilemmas of a moral, social and ethical nature. They generate conflicts between: the principles of democracy and the requirements of the market in the communication industry; the universality of tools that everyone can potentially dispose of, and the danger of excluding large groups from modern communica-

tion; the interests of network owners and the general interests of consumers; the ease of life provided by the information society, and the risk of domination over us by the “big brother”; ... the immensity of information and the inability to assimilate it; the use of new technologies for personal development and the risk of manipulation of personality” [1, p. 29]. “The question naturally arises: does it not follow from what has been said that there is a fundamental danger of using media technologies and digitalization of education? Everything will fall into place if we abandon the installation, which is called “social fatalism”. It, in turn, is based on two theses: sociocultural processes have the status of “objective laws” to which individuals can only adapt, society as a system of individuals, with their personal desires, needs and free will” [5, p. 267]. Both of these theses reflect only certain positions of certain authors or trends and cannot be considered as certain axioms. Accordingly, a new stage in the development of the information environment, on the one hand, cannot (and it makes no sense) stubbornly and conservatively ignore and look for only minuses, risks and dangers in it. It follows from this that all socio-cultural processes and new trends should not be blindly accepted and adapted to them, but evaluated as fruitful or, on the contrary, unfruitful, for which it is necessary to collectively develop appropriate criteria based on eternal humanistic values, the objective nature of which is increasingly confirmed by the development of modern fundamental knowledge.

With such an approach, firstly, we must – without leaning towards either social fatalism or technological determinism – recognize as a fait accompli the “information trend” or “media trend” of the modern world. This trend should be understood and measures should be worked out in order to introduce it into a certain framework, subordinate it to the real needs and interests of the individual and society, and not to the “global market” or other temporary chimeras. Secondly, to give digital technologies the right place, that is, to use them as a very useful tool in pedagogical practice. The latter we are already observing today, where they are used for the classical and “eternal” purposes of education – the creation of a personality from a biological individual, a fundamentally educated, creative, self-thinking personality – that is, possessing its own unique image. Based on the above, it is quite legitimate to define media education in its “fruitful” version as a specification of classical educational

goals and objectives in relation to the use of the capabilities of the modern digital environment.

Thus, based on the above, the problems of digital education in general are not a reason to abandon this technology of education. One of the priorities should be the desire to develop this area in order not to lag behind the technological process. Media education technologies can significantly simplify the educational process and save quite a lot of time. Given the fact that the modern younger generation is very dependent on modern technologies, teaching the material in such a technological way could increase the interest of students in education in general. Therefore, it is worth paying attention to the enhanced methods of introducing this type of education into everyday life. Digital learning has proven to be a serious alternative, not least because of the crisis in Corona.

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ.

1. Gerulya M. Opportunities and dangers of information development in modern society // Journalism and media education 2008 proceedings of the III International Scientific and Practical Conference: in 2 volumes Belgorod: BelSU, 2008. Т. I. – P. 22–31.

2. Kalmykov A.A. E learning as a media education tool // Higher education in Russia. 2009. – P. 29–32. – Access mode: <https://cyberleninka.ru/article/n/e-learning>. Accessed: 02.06.2022.

3. Klarin M.V. Innovations in teaching: metaphors and models: Analysis of foreign experience // Moscow, Nauka Publishing House, 1997. – P. 220–221.

4. Online education in Germany – Access mode: <https://www.deutschland.de/de/online-lernen-in-deutschland>. Accessed: 03.06.2022.

5. Fotieva I.V., Kirilin K.A. Media education as a form of «digital education»: problems and trends // Barnaul: World of Science, Culture, education, 2019. – pp. 266–267. – Access mode: <https://cyberleninka.ru/article/n/mediaobrazovanie-kak-forma-tsifobrazovanie-problemy-i-tendentsi>. Accessed: 04.05.2022.