DIGITAL EDUCATIONAL ENVIRONMENT PRINCIPAL PRINCIPLES OF CREATION

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ABSTRACT: - As in any process, the digitization of the education system requires a thorough theoretical and methodological justification. Among the methodological foundations of creating a digital learning environment, principles also take precedence. Consequently, the principles determine the organizational and methodological correctness of the activity, the rational definition of directions, the relationship between the goal and the result. The article discusses the description of the priority principles of creating a digital learning environment.

KEYWORDS: Digital education, environment, digital learning environment, creating digital learning environment, principle, priority principles, category, main categories.

INTRODUCTION

Creating a digital learning environment in higher education is based on certain principles. At this point, it is worthwhile to understand the essence of the concept of "principle". After all, the directions of organizational and pedagogical activity based on a clear goal are chosen correctly.

According to the meaning of the word "principium", which means "beginning" in Latin, 1) the initial state (axiom or postulate) that does not require theoretical proof; 2) internal confidence, profession (immutable or fixed rule) that changes the position or behavior held) [1, p. 245].

The principle of activity in the field of pedagogy, which is interpreted as a starting point, "determines the effectiveness of action in accordance with the laws of certain pedagogical conditions and their existence, so that the law reflects the pedagogical phenomenon, as well as the interrelationships and relationships of

pedagogical systems." necessary" [3, p. 236]. Only then "the principle ensures the effective solution of tasks in the relevant system" [3, p. 236].

THE MAIN RESULTS AND FINDINGS

In the digital learning environment in higher education, mainly didactic activity is observed. Awareness of the priorities of the digital education process is important for the teaching staff of the university. In her research, T.A. Shchuchka noted that the priority principles of the educational process are: superiority, individuality, purposefulness, success, variability and flexibility, cooperation and interaction, practice-oriented, increasing complexity, saturation of the learning environment (equipped with modern educational technologies and resources), the principles of multimedia and a well-established assessment system [2].

At the same time, based on the title of the article, it is necessary to identify the principles that give priority to the creation of a digital learning environment in higher education. By reviewing the relevant sources, it was determined that the following are the priority principles in creating a digital learning environment in higher education:
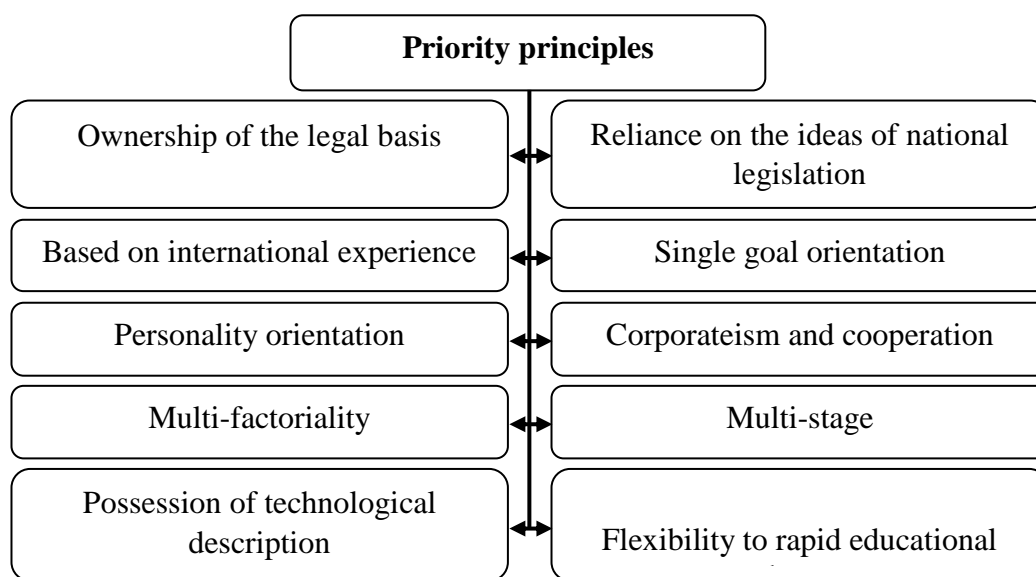

Figure 1. Digital learning environment in higher education priority principles of creation

1. The principle of ownership of the legal basis. Digital technologies used in world education practice are also used to create a digital learning environment in higher education. This situation requires the establishment of relations with the owners of relevant digital technologies in accordance with international standards, as well as the definition of the rights and obligations of the digital education process, which is based on legal norms.

2. The principle of reliance on the ideas of national legislation. The reflection of events that take place during a particular historical development is naturally reflected in national approaches. This, in turn, determines certain relationships between citizens under its influence. Therefore, interpersonal relations in society must have their own legal solution. The creation of a digital learning environment in higher education and the use of educational services are regulated by national legislation.

3. The principle of international experience. In the context of globalization, it is becoming natural to first study international experience in organizing a nationwide process in a particular country. The study of international experience will create the necessary conditions for a relatively easy and fast process.

4. The principle of single purpose. The goal of creating a digital learning environment should be to raise the quality of teaching at the national level, to realize the potential of students, to develop the pedagogical field, as well as the economy of society based on the training of competent personnel with high IQ. This goal has a national character, and the expected result will be achieved only when the capabilities of governmental and non-governmental organizations operating in the country are focused on a single point. In our opinion, the involvement of investors, artisans and entrepreneurs in this process with beneficial proposals will ensure the successful creation of a digital learning environment in higher education.

5. The principle of person-centeredness. Within the framework of the goal of creating a digital learning environment in higher education, special attention should be paid to the realization of the abilities of students, the training of competent personnel with high IQ. Therefore, potential, qualified, competent personnel play an important role in the development of society. The digital learning environment created in higher education should be able to guarantee the provision of high quality educational services to students in any conditions and at any time. At the same time, it is an extremely important socio-national need.

6. The principle of corporate governance and cooperation. The creation of a digital learning environment in higher education is based on the cooperation of higher education authorities, investors (including international investors), craftsmen, entrepreneurs in finance, mathematics, analyst, pedagogue, psychologist, programmer, engineer, technologist and marketer. Creating a digital learning environment should be a common task of all actors involved in this process and should be addressed through collaboration.

7. The principle of multivariate. A number of factors are taken into account in creating a digital learning environment in higher education. These are: government policy to create a digital learning environment; initiatives and activities of leaders and educators to create a digital learning environment in higher education; the focus of the higher education system on this process; involvement of financial resources of investors (including international investors), craftsmen, entrepreneurs in the creation of a digital learning environment in higher education; taking into account the interests of the parties involved in the relevant process, the use of the services of mathematicians, analysts, teachers, psychologists, programmers, engineers, technologists and marketers who are knowledgeable in their field; National and international reputation of the university; Ownership of the university with a contingent that can operate in the digital learning environment, etc. The expected result is achieved in the presence of these factors.

8. The principle of multi-stage. Creating a digital learning environment in higher education takes place in several stages. In our view, these steps include: goal setting; solution of organizational (structural and financial) tasks (creation of legal framework for digitalization of education; creation of digital education infrastructure; development of a new system of education management (TBT), introduction of an improved system of

professional development of teachers); practical and pedagogical tasks (development of digital curricula; examination of digital curricula; organization of a library of digital educational content; substantiation or selection of effective methods for the introduction of digital education; substantiation of mechanisms for assessing students' learning activities in a digital educational environment; introduction into educational practice; formation of digital biography of students; introduction and development of online teaching) finding solutions; Perspective (strategic) tasks (establishment of monitoring of diagnostic and corrective learning outcomes; organization of small mobile centers for consistent study of international and national experience in digital learning and localization of existing experience; local based on cooperation of secondary, secondary special and higher education institutions) or creating network models, etc.); reflexive assessment of goal achievement and continuous monitoring.

9. The principle of technological characterization. The process of creating a digital learning environment in higher education has a full technological characterization. Therefore, the importance of finding technological solutions to specific tasks at each stage should be the focus of all stakeholders.

10. The principle of flexibility to rapid educational change. As they operate in a digital learning environment, each HEI needs to be able to build and sustain its ability to adapt to rapid educational change. Indeed, rapid adaptation to existing changes will determine the sustainable position of HEIs in a highly competitive digital society and digital economy.

CONCLUSION

Thus, the creation of a digital learning environment in higher education should be based on well-grounded theoretical and methodological ideas. Defining the priorities of this process will allow creating an effective digital learning environment. The priority principles ensure the compliance of organizational and pedagogical activities in the relevant direction with the laws of an educational nature. As a result, the activity is organized organizationally and methodologically, the quality of education improves, the effectiveness of teaching increases.

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