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Typology of Digital Skills and Electronic Resources

Bazarov Sunnatillo [1]

The distinctive achievements of the digitization of Education lie in the fact that today the concept of time and space is losing its relevance. That is, through digital education, it is ensured that each person receives information at the right time, at his place of residence and at any volume, using special platforms.

Currently, many studies in the field of educational technology have shown that the transition of educational institutions to distance learning online learning is based on a carefully developed and planned learning process in an E-information educational environment, which is supported by a methodically healthy and targeted sequence of learning, methodological and control, in turn, already developed measuring materials, which ensure the achievement of educational results There are aspects that need to be slightly differentiated in terms of online education and distance learning. These two methods are one, the main difference of which is the geographical location! A listener and coach operate simultaneously online. In distance learning, however, information is obtained at any time.

The classification of digital skills consists in dividing them by their tasks to be solved. Includes five categories of digital skills that form the basis for the development of a program to improve the digital literacy of the UK population:

communacation;

Information and mazmin processing;

Making deals;

Problem solving;

Providing online security [6].

The future Hub educational platform has conducted its own analysis and compiled a list of future digital skills:

digital literacy-the ability to master any online technology;

ability to use prompt-engineering – neural networks;

blockchain expertise-the ability to use cryptocurrencies, NFTS, tokens;

metaverse-examination-knowledge of the principles of metaverse. Ability to integrate services and products into them;

digital etiquette-knowledge of the rules of communication in the digital world;

cybersecurity-knowledge of the rules for protecting personal and work information from violations;

trendwatching-search and check trends, applying them in your work;

timlansing-ability to work in a remote team;

futures studies-future planning methodologies for a project, company or product;

scientific and media literacy-the ability to check, factual check, check scientific sources of Neuroscience in the world of media;

decision-making-complex decision-making methods in times of uncertainty;

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framing, forsiting and sensmaking-know new strategic planning tools;

digital environment management-ability to effectively and balanced customize personal and working online space;

work life blend-the ability to establish a balance if there are no clear boundaries between work and rest, and the schedule is flexible;

Health Management-managing stress, longevity as a long-term goal.

The study of motivation for teaching digital skills of employees of different categories is considered digital skills at four levels:

basic digital skills;

passable digital skills;

special digital skills;

professional digital skills [6].

The rapid development processes that are taking place in our society from a modern person (student, specialist) educational person all his life to study and study on all fronts, work (at short intervals, during breaks in work, on the subway, in a place without the internet, outside the city, in bed, on a recreation alley, etc.).k.) requires.

V.A.Sukhomlin, Ye.V.Zubareva, A.V.Yakushin's research examines some methodological aspects of digital skills, the classification of digital skills, and their specifics:

general IT skills allow employees to use the widest range of professions in everyday work. For example, this is the search for information on the internet, the use of Office programs, tools for statistical analysis, data production;

professional IT skills are necessary for IT professionals, products in the IT field, the production of services and applications to resources. For example, these skills include system design, programming, application development, data and network management, systems development, e-commerce, cloud data storage, etc.;

problem-oriented digital skills-problem-oriented platforms, applications, packages, automated applications, design systems, Bim platforms, GIS, instrument logistics, frame problem-solving specialist skills;

additional IT skills (complementary skills) - ecosystem capabilities in the workplace-skills in using it;

digital economy services skills-skills to use useful services and processes in Internet infrastructure.

The difference between high-quality digital technologies lies in their lightness, that is, their integration into the educational environment, since they contribute to their easy assimilation as an integral part of the life of society for a long time. Consider a set of tools that allow you to increase the effectiveness of training. Among them are classes in the online format, the use of cloud storage, the performance of verification tasks in the form of quizzes, games or interactive events. Data in cloud storage (hard drive, flash media) is regularly updated, and thanks to synchronization, the current version of the training material allows you to get. Another important tool for conducting lessons in Russian is online whiteboards. This interactive tool, as well as cloud storage, provides the ability to host training materials for a group of individuals with a common use, together it is possible to review and make changes to the data. Web quests are also a tool for conducting a Russian language lesson. Web quests are designed for long-term, goal-oriented body of knowledge transformation, deepening, and multiple study periods.

The effectiveness of the use of modern multimedia tools and communication technologies in teaching the Russian (native) language depends on leading factors:

computer hardware and internet access;

availability of computer learning materials;

influence of the use of computer tools on the quality of Education;

students have a sufficient level of overall computer literacy;

special training of teachers in computer linguistics;

effective organization of the educational process [3].

Digital files: video, presentation, movies, sketch animations, even if presented in electronic format, activate the attention of the educator faster than traditional books or texts. It is not about completely "replacing" the traditional format of teaching the same books and texts, but rather that it introduces new forms into the educational process.

Most researchers analyze the role of RT in teaching and distinguish three qualitatively different types of their use in teaching:

the first type mixed form (blended learning) involves combining the latest technologies into a traditional learning process to improve the effectiveness of teaching different subjects;

the second type of education is based on the use of RTS, which allow you to carry out the distance – learning process without the direct participation of the teacher, help develop the skills of independent search, selection and application of information;

the third type is represented by a new concept – based educational phenomenon called life-long education-which is mainly used for self-education and advanced public open online courses (MOOCs) [11].

The acceptability of using modern capabilities in the training system has shaped a new type of global Internet education – e-learning. This type of education is represented by three options:

the first option is to combine personal and e – learning. In this case, students independently find the necessary information on the internet using any electronic device;

the second option is the classic teaching of RXT in a classroom or auditorium equipped with technical means for conducting classes in a hybrid format, that is, it is an interactive panel or multimedia board, websites (Zoom, Google Meet, Yandex Te lemost, Microsoft Teams and so on.) or modern video messengers (WhatsApp, Hangouts, Discord, WeChat) can be;

the third option is online courses. It should be noted that due to its uniqueness, the absence of Direct live communication between the teacher and students, this option is suitable for enthusiastic, disciplined and self-defense.

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