THE IMPACT OF THE DEVELOPMENT OF THE DIGITAL ECONOMY ON SCIENCE AND EDUCATION

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Abstract: *the new global knowledge economy – one powered by information and communication technology (ICT) – is by no means restricted to universities. One understated aspect of the Internet's impact has been the erosion of universities' effective monopoly on knowledge creation and curation. With trends in digital economy getting even more sophisticated, service delivery and economy analysis are improving throughout industries inclusive of educational institutions. The paper investigates the role of science and education in the digital economy and economy.*

Keywords: *digital economy, digital economy, education, e-business, e-commerce, e-business, technology, knowledge.*

ВЛИЯНИЕ РАЗВИТИЯ ЦИФРОВОЙ ЭКОНОМИКИ НА НАУКУ И ОБРАЗОВАНИЕ

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Аннотация: *новая глобальная экономика знаний, основанная на информационных и коммуникационных технологиях (ИКТ), ни в коем случае не ограничивается университетами. Одним из заниженных аспектов воздействия интернета является размывание эффективной монополии университетов на создание и развитие знаний. В связи с тем, что тенденции в цифровой экономике становятся все более изощренными, качество услуг и анализ экономики улучшаются во всех отраслях, включая образовательные учреждения. В статье исследуется роль науки и образования в цифровой экономике и экономике.*

Ключевые слова: *цифровая экономика, образование, электронный бизнес, электронная коммерция, электронный бизнес, технологии, знания.*

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In the era of constant innovation and technological advancement, digital-age learning is a pervasive concept that covers all aspects of people lives from studying and working to leisure activities, creating thus new challenges for all education stakeholders: teachers, students, and wider community. The education using digital technologies shapes the modernization of societies, boosting growth and competitiveness through better skilled workforce and more employment. The capacity to manage complex problems, to be entrepreneurial, and to think creatively by using digital resources are becoming essential skills for the opportunities brought by the digitalization of our society.

Higher Education is positioned to play a key role within this process of critically rethinking and reimagining our responses to the digital age of particular significance in highly unequal societies such as Uzbekistan, is the manner in which we engage with human-centric approaches towards e-Inclusion in the Digital Economy. With the clear need for Uzbekistan to develop relevant knowledge and skills to be both inclusive and competitive in the digital economy, international collaboration is key.

We know that education is a powerful tool to transform a society. Almost all achievements that are made possible by human mind are perpetuated by various forms of education. For many, education serves as a powerful driver of development for improving quality of life, and a recipe to reducing poverty. It is widely accepted that investing in education gives large returns and benefit in many levels. For individuals, it promotes employment, provides better livelihood, health and better adaptation to new technologies. For larger societies, education opens the door of innovation, strengthens civil institutions, fosters social cohesion and drives economic growth. It enhances people's ability to make informed decisions.

The world of work is changing due to advancements in technology, innovation, automation, robotics, digital platforms and greater connectivity. The effect of the digital economy is most advanced in corporate applications and industrial systems; therefore, on investments, hiring, skill training and trade facilitation policies.

Digital technologies can promote deep learning if they provide the necessary tools. One example is to extend study time and practice by using a computer program tailored to provide learners with simulations in which they can practice applying their new knowledge or skills. In this context, the tool provides learners with the opportunity to control their learning situations or it gives them ways in which they can learn collaboratively. With the right support and training, educators can learn to use digital technologies to help create the conditions necessary for these deeper forms of learning to become more acceptable to their learners. Unfortunately, teachers currently identify the use of ICT in the classroom as one of the areas (and in England the single area) where they are in greatest need of professional development. In addition, due to the availability of information through technology, it is feasible to see the role of the educator as changing, from that of knowledge provider to that of coach.

In the formal education context, the 'digital factor' makes recognition of credentials more complex and of potentially larger scale than in non-digital distance learning. For example, how does the supplier ensure that assessments are undertaken in fair conditions in a distance learning environment? Solutions include the development of blended forms of learning, which combine digital learning and face-to-face events (e.g. tests in a classroom environment). In the context of less formal digital education (e.g. MOOCs), additional recognition issues include the value of learning outcomes acquired through these forms of learning on an individual's studies or career prospects. Recent research shows that this is of concern to those who take MOOCs, as well as to employers and education institutions who are digital learning providers. In some instances, these providers have proposed solutions, such as the introduction of learning 'badges', which are gaining value beyond the digital learning world and could inspire recognition in non-digital, non-formal and informal learning contexts.

The infrastructure of information and communication technologies and the introduction of technical solutions are the most important factors that play a key role in the development, well-being and release of the true economic potential of the nation. In a world now being overtaken by disruptive technologies, there are a few things that countries will need to think about differently. With increasing acceleration of technology, 5-10 years cycle in policy making is no longer relevant. Governments need to constantly re-invent technology related policies, which often will need to be developed in an agile way, to go hand in hand with ICT enabled innovations and create economic opportunities for industries that will be powered by disruptive technologies.

Summing up, we want to note that the development of the digital economy opens up limitless opportunities. Nonetheless, despite the bright prospects, according to analysts, in the development of the digital economy there are obvious challenges and threats to those lagging behind, such as:

1. High risk of information security;
2. The threat of job cuts. The transition to the digital economy makes it difficult to use foreign software;
3. High risk and uncertainty in strategic decision-making. A similar situation is associated with the characteristic of the digital economy and unstable climate, dynamic changes at the technological level, increase in the intensity of competition and the reduction of the life cycle of goods and services.

Now is the time to step back and think about the challenges ahead and the opportunities offered by digital education to equip current society and prepare for the future, not only to answer the needs of the labor market, but also to shape it.

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