The Impact of Digital Technologies on Children's Psychological Development: Positive and Negative Aspects.

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Abstract

The article presents the necessity and advantages of using digital technologies in distance education and statistics on the use of distance education and the need to use digital technologies and introduce new generation systems of distance education. explained. Also, there are suggestions and recommendations for solving the problems that hinder effective implementation of distance education using digital technologies in our country.

Keywords: distance education, digital technologies, digital teaching and learning system, distance platforms, mobile devices, Internet network.

1. INTRODUCTION

Digital economy is a system of implementation of economic, social and cultural relations based on the use of digital technologies. It is sometimes referred to as the internet economy, the new economy, or the web economy.

In 1995, American programmer Nicholas Negroponte coined the term "digital economy". Currently, politicians, economists, journalists, businessmen - almost all of them - use this term. In 2016, the World Bank published its first report on the state of the digital economy in the world ("Digital Dividends").

First of all, it should be said that the digital economy is not a separate type of activity. It actually means business, industrial facilities, services. The term "digital" refers to the active use of information technologies in all these areas. If in the ordinary economy material goods are considered the main resource, in the digital economy it will be information and data that can be processed and transmitted. After their analysis, a proper management solution is developed.

By the way, the term "digital economy" is used for the first time in our national legislation. However, the world trend shows that all developed countries have already begun to form it. After all, when we talk about globalization, integration with the world community, the development of a changed (transformed, renewed) economy is considered important in this regard. The created special department is engaged in the introduction of automated systems to enterprises of the real sector of the economy. These large industrial facilities allow to increase the efficiency of work, to increase production, to ensure transparency of activity, and to reduce the cost of products.

If you look at it from a global point of view, today humanity is going through an interesting period related to the changes in the sectors of the world economy, people's lives, and the basics of life. All this technology is explained by the fact that computers are connected to each other through the Internet. According to data, today about five billion devices are connected to the global "spider web". In the next five years, their number is expected to reach twenty billion. At the moment, artificial intelligence and cognitive intelligent systems are developing rapidly. As a result, in the near future, some professions will lose their relevance and eventually even disappear. For example, an automated IoT system is already being tested. Eventually, robots could replace drivers, pilots, and even lawyers.

It is becoming clearer day by day that robotics will replace mechanical and physical labor in the future. Therefore, developing a strategy, ensuring mass formation of digital skills is considered one of the urgent issues of today. Young people should be ready for new professions, the use of various technologies, computers, the Internet, processing large amounts of digital data. That is, as some processes are automated, it is necessary to direct people to other, more relevant intellectual professions. If this is not done, a situation known as the "digital divide" will emerge, and it will become more acute with the rapid development of ICT. In short, the digital economy today has two tasks: to consistently automate the current process and to prepare people to use modern technologies in their work.

The digital economy is the main link of corruption and "black economy". Because numbers seal everything, store it in memory, provide information quickly when needed. In such conditions, it is impossible to hide any information, make secret deals, not to provide full information about this or that activity, the computer will reveal everything. The abundance and systematicity of information does not allow for lies and fraudulent activities, because it is impossible to cheat the system. As a result, it will not be possible to launder "dirty money", steal funds, use them ineffectively and aimlessly, increase them or hide them. This will increase the flow of legal funds into the economy, taxes will be paid on time and correctly, budget distribution will be transparent, funds directed to the social sphere will not be stolen, money allocated for schools, hospitals, roads will reach in full, etc.

Today, the new technologies of the digital economy greatly help the further development of distance education. Virtual and augmented reality, visually oriented distance learning technologies serve to provide students with quality education in accordance with today's requirements. That is, the distance education system allows to attract more interest of students to the lesson through the use of virtual and augmented reality and visually oriented digital technologies. Especially in the current "Pandemic" environment, the field of distance learning has become more popular than ever. All over the world, educational institutions are using distance learning platforms to organize learning, and companies and organizations are establishing remote working activities.

It is no exaggeration to say that the concept of social development and its future is inextricably linked by the education system and the future of our country. The initial elements of differentiation, which are organized in learning subjects in current groups, will increase the process of transition to differentiated education instead of homogeneous groups. Differentiated education can be implemented in two directions. First of all, based on the tests used in developed countries, students can be divided into gifted - intelligent (talented) group, average gifted and middle low groups, depending on the level of mental maturity. In the

current school, there are 3 categories of students in one class. Lessons are mainly adapted to average students. Interest in talent fades. Students with low ability will not understand these materials. Teaching students to evaluate themselves correctly in the educational process leads to the correct definition of their learning opportunities, strengthening of their desire for knowledge. In the course of his life and work, it is important for a person not only to be able to make a correct assessment of himself, but also the assessment of others. This prepares the ground for self-awareness, self-evaluation, and more accurate visualization of one's capabilities.

Internal (self) and external (expert) assessment is important for determining the essence of the technologies described above, students' maturity, potential opportunities, self-assessment of achievements and shortcomings. If the teacher gives a high rating to the student (fellow teacher, expert, parent), it leads to achieving new achievements to justify this trust. For any individual and student, the evaluations of adults around him are important, and it is important that the evaluation of the student corresponds to his own evaluation. In this case, it is especially necessary for teachers to be objective (impartial) without giving in to emotions. A teacher's underestimation of the student's capabilities leads to a negative reaction to him. It is not only negative, but also leads to a decrease in self-confidence, desire to study. "I don't know. It is useless for me to try." The most important task of the teacher is to fight so that the student does not develop such a mood, to convince the student of his own strength, and to always teach him to use his potential appropriately. For this, it is necessary to form the skills of self-observation and knowledge. It is important to teach self-control, to be able to evaluate one's own behavior and knowledge based on self-examination. At the same time, he should have a clear idea about the aspects that ensure the positive success of educational activities. In turn, the technologies described above are the basis for developing students with sufficient intellectual skills, critical and positive thinking. It is only important to be able to use them appropriately and skillfully in the educational process.

Teachers have an external (superficial) assessment of student performance. It cannot be denied. But this assessment gives the expected result when it is carried out on the basis of objective and pedagogic-psychological technologies. The teachings of L. Vygotsky ("Zone of Proximal Development"), D. B. Elkonin about the step-by-step formation of mental operations have long been related to developmental education and the intellectual development of students. But their appropriate use in the new socio-economic conditions serves as a scientific basis for new pedagogical technologies. For example, D.B. Elkonin indicated that the main criterion for the student's intellectual development is the appropriate selection of objects and symbols based on the task, tools, and self-examination of the content and components of the educational activity. Such organization of the student's activity is compatible with independent cognitive activity, and forms independent decision-making skills for cognitive activity. But it takes place in the stages of self-evaluation, self-observation, self-analysis, self-knowledge. Here, the most important thing for us is the correct assessment of the student's ability to know and act. But for this, it is necessary for the student to have a certain evaluation criterion of his values (knowledge) and to be able to compare his achievements in different fields.

It is important for students to be able to justify their position, knowledge, action, and defend their decision through discussion, dialogue, "Brainstorming" during the educational process. The student proves his action and decision out loud with partners and in turn listens to them diligently, gives reasonable answers to them, and makes changes to his action, which leads to

the intended goal. This in turn leads the learner to develop confidence, self-motivation and self-control. Based on this, the student can make changes to his decision, opportunity, and draw conclusions for future action, so it can be said that the basis of self-evaluation has been formed. But these processes do not happen smoothly, without conflicts, by themselves. First of all, along with educational technology, the skills of the teacher are also important. The teacher should equip his students with the skills of self-improvement, independent thinking, knowledge, skills, and learn to evaluate their own actions. Reflexive skills and self-observation necessary for students to enter the state of self-knowledge (understanding) and others, to evaluate them, the technology of differentiation in the formation of thinking creates important pedagogical conditions. By forcing the student to learn material that is too complex, his development is impaired. The most important thing is that the desire to study, (motivation) decreases, not only does the student's interest in studying decrease, but also the mood of indifference to education increases. The average organization of the educational process in schools, that is, teaching everyone the same and everything, without taking into account the student's educational opportunities, prepares the ground for the formation of indifference and indifference to everything. This model of education is economically, politically, socially and morally harmful. As a result, the society will be deprived of talented and intelligent people.

Based on the student's learning abilities in the classification of education, the learning material is chosen to be more complex for highly intelligent-talented children, moderately difficult for average abilities, and easier for students of the third group. Documents defining the content of education in the future school: curriculum, educational programs, textbooks and study guides should be designed for three types of students. Since talent, intelligence, and independent thinking in our country mark its development and future, we must inevitably follow the path of stratification. Such an approach to education should be the main direction of educating a perfect person. In the secondary education model, if the student becomes bored and disinterested, in differentiated education, the student's motivation increases. The organization of the educational process at the level of the student's capabilities prepares the ground for the mood of satisfaction and satisfaction with one's work. A simple example: when each of us is forced to do something we don't like or don't want, we feel mental, mental tension, internal and external discomfort. This process has a strong negative impact on a student who has little experience in life and his own level of knowledge.

The second differentiated direction is socio-humanitarian (mother tongue and literature, foreign languages, law, man and society, etc.), natural-mathematical (mathematics, physics, medicine, geography, chemistry) depending on the interest, desire and ability of students. , biology, etc.) and production (labor, fine arts, physical education, etc.) can be in the form of classification. In all three directions, schools (classes in the second direction) do not deny the teaching of subjects. For example, mathematics, chemistry-physics, geography, physical education, work, etc. are also taught in social-humanitarian schools (classes). But the main emphasis is given to the subjects of priority direction. Young people graduating from schools (classes) in this direction will have great opportunities for a deeper understanding of the idea of national independence, national ideology. Because the type of study in schools (classes) of this direction is determined by the student's initial information about the professional direction of his desire and ability.

In the schools (classes) of the third production direction, students will have ample opportunities to deepen the knowledge and skills they have acquired about the initial

profession in the future vocational colleges, to gain a deeper understanding of the production technique and its operation technology. This model of educational differentiation does not discriminate the student's personality, it creates an opportunity for the further development of desire (motive), talent, and it is more convenient than the first proposed model, as it corresponds to a certain extent to the principles of the transition to the market economy in the conditions of national independence. It is of great practical and theoretical importance that the educational process teaches the student to think independently. If during the educational process the student is taught to think independently, he will be able to find the right way in difficult life situations. He always strives for innovation in his work. Increases the productivity of independent work based on invention. As now, he doesn't wait for ready-made things and eat apples in my mouth. Independent thinking also helps to get rid of the naïve psychology of waiting for everything. This demand inevitably arises from market relations. In didactics, it is recognized that the individual characteristics of the student are taken into account in the process of differentiated (differential) education. The individual characteristics of the student should be understood as the main qualities of the learner's personality. In it, differentiated learning is aligned with personalized learning technologies. Classification is the classification in didactics in the "internal and external" and individual style, based on taking into account the socio-psychological (motivation, interest, orientation, individual characteristics), psychological, physiological characteristics (age, cognitive abilities) and personal qualities of learners in the educational process. acknowledged. Based on individual abilities, students' inclinations to one or another subject - interest in social or specific subjects - are taken into account in the classification. Gifted students also belong to this category, and they should be united in a separate group or class and trained on the basis of special programs. In this case, it is necessary to distinguish between the concepts of "talented" and "capable". A gifted student includes those who show talent in certain areas - music, drawing, logical and creative chess, sports talent. They will have a strong memory, logical and creative thinking. It leads to the development and self-expression of their teaching skills based on reinforced and focused programs. There are more gifted children than gifted children. In the process of education, it is necessary to take into account their innate qualities and abilities. They can be taught in regular classrooms using a differentiated approach.

2. LITERATURE

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