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THE TRANSFORMATION OF EDUCATIONAL PRIORITIES IN THE DIGITAL ERA: CHALLENGES AND PROSPECTS

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Summary. The article examines the key problems of modern education in the context of global digital transformation. The author analyzes the shift of priorities from knowledge transfer to the development of soft skills and lifelong learning. Special attention is paid to the contradiction between the digitalization of the educational environment and the humanistic nature of pedagogy. Based on the analysis of Russian and international studies, the author proposes a balanced model of educational policy that combines technological innovation with the preservation of fundamental educational values.

Key words: modern education, digitalization, educational priorities, soft skills, lifelong learning, pedagogical paradigms.

ТРАНСФОРМАЦИЯ ОБРАЗОВАТЕЛЬНЫХ ПРИОРИТЕТОВ В ЦИФРОВУЮ ЭПОХУ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ

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Аннотация. В статье рассматриваются ключевые проблемы современного образования в условиях глобальной цифровой трансформации. Автор анализирует смену приоритетов с трансляции знаний на развитие гибких навыков (soft skills) и непрерывного образования. Особое внимание уделяется противоречию между цифровизацией образовательной среды и гуманистической природой педагогики. На основе анализа российских и зарубежных исследований автором предлагается сбалансированная модель образовательной политики, сочетающая технологические инновации с сохранением фундаментальных образовательных ценностей. Ключевые слова: современное образование, цифровизация, образовательные приоритеты, гибкие навыки, непрерывное образование, педагогические парадигмы.

The modern system of education is undergoing a period of profound structural and ideological transformation. The rapid development of information technologies, the change in the labor market structure, and the uncertainty of long-term socio-economic forecasts have forced the academic community to reconsider the traditional priorities of education. If the 20th century was dominated by the paradigm of "education for life," based on the assimilation of a fixed body of knowledge, the 21st century dictates the conditions for the paradigm of "education throughout life" (lifelong learning). According to a number of researchers, the main challenge of our time is the growing gap between the content of educational programs and the real demands of the digital economy [3, p. 45]. This article aims to identify the key problem areas of modern education and formulate priority vectors for its development based on the analysis of current scientific literature.

The Shift of the Target Vector: from ZUN to Soft Skills.

One of the most significant changes in the educational discourse is the revision of the classic triad "Knowledge – Abilities – Skills" (ZUN). Today, the so-called "soft skills" or universal competencies are coming to the fore. As noted in the study by A.V. Pavlova, "in the context of information abundance, the value of encyclopedic knowledge is decreasing; the ability to search, verify, and synthesize information, as well as work in a team and think critically, becomes crucial" [1, p. 112].

This shift is not just a tribute to fashion but an objective necessity. Employers in the technology sector point out that graduates often demonstrate a high theoretical training but are unable to adapt to rapidly changing business processes. In this regard, the priority of education is shifting towards meta-subject results. However, this transformation is accompanied by a serious methodological problem: the traditional assessment system (exams, tests) is often ineffective for measuring the level of development of critical thinking or emotional intelligence [4, p. 28]. The shift towards deeper competencies requires a fundamental redesign of assessment practices, as traditional metrics fail to capture collaborative problem-solving and creativity in digital environments [6, p. 124]. The education system is currently facing the need to create a new diagnostic apparatus that would allow for an objective assessment of these new educational outcomes without reducing the fundamental scientific nature of education.

Digitalization as a Double-Edged Sword.

Digitalization of education is undoubtedly the dominant trend of the last decade. The introduction of electronic educational platforms, artificial intelligence elements, and personalized learning tracks has opened up unprecedented opportunities for individualizing learning. However, the problem of dehumanization of the educational process is becoming increasingly acute.

As emphasized in the collective monograph edited by S.V. Ivanov, "excessive enthusiasm for digital tools without revising the methodology of interaction between teacher and student leads to the loss of the educational function of the school, turning it into a service for the provision of educational services" [2, p. 203]. The teacher risks being reduced to the role of a technical consultant, while the most important aspect of education - the personal influence of the mentor on the formation of the student's worldview - is lost.

Furthermore, the problem of the "digital divide" remains relevant, which in modern conditions manifests itself not only in unequal access to equipment but also in the varying levels of digital literacy of participants in the educational process. Research shows that the uncontrolled use of gadgets in the learning process reduces cognitive abilities and leads to the effect of "clip thinking", which contradicts the tasks of developing deep systemic thinking [5, p. 67].

The Problem of Continuity and the Future of the Teacher.

Analyzing the priorities for the development of education, it is necessary to highlight the problem of continuity of educational levels. The gap between school, vocational education, and the labor market is widening. Often, school curricula are overloaded with outdated factual material, which leaves no time for the development of project and research activities.

In the context of the development of artificial intelligence (AI), the question of the teacher's place in the education system of the future is being raised. The functional model of the teacher is undergoing changes. The teacher ceases to be the sole transmitter of knowledge (the "sage on the stage") and becomes a tutor, facilitator, and curator of the educational trajectory (the "guide on the side") [3, p. 50]. The priority for the development of the education system should be the creation of conditions for advanced training of teachers, their mastery of the tools of digital pedagogy, while simultaneously maintaining a high level of fundamental subject training.

Thus, the analysis allows us to conclude that the priorities of modern education are shifting from "memorization and reproduction" to "analysis, creation, and continuous self-learning". The main problems hindering development are: the methodological inconsistency of new forms of assessment with new educational goals; the risk of losing the humanistic nature of education due to total digitalization; and the lag in teacher training from the pace of technological innovation.

What if we stop treating this challenge like a mountain to be conquered and started seeing it as sand in an open hand? Squeeze tighter, and you lose it faster – maybe a real progress is not about control, but about knowing exactly when to loosen your grip.

To ensure sustainable development, the education system must move towards a balance between innovation and tradition. The priority trend should be the creation of a flexible educational environment that ensures the development

of universal competencies of the individual based on fundamental scientific knowledge, with the key role of the teacher as a mentor. Further research should be aimed at developing effective models for integrating artificial intelligence into the educational process without losing the socio-cultural and educational functions of the school.

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HIGHER SCHOOL UPBRINGING DEMANDS “LIFE MANAGEMENT BY STUDENTS”

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Summary. The present article is aimed at highlighting the problem of upbringing in higher school institutions. Having been agreed with pros opinion the author supposes that it must be appropriate for modern students' needs in contemporary challenges, which they can face in professional and personal spheres.

Follow this idea in the given article it is offered the authored approach named “Life management by Students” - creating local-temporal conditions for testing the ability to adapt to a rapidly changing reality as a part of the implementation of pedagogical interaction between a lecturer and a student in order to upbringing the latter in individual managerial qualities.

Key words: upbringing, students, higher school, “life management by students”.