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TRANSFORMATION OF THE EDUCATION SYSTEM IN THE CONDITIONS OF DIGITALIZATION AND THEORETICAL BASIS OF SOCIAL-PEDAGOGICAL PREVENTION

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Abstract . This article provides a scientific and theoretical analysis of the transformation of the education system in the context of digitalization and its impact on socio-pedagogical prevention. The study examines the influence of digital transformation on educational content, the activities of teachers and students, and the educational process. Particular attention is paid to emerging social risks in the digital environment, their impact on students, and the role of socio-pedagogical prevention in minimizing these risks. Based on a comparative analysis of national and international research, the paper identifies the theoretical foundations and promising directions for improving socio-pedagogical prevention under the conditions of digital transformation.

Keywords: digitalization, educational transformation, digital education, socio-pedagogical prevention, digital environment, preventive activity, digital risks, pedagogical approach, competency-based approach, digital pedagogy.

The rapid development of digital technologies in the 21st century has led to a fundamental renewal of the education system, as well as all spheres of society. As a result of the widespread use of artificial intelligence, cloud technologies, big data (Big Data), distance learning platforms and mobile applications, the content, forms and management mechanisms of education have risen to a new level. Today, the competitiveness of higher education institutions is determined not only by modern technical infrastructure, but also by the level of effective use of the digital educational environment and its ability to direct it towards pedagogical goals.[4]

Digitization, while creating broad opportunities for improving the educational process, is also creating new factors that affect the social development of the student. The sharp increase in the flow of information, the popularity of social networks, the expansion of virtual communication and the use of artificial intelligence tools are having a significant impact on the worldview, values and behavior of young people. In such conditions, the main task of the education system is not limited to the formation of digital competencies, but also to the development of critical analysis of information, understanding of digital risks and a conscious attitude towards them in students.[5]

Studies conducted by international organizations also show that digital transformation has become a strategic development direction of education. In particular, UNESCO, evaluating education as a key factor in the development of human capital, emphasizes the need to ensure the spiritual, social and moral development of the individual along with the introduction of digital technologies. Therefore, maintaining a balance between the technological development of education and educational activities is one of the urgent scientific problems today.[3]

In our country, the digitalization of education is also recognized as one of the priority areas of state policy, and important regulatory and legal frameworks have been created in this regard. The introduction of e-learning platforms in higher education institutions, the expansion of digital management systems, and the development of distance learning opportunities are contributing to improving the quality and efficiency of education. At the same time, the issue of protecting young

people from various negative information flows, manipulative ideas, cyberbullying and other social threats in the digital environment is becoming one of the new research areas of pedagogical science.

Some aspects of this problem have been studied by domestic and foreign scientists. In particular, a number of scientific developments have been created on the informatization of education, the competency-based approach, digital pedagogy and theories of the digital society. However, an analysis of existing research shows that there is a lack of scientific research devoted to the study of the socio-pedagogical preventive activities of students in the context of digitalization as a theoretically and methodologically integrated system. [1]

Based on this, the purpose of this article is to scientifically and theoretically analyze the transformation of the education system in the process of digitalization, to reveal its impact on socio-pedagogical preventive activities, and to summarize existing scientific approaches in this area.

Literature review: The digital transformation of the education system has become one of the most relevant research areas in pedagogical science in recent years. The widespread introduction of digital technologies into the educational process is fundamentally changing not only teaching methods, but also the content of education, the management system, the relationship between the teacher and the student, and the organizational mechanisms of educational activities. Therefore, this issue has been studied by domestic and foreign scientists based on various scientific approaches.

Domestic research mainly focuses on the issues of informatization of educational processes, the creation of electronic educational resources, and the development of digital competence of teachers. In particular, U.Sh. Begimkulov developed the organizational and pedagogical foundations of informatization of education and substantiated the role of information and communication technologies in managing the educational process and increasing its efficiency. N.A. Muslimov and O.K. Tolipov highlight the theoretical foundations of the competency-based approach and emphasize the need to integrate knowledge with practical activities in modern education. These scientific views serve as an important methodological basis for the professional and personal development of students in a digital educational environment. [2]

In foreign studies, the process of digitization is interpreted as a component of a broader social transformation. M. Castells's theory of the "Network Society" argues that information and knowledge have become the main strategic resources of modern development and that the activities of social institutions are being reshaped based on a network structure. This theory is an important scientific basis for explaining the transformation of the education system and shows that the mechanisms of information exchange, knowledge creation and cooperation in higher education institutions are fundamentally changing.

The concept of the "digital generation" put forward by M. Prensky shows that the ways in which young people perceive, process and use information differ significantly from previous generations. This approach serves to explain the communicative gap between teachers and students in higher education practice. However, some modern researchers criticize this theory, noting that assessing all young people as having the same level of digital competence is not scientifically fully justified. Therefore, in today's scientific literature, it is emphasized that, along with the age factor, it is necessary to take into account the level of digital experience, social environment and individual development.

The theory of connectivism developed by G. Siemens justifies the fact that knowledge in the digital age is formed not in human memory, but through the effective organization of connections between various information networks. This approach forms the theoretical foundation of modern LMS platforms, adaptive learning systems based on artificial intelligence, and open educational

resources. However, existing scientific works have not sufficiently revealed the educational and preventive capabilities of this approach.

In addition to evaluating digital transformation as a means of improving the quality of education, recent reports published by UNESCO and other international organizations emphasize the need to educate young people on cybersecurity, media literacy and information culture. This removes the content of socio-pedagogical prevention from the framework of traditional preventive activities, turning it into an integral part of the digital educational environment.

The analysis of the obtained scientific sources shows that the main part of the existing research is devoted to the technological, didactic or managerial aspects of digitization. Social and pedagogical prevention is more often covered as a separate educational activity. In the digital educational environment, comprehensive studies on the formation of students' socio-pedagogical prevention competencies, determining their structural structure and developing methodological foundations for their development have not been sufficiently developed. This scientific gap determines the research subject and scientific novelty of this article.

This study is aimed at a systematic study of scientific views on the transformation of the education system and the socio-pedagogical prevention of students in the context of digitalization. The methodological basis of the study was the systematic, competency-based, person-oriented and activity-based approaches used in modern pedagogical science. These approaches were used in an integrated manner, allowing for a multifaceted analysis of the research problem.

Based on a systematic approach, digitization was analyzed not as a separate element of the education system, but as a holistic socio-pedagogical phenomenon that encompasses the interrelated components of educational content, pedagogical process, management, communication and educational activities. This approach allowed for a comprehensive assessment of the impact of digital transformation on socio-pedagogical prevention.

The competency-based approach was chosen as one of the theoretical foundations of the study. According to this approach, the main result of modern higher education is not only the acquisition of theoretical knowledge, but also the formation of competencies that allow them to be applied in real-life situations. From this perspective, socio-pedagogical prevention was interpreted as an integral competency that serves the student to understand, analyze, prevent, and make rational decisions about social risks encountered in the digital environment.

Based on a person-centered approach, the student was considered not as a passive object of preventive influence, but as an active subject managing his own development. This approach justifies the need to organize socio-pedagogical prevention in the digital educational environment, taking into account the individual needs, interests, life experience, and personal responsibility of the student.

The activity-based approach assumes the formation of preventive competencies in the process of practical activity. Therefore, during the study, the content of preventive activities was explained not only by theoretical knowledge, but also by practical actions such as analysis of problem situations, critical thinking, independent decision-making, and reflexive evaluation.

The study used the methods of analysis and synthesis of scientific knowledge, induction and deduction, comparative analysis, content analysis, and generalization. Using content analysis, local and foreign scientific literature, regulatory legal documents, and recommendations of international organizations were studied. Through comparative analysis, the experiences of developing digital education and organizing socio-pedagogical prevention in Uzbekistan and foreign countries were compared. Based on the methods of analysis and synthesis, existing scientific views were summarized and a theoretical model of the research problem was developed.

Also, the principles of scientificity, objectivity, systematicity, continuity, and historicity were followed as methodological principles of the study. These principles served to scientifically explain the relationship between the transformation of the education system and socio-pedagogical prevention in the context of digitalization and to ensure the reliability of the results obtained.

As a result, the methodological approaches used made it possible to identify the theoretical foundations of the development of socio-pedagogical prevention of students in the context of digital transformation, critically evaluate existing scientific views, and create a conceptual basis for future scientific research.

The conducted scientific and theoretical analyses have shown that the process of digitization has a complex impact on all components of the education system. This transformation is not limited to the introduction of information and communication technologies into the educational process, but also serves to reshape the purpose, content, methods, management mechanisms of education, and the relationship between teachers and students. As a result, the traditional model based on the transfer of knowledge in the higher education system is gradually being replaced by an educational model aimed at the development of competencies. Based on theoretical analyses, it was found that the effectiveness of socio-pedagogical prevention in the context of digitization depends on the following pedagogical conditions (see Figure 1):

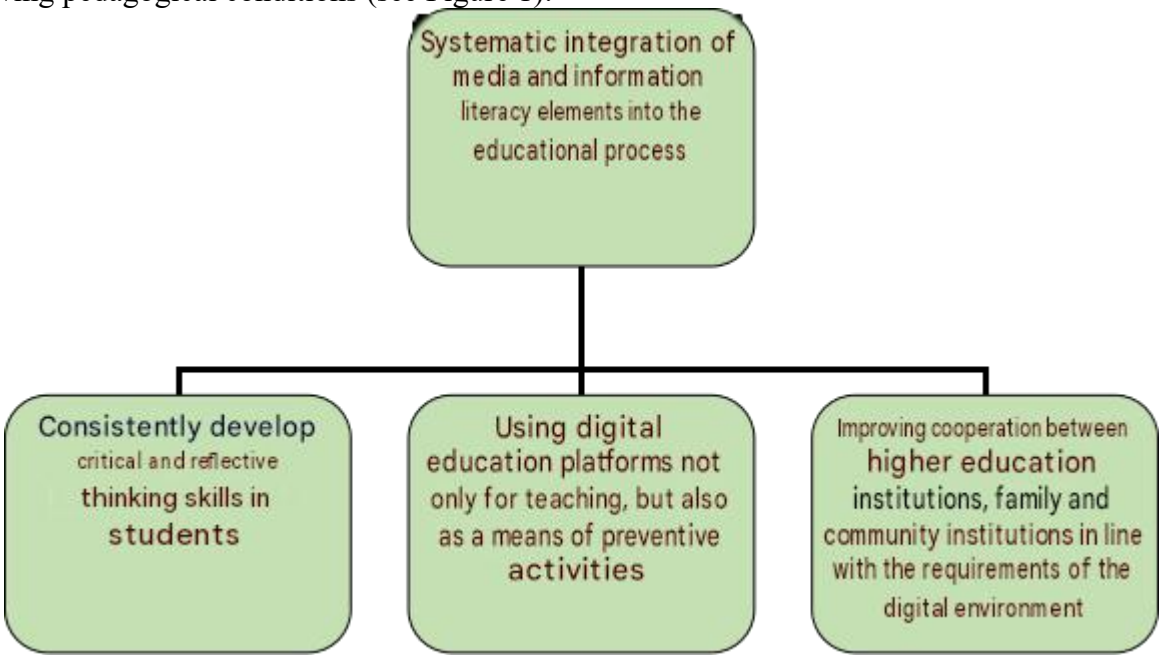


Figure 1. Pedagogical conditions that increase the effectiveness of socio-pedagogical prevention in the context of digitalization

Also, during the study, it was proved that high efficiency can be achieved only when the development of socio-pedagogical preventive competence is organized continuously and gradually. This process should be based on the interdependence of the stages of motivational orientation, theoretical preparation, practical activity and reflexive assessment.

In particular, it was found that classes based on modeling and analyzing real pedagogical situations encountered in the digital environment have high pedagogical potential in developing students' preventive competencies. will be

As a result of the conducted scientific and theoretical analysis, it was found that the transformation of the education system in the conditions of digitalization requires a revision of the

content, purpose and implementation mechanisms of socio-pedagogical prevention. Digital technologies, while creating broad opportunities for improving the quality and effectiveness of education, also create new threats that affect the socialization, information security and spiritual development of students. Therefore, it is necessary to organize preventive activities not within the framework of traditional educational work, but as an integral part of the digital educational environment.

The study established that the socio-pedagogical prevention competence is an integral competence that enables a student to understand social risks in the digital environment, critically assess them, make rational decisions, and demonstrate responsible behavior. It was found that the development of this competence is highly effective based on the integration of systematic, competency-based, person-oriented, and activity-based pedagogical approaches.

Also, scientific analyses have shown that the effectiveness of socio-pedagogical prevention in the context of digital transformation is directly related to the development of media and information literacy, support for critical thinking, the use of interactive digital tools, and the systematic improvement of teachers' digital competence. This confirms the need to reorganize preventive activities in higher education institutions based on modern pedagogical technologies.

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