Issues of Ensuring the Quality of Education as a Common Good in the World of Digital Communications

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Annotation: The article discusses the distinctive features of the adaptation of the education sector to the processes of introducing digital technologies, as well as the challenges facing educational systems around the world. The author examines the activities of UNESCO in terms of the adoption of generally significant documents aimed at progress in ensuring the availability and quality of education in the information age. In conclusion, conclusions and recommendations are given aimed at the effective interaction of the factors of educational relations.

Keywords: educational relations, sustainable development goals, digitalization of education, UNESCO.

A distinctive quality of the present period of time in the development of education is the process of digitalization, which concerns absolutely all components of the education system both at the global level in the world and within the educational systems of individual states. This process is carried out within the general context of the explosive transformation of socio-economic relations taking place before our eyes. The digitalization of education is taking place in the global context of building a socio-economic lifestyle based on the latest technologies, among which digital technologies obviously occupy a priority place. From the position of the President of the World Economic Forum, Professor Klaus Schwab, these technologies should expand the variations of response processes, where the transmitted information is necessary, including for the creation of both various material objects and all kinds of actions and services. The main technologies of the fourth industrial revolution include artificial intelligence, distributed registries and new computing technologies, new energy and biological technologies, advanced materials, virtual and augmented reality tools. The transformation of the education system during the transition to the large-scale use of electronic technologies is comprehensive and irreversible. Scientists are increasingly noticing that the modernization of the educational sphere through the introduction of new technologies ultimately leads to the improvement of the entire education system, primarily through "updating, modifying all educational and methodological materials, including the content and structure of various educational programs, competencies, means assessment of educational achievements and management of the educational process, organization and equipment of research, experimental activities of students, structure and organization of training and retraining of pedagogical and managerial personnel, development of the information infrastructure of an educational organization. The educational space in the information age should be viewed as a system based on three main components: educational organizations; students; pedagogical workers. There is an inextricable relationship between these components, the bonding element of which is educational relations. The use of information and communication technologies (ICT) in education inevitably entails the individualization of educational relations and a change in the roles of the above-mentioned actors. The course towards the digitalization of education as an essential part of public life has been going on for at least 10 years. The introduction of information technology in the educational process is seen as an important step towards preparing the younger generation for the processes of the 21st century, including in terms of developing digital skills necessary to participate in interaction with government agencies, for the labor market, for communication and for creativity. At the beginning of 2020, in connection with the pandemic, many countries had comprehensive digital reform programs in general and the development of digital literacy in particular. However, the crisis in education associated with the massive transition to distance education due to the coronavirus pandemic has taken many education systems by surprise.

Education systems and institutions had to take swift action to limit the health risks to students, staff, parents and society, and few were truly prepared to do so. Some education systems were sufficiently equipped to move to online learning, while others needed both the equipment and the skills to use it effectively. It turned out that for at least half of the students at the time of the mass closure of educational institutions, distance education options were not available. The UNESCO Kronberg Declaration on the Future of Knowledge Acquisition and Transfer notes that the rapid development of ICTs in the coming decades will revolutionize traditional educational processes, radically change models of knowledge acquisition, the role of teachers and trainers, as well as the institutional framework and assessment methods.

At the time, it was expected that the ability to navigate complex systems and to find, evaluate, organize and creatively use relevant information would be critical. It was also announced that learners will play an increasingly active role in knowledge acquisition and sharing, content creation and distribution, and that teachers will increasingly act as learning managers and trainers. A special division of UNESCO - the Institute for Information Technologies in Education - over the past ten years has been actively developing methodological materials and practical recommendations for the introduction of digital content and open educational resources at all levels of education. Digital content involves the creation, distribution and receipt of digital content, including online courses, videos, digital libraries and texts, games and applications. In the field of education, such content is moving out of the realm of static reproduction of textbooks and teaching aids and is being transferred to the realm of interactive education software and online learning products. Numerous publications of the Institute on the topic of introducing information technologies into the educational process at all levels give a detailed idea of the nuances of the methodology and regulation of this process. At the end of the conference for the Education Agenda for the "Educational Space in the Information Age" period up to 2030, held in China in 2015, the Qingdao Declaration was adopted. This declaration is the first global declaration on ICT in education that describes how technology can be used to achieve educational goals on equity, access, quality and lifelong learning as part of the Sustainable Development Goals. The text highlights the various ways in which technology can support the global education agenda proposed by the World Education Forum for the next 15 years. Achieving the goal of inclusive and equitable quality education and lifelong learning by 2030 requires the use of ICTs to strengthen education systems, disseminate knowledge, access information, quality and effective learning and therefore more efficient service delivery. The Declaration recommends that UNESCO support international cooperation in this area by establishing a clearing house on best practices related to innovation in education through appropriate technologies. Ensuring the safety of the educational space in the information age makes it necessary to address the issues of education quality. The global trend at the level of vocational education to award qualifications through massive open online courses for distance learning is critical. The latter boil down to the fact that it is necessary to have at least "usual" conditions characteristic of teaching methods and knowledge assessment in educational institutions of higher education. Another problem with distance education providers is that they can (and often even have the advantage of being more flexible) operate in areas where there are no effective regulatory mechanisms and therefore award their own degrees without any was under control. Risk factors in the implementation of the right to education through digital technologies remain such important accompanying features of education as the role of teachers and academic freedoms, the role of education in the dissemination of universal values, copyright issues and the problems of privatization (commercialization) of educational resources. Various types of education based on online technologies, undoubtedly, can and should contribute to the expansion of the accessibility of education. At the same time, if we adhere to a risk-based approach to the concept of realizing the right to education, we can conclude that these types of education should complement, but not replace, traditional pedagogical methods. Materials in electronic form can supplement and successfully update existing classroom methods, for example, interactive exercises can be actively used in addition to classical teaching methods. Here are the main conclusions

and recommendations aimed at the International Scientific and Practical Conference on the effective interaction of factors of educational relations in the information age.

1. The rights that a person has offline must also be protected online, so the full range of rights that accompany the right to education must be taken into account when transferring education online.

2. To narrow the digital divide, there are various ways, including high-tech and low-tech solutions, depending on the reliability of local sources of digital learning platforms, video tutorials, massive online courses to radio and television broadcasts.

3. Measures must be taken to protect the privacy and security of data when using educational resources on the web, as well as when sharing them with other organizations or individuals.

4. It is recommended that communities be built to ensure regular human interaction, social support measures, and possible psychosocial problems that learners may face when they are isolated in the process of receiving education online.

5. It is necessary to organize support for teachers in the use of digital tools, for example, trainings or orientation sessions. For example, in a number of countries it is practiced to invite digital trainers (digital coordinators) to help educators use digital tools, as well as develop and apply appropriate teaching methods. Such specialists also help to automate the educational process, reduce its bureaucratization and, as a result, reduce the administrative burden on teachers.

6. The development of digital competencies is included in the educational programs of the vast majority of countries at all levels of education.

However, unlike traditional subjects, the development of digital competencies is seen not so much as an independent subject, but as a cross-cutting key competence.

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