E'Teacher Digitalization Supports Graduate Competence in Digital Economy

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Abstract

This article discusses the features of the education system, information technology, the concept of the digital economy, and the relationship between the digitalization of the economy and the quality of education. The goal is to increase graduates' competence in using digital economy technology and to learn the role of education in developing the digital economy. The methodology assesses educational components and innovations on the development of the digital economy, improves learning programs, and describes the characteristics of teacher competence in the application of the education system—design methodology, improving e-learning resources into a more productive process, and perspective of their use. The analysis results that it is necessary to improve the digital adaptability of the education system to socioeconomic conditions in the pedagogical approach. Findings: Potential intensity depends not just on the inspiration that drives the growing experience in increasing the competitive advantage of education and plays a role in teachers' sustainable development, professional skills, and competence. Originality: Significance of the prospects for realizing e-education in economic, geological, and social disparity conditions. The end is that the components of e-schooling, satisfactorily coordinated into the preparation framework, can give expanded intensity and variation of experts inside the digital economic system.

Keywords: Teaching-learning1, online education2, human resources3, e- learning4; Digital economy5.

1. Introduction

Economic digitalization increases the role of highly qualified education for financial needs in achieving positive synergy in forming cooperation with various stakeholders. This digitization requires the development of new skills in the work market, which requires reengineering the schooling system (Romanov, E.V. 2019). The utilization of digitalization of instructive advances in the growing experience, gaining computerized abilities to animate development and business (Fleaca, E., Stanciu, R.D. 2019)

Digital technology to quickly gain an understanding of human capabilities so that educational institutions are responsible for transforming education with advanced technical expertise to produce graduates with flexibility, skills, and independence, what's more, help to shape their future, as well as adjust to the workplace (Nguyen, D. 2018). Current computerized advances are going through huge changes in all quickly creating fields, requiring the improvement of frameworks for all teaches that utilization advanced advancements. Digital technology plays a role in all human and social life spheres, changing the economy's structure and labor market. Formation of teacher competencies is necessary not only for competitiveness but for effectively functioning the economy in global competition. The outcome of rivalry in the work market in the computerized economy requires the capacity of its insight and benefits, viable abilities in utilizing assets of worldwide data organizations, and the use of expert exercises. To prepare for such, the instructive substance should address the issues of the work market and increment how much IT information and abilities are in the growing experience. In this manner, the schooling system should consider the monetary state of a high degree of skill in computerized advance.

Changes in the economic environment complete schooling change to be serious in the 21st century; showing techniques should be creative, utilizing mechanical turns of events and leading preparation on the utilization of computerized innovation to demonstrate the importance of progressive change of training as per the requirements of the work market through the presentation of the mechanical invention in the instructive cycle. The reason for this study is to reinforce the views of the utilization of computerized innovation in training and the idea of showing the improvement of schooling, specifically a. Demonstrating the essential job of education in building the advanced economy decisively; b and deciding the reason for the advancement of cutting-edge innovations in educating and portraying their substance; c. They express the quintessence and greatness of creative instructive ideas given computerized innovation, d. They sum up the possibilities for the advancement of monetary digitalization education.

The process of digitization is carried out in all areas of activity. The development of the digital economy is done in every aspect of the action. The improvement of the advanced economy relates to the elements of instructive, logical, specialized, and imaginative exercises. The heightening of globalization causes the advanced economy as one of the worldwide patterns that decide the development of the computerized economy and requires further recognizable proof to work on the automatic monetary framework. The improvement of the advanced economy with the inescapable execution of data and correspondence innovations builds the viability of any movement. For instance, the utilization of digitalization innovation in coordinated operations and proficient conveyance of labor and products by bringing down transportation costs. The digitization factor is conveyed by classes: portable action and the web; mechanical foundation; and advancement exercises. The recent fad of digitizing each instructive interaction is huge with advanced stages, portable schooling applications, sound classes, and on-picking up educating. The change of training prompted an expansion in the openness of schooling and an adjustment of abilities from correspondence to perceivability and contribution in the instructive cycle (Shcherbina, 2020). A large portion of the past examinations broke down understudy mentalities and fulfillment with the digitization of training (Chen et al., 2020; Popova et al., 2020) and the improvement of adaptable application interfaces (Korableva et al., 2019). Up until this point, there have been no past examinations that have deciphered digitalization as a cutthroat asset as a device to work on the quality of teacher education. Theoretical knowledge, digital techniques, and blended learning technologies that connect understanding with technology and the internet are high-speed what's more, require innovative people who have the information and capacity to apply information.

E-learning organizes the learning process of an instructive climate given Internet innovation and figuring out how to utilize the internet and media (Fomina, A.S. 2016)—with e-learning, computerized strategies, and data innovation, getting information and abilities productively can be handily applied in practice. In addition, using innovative teaching methods will improve the acquisition of knowledge on the fundamentals of computerized coordinated operations, variation to the climate, and data information technology as an educational process. E-learning methodologies should not be considered to move conventional structures into a virtual climate but another instructive worldview. Use e-advancing given computerized innovation to guarantee understudies' information dispersal. This research shows that the invention of mobile and Internet activities leads to expanded upper hand in schooling and assumes a fundamental part in economical turn of events. It was reasoned that digitalization would decidedly impact the nature of instructor training, add to the advancement of the computerized economy, and make the level of

consistency of quantitative limits and master development of graduates to the new necessities of the regular economy area.

2. Literature Review

Some research results on the improvement of the method involved with digitizing advanced education: Bogomolova (2021); Cosmulese (2019); Fadeeva (2021); Lazarenko (2020); Makashina (2021); Mammadov (2019); Samoilovych (2021); Slippers (2020); Selamovski (2021); Fadeeva (2021). Answering the pattern of computerized change of the economy, digitalization schooling, portrayal of computerized mentoring innovation online as a component of a distance preparing program. Shulga et al. (2021) break down mental boundaries by clients of Internet innovation, summarizing on web schooling. Mammadov Nasiraga Shakhmurad et al. (2019) examined the elements of capability advancement of globalization of the schooling system.

The technological background of the digital transformation of education positively impacts the quality of education in general and the reorientation of education to meet new challenges in the labor market. In a learning environment with digital technology, students become active in their activities and invest more in learning. Technology creates an environment that supports synergy, collaboration, and dynamic manual learning. Technology users rarely have difficulty adopting learning technologies and instead manage to create an environment supporting technology (Kholiavko, 2020 and 2021). Several factors in the digitalization of the economy are creating competitive advantages in education, digitizing an economy classified with portable and web exercises, mechanical foundation, and development exercises.

Skills factors are formed based on a series of innovative convergent educational solutions: (Barsukov D et al., 2018): a) Design tools that help shape skills; b) Application of integrated education program technology to improve training time efficiency; c) The developing utilization of web-based showing techniques, E-learning, and M-learning strategies.; d) The adaptable educational plan gives numerous potential open doors to broadening, as well as assorted types of extra training and self-schooling; e) Methods and means to help control estimation and accreditation process; f) Vocational instruction by the necessities recognized by the advancement of the computerized economy for examination and improvement research.

The main tasks for studying the suitability of distance learning for work and study: a) Definition of the concept of "independent and creative thinking using digital techniques of distance learning," identification of the provision of digital technologies for psychological, pedagogical, and distance education for the formation of independent and creative thinking of students as a result of the knowledge gained; b) To reveal the development of education, distance learning, information environment in the formation of independent thinking because of the knowledge gained.; c) Formation of independent thinking because of knowledge gained through digital technology; knowing the effectiveness of experimental work on the use of e-learning, online and offline learning, and blended learning in distance learning; d) Digital technology tools, distance learning methods, shapes and tools identified are drawn.

Currently, scientists have not reached a consensus on the definition of the digital economy, often using such synonyms of the digital economy as: "electronic economy ."Motivation & stimulation of students for the development of knowledge and research of student-to-teacher interaction and between friends to overcome psychological barriers to communication discomfort develops intellectual and scientific potential and self-organization. Execution of the idea of computerized schooling to modernize the whole schooling system, making changes more adaptable and versatile. Mechanical training opens up new open doors and points of view, including improving the procurement of information, data, and innovation in a remote access model. At last, the IT abilities gained in the preparation cycle increment the seriousness of graduates in the work market and allowed them to pick occupations.

3. Methods

The research method is required for "distance learning" in all online subjects. His research topic is the formation of independent thinking and the creativeness of students using digital technology tools in reverse classroom technology, where teaching and feedback technologies are available as an educational process. This study aims to theoretically and methodologically reinforce the practice-oriented concept of "reverse classroom" technology, forming independent and creative student thinking. Research methods are developing methodological approaches to assess the impact of educational, research, and innovation components on the development of the digital economy and surveys of the experience of presenting advanced innovations in education and evaluate their adaptation. The basis of information is internet resources, including world education websites and the publication of scientific works of researchers on problems in the international educational environment. The study applies methods of identifying

essential contrasts in the substance and near examination of computerized instructive advancements. The objective is to fortify the construction of logical data works and use improvements that uncover the mechanical parts of robotic training and study their items exhaustively. Implementation of competency formation methods through digitization of teaching and analyzing information from employers who hire graduates as "feedback."

4. Research Design

The exploration depends on the idea of web-based learning with the need to involve knowledge for web-based preparation in the field of the digital economy, considered an essential tool for implementing technology.
Research limitations

His research aimed to study items related to optimal software on the digital economy in the training system. The most critical areas of digitization include a) Reforming the infrastructure of the education system, developing and implementing fundamental approaches to digital literacy level training; b) Qualified technical and technical personnel according to the level of education. The digital age requires the entire educational infrastructure; c) Complete the priority of the industry's digital development tasks, it is recommended to create a permanent platform; Development of computerized framework to wipe out the advanced gap, ensuring equal access to essential infrastructure services and a more comprehensive range of digital services, such as distance learning, which provides the possibility of obtaining quality education; e) Promotion of innovation: digital literacy, using new methods of solving problems, taking risks, experimenting, determining educational success.

The performance of the teacher's approach is better than that of other educators to his work experience, creative educators process, and the search for unique new knowledge. The search for the study, generalization, implementation, and dissemination of knowledge at all critical stages in the work process.

5. Results and Discussion

Digital economic technology arouses students' interest in learning when they are involved in the educational process. Utilizing an asset viewpoint, the scientist dissected the connection between the variables of monetary digitization and the nature of instruction. The checked on investigations mirror the outcomes got, showing that intricate and testing scholarly assignments in view of understudies' information make it conceivable to foster their comprehension. Skills are divided into two: a) in the teacher's opinion: critical thinking and information-seeking ability; b) in the employer's opinion: time management and competence negotiation skills (Figure. 1). Fig. 1. Principal proficient abilities for fruitful work of alumni of instructive foundations in the field of the digital economy.

Figure 1. Principal proficiency of the digital economy.

Abilities are the capacity to work with a group and utilize their true power and expert skills more successfully in a joint effort. It is normal to have the option to study effectively to get new abilities prepared for work, subsequently expanding the expert level. Preparing programs in the computerized economy ought to zero in on advancement and abilities. By and large, analysts can presume that e-learning, explicit abilities straightforwardly called automatic proficiency, will generally be broadened. Innovative learning advancements depend on the blockchain, augmented reality, insight, and intelligence. (Sukrisno et al, 2018)
In light of the aftereffects of crafted by a few specialists, down-to-earth insight, and examination of patterns during the time spent digitization of the economy as the main direction of digital educational technology, researchers analyze a) Teacher retraining; b) Online education; c) Network communication technology; d) Social network management.

5.1 Retraining of teachers

All education, interconnected with the development of information technology, is reformed and requires educational management planning, the implementation of advanced training, and the utilization of cutting-edge innovations to move information and abilities. The instructive framework incorporates remote innovation, switches, and switches with remote access, cooperative devices in advanced innovation abilities, sight and sound creation as a creative showing apparatus, and computerized media components in the educational and educational experience. The most effective method to accelerate the cycle is the as precise improvement of instructor capabilities: proficient retraining, extra schooling (both general and expert), short courses, web classes, and meetings, as well as preparation.

5.2 Online-education

Online education's effectiveness reduces acquisition costs; it needs only a computer, a stable Internet channel, and basic skills in using technology. Makeeva (2017) describes that partaking in web-based informational seminars on homegrown and unfamiliar stages is expanding quickly; understudies can rapidly learn on web-based learning and scholarly sites, ace new computerized innovations, and attempt to apply them practically speaking, for instance, by making web journals, use photoshop to create a one of a kind resume or even send off the imagination of his developments through informal organizations.

5.3 Network correspondence innovation

The computerized economy incorporates advanced information and involving advanced devices for networks. The advancement of informal organizations to direct and speak with understudies and online correspondence makes it advantageous

5.4 Social network management

Social media is a digital resource to expand and promote the competence of teachers in building competitive careers. Many stakeholders are looking for graduates in management functions who ace the essentials of the computerized economy, where virtual entertainment stages work to examine online entertainment according to the point of view of complex advanced stages and understand the features of various stakeholders (Plotnikova, E., 2019)

From the above presentation, it is concluded that graduates are expected to be skilled: a) in Analyzing technological, social, and economic factors to the economy and society; b) in Mastering work methods and critically assessing social networks; c) Analyze the improvement of the internet and evaluate the predominant job of virtual entertainment; d) Have technical design skills and communication service information; e) Evaluate the significance of social connection and support in imaginative pondering the digital economy.

Notwithstanding the past clarification, the most common way of fostering the computerized economy is still up in the air by advancement factors (Figure. 2): imaginative limit, acknowledgment, and transparency of monetary substances to advancement, and the capacity to carry thoughts to the phase of economically appealing creation as well as the ability of financial elements to make adaptable hierarchical designs and the presence of developments. It shows the improvement of viable components for cross-sectoral participation in schooling, science, and advancement, as well as adding to the higher proficiency of instructive projects.

Table 1. Digital Economy

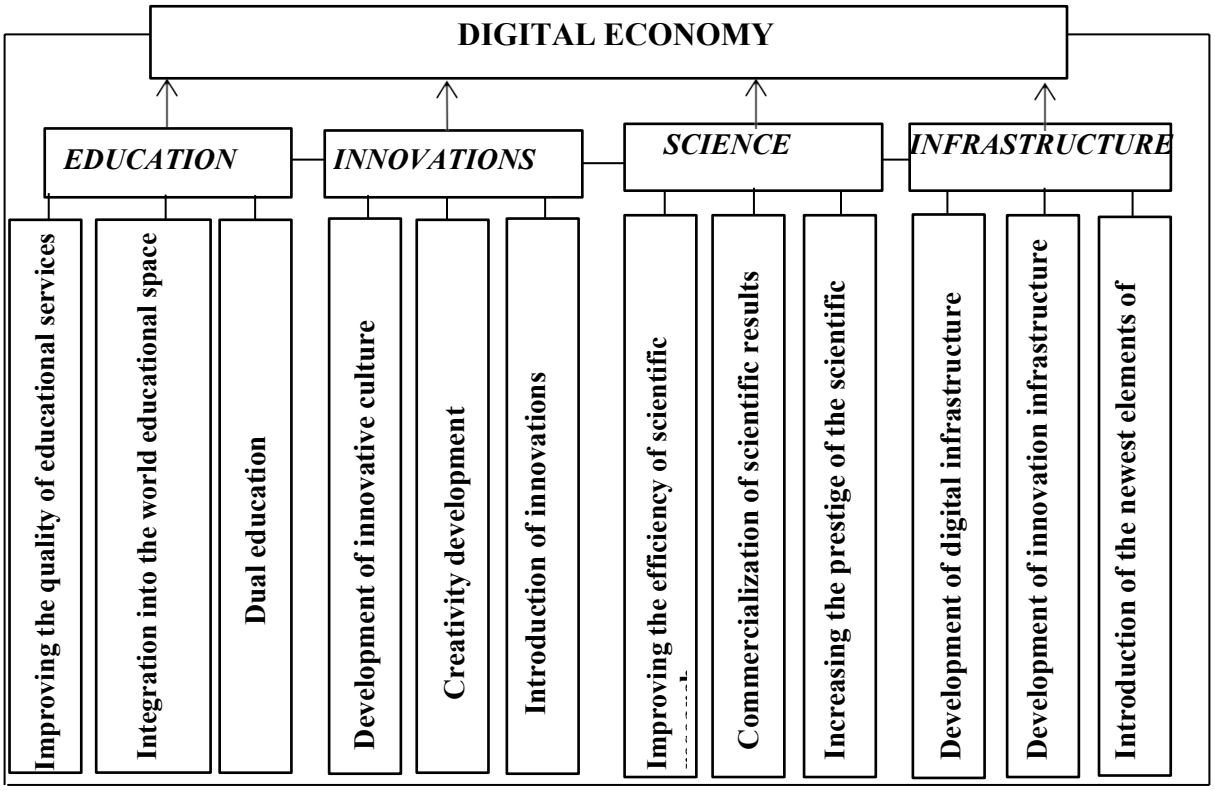

Table 1. A three-part model of the impact of the advanced education framework on the cycles of computerized economy improvement. Right off the bat, the intellectualization factor (Figure 3), the point of view of expanding the degree of instruction, its indicators: the improvement of education of a higher population, as well as an increase in access to educational services. Secondly, in the perspective of qualitative changes to the characteristics of qualified and professional teachers - with an accentuation on innovativeness, mechanical level, and status to dominate and deliver advancements. Third, modernization of the advanced education framework guarantees the utilization of its outcomes to the computerized economy. Fourth, the review results establish the groundwork for the reasonable improvement of the computerized economy**.**

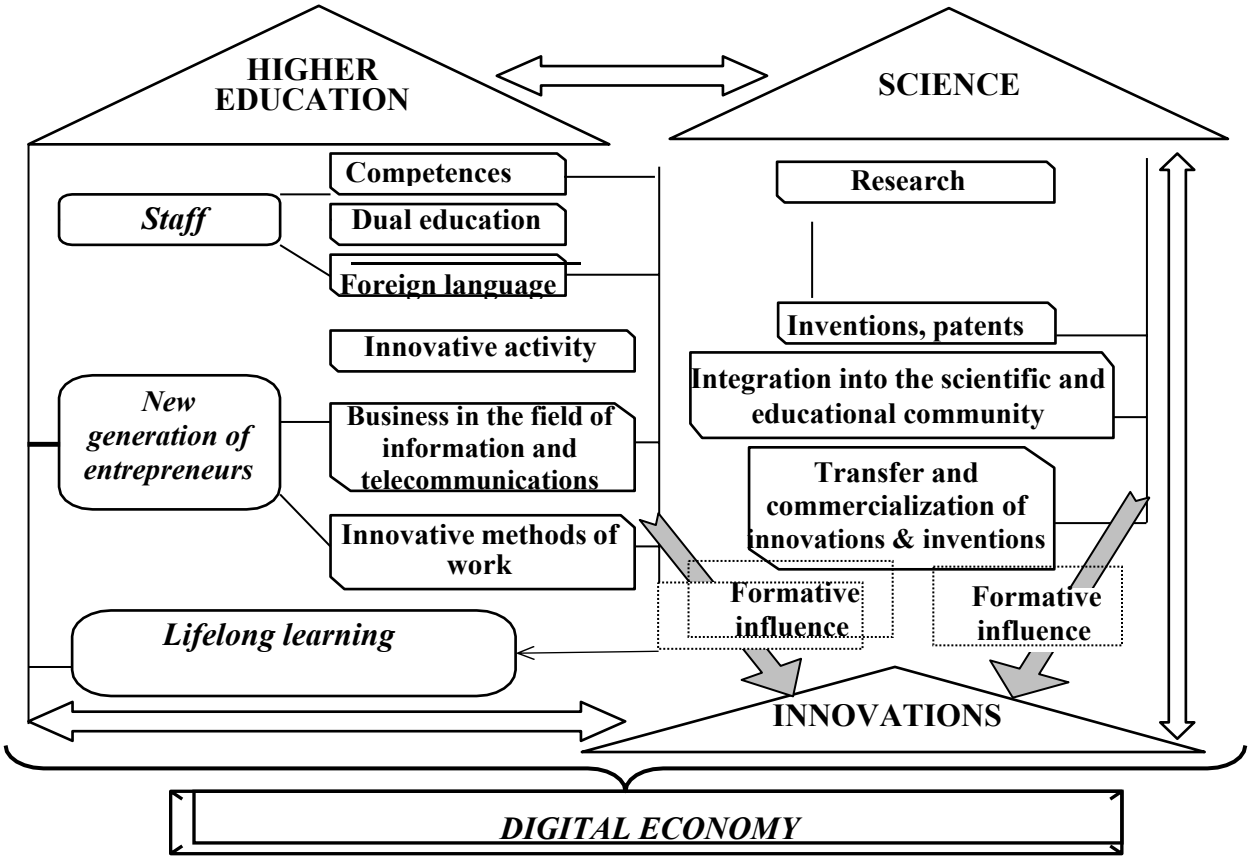

Figure 2. Digital economy

In the setting concentrated on before expressed the evaluation of the strategic way to deal with survey the effect of instructive, examination, and advancement parts on the improvement of the computerized economy, it is essential to change the investigation of scholarly expected in the development of the advanced economy, the significance of grasping the states of globalization and capability necessities and the requirement for changes in the information on graduates, because of the seriousness of graduates in the work market, the execution of schooling is likewise required a particular way to deal with learning.

6. Discussion

It was uncovered that digitizing the economy prompted a more unequivocal upper hand for training and assumed a fundamental part in a maintainable turn of events. In light of the discoveries of this review, it very well may be presumed that digitalization decidedly impacts the evaluation of the nature of educator schooling in Indonesia. As a rule, presenting computerized innovations in different fields, including training, makes it conceivable to work on quality and add to additional financial turn of events. Particularly during the ongoing pandemic, distant online innovation is unavoidable. Systematization, the effect of schooling on the advancement of the computerized economy is appeared in: a) advancement and persistent improvement of instruction to give the computerized economy staff who can endlessly act imaginatively; the arrangement of fantastic instructive administrations; b) presentation of the standards of advancing as a reason for proficient self-improvement and seriousness in the work market; c) scattering of profoundly concentrated momentary preparation programs focused on the development of educator instructor proficient skills, which can be executed based on the advanced school system of the economy: a) age of imaginative thoughts, information, data, innovation; b) commercialization of examination results; move of information and data; c) development of information culture in society; d) diffusion of innovations as a result of research; e) development of a culture of innovation, accompanied by an increase in the ability to master innovation;

An elevated degree of development movement relates with a great of schooling. The presentation of advances and the improvement of functional developments have major areas of strength for a relationship with the nature of instruction, invigorating the production of stage developments in view of instructive organizations and giving open

doors to understudies to merge the expert abilities obtained. Specialists are examining better approaches to spread advanced proficiency. Places go far beyond typical forms, including different techniques and learning conditions (Starcic, A.I., Turk, Z., Zajc, M. 2015). As a rule, distance learning frameworks enjoy a few benefits (Congwei, L.I. 2015), including giving admittance to different instructive assets in light of conventional learning modes and putting away numerous informational holdings on the internet. It is digitally reforming teacher competencies in retraining teachers, online learning, network communication technology, social network management, the effectiveness of reforms, and improving the quality of understanding of the digital economy. The development of digital educational technology and innovative education concepts are proven not to contradict the work of previous researchers. Such imaginative exercises incorporate making instructive stages, changing the instructive cycle, expanding the availability of training, and attracting students' attention.

The results showed that it ought to have a bunch of capabilities that effectively advance exercises within the framework of technological expansion and optimally require a change in the approach to training. Future demands use the curriculum approach (Kupriyanovsky V et al. 2017) as the basic paradigm of the educational system. The goal is to design and update professional knowledge and the purpose of skills training as the methodological basis of the educational system. The development of the digital economy requires a different approach to its lack of essential position. Some researchers conveyed (Ratniece, D., Cakula, S. 2015) that the worldview of advanced education in the 21st century depends on the collaboration of educators and understudies, as well as on direct correspondence//

It requires another development with advanced information and instructors' expert abilities, the improvement of computerized e-learning innovations, another worldview of training will show up, pointed toward adjusting it to the singular attributes of every understudy, IT instruments for combining abilities and instructor command over the nature of the instructive cycle (Cervantes, M., 2017), (Istiqomah et al, 2018)

From some of the study results, there is a similarity of opinion that the quality of the digital economy and professional competence will improve understudy inventiveness. There is a critical connection between association, critical thinking, collaboration, and excellent time usage abilities. It also required teamwork and skills such as correspondence, critical thinking, direction, imaginative and creative reasoning, and initiative. In this way, the whole professional school system will be compelled to live up to new assumptions. It was reasoned that the heading and idea proceeded with logical exploration in the field of digitization of the schooling system in developing teacher competencies.

7. Conclusion

ICT in education is one of the most critical components of the modern educational system of all levels and the conditions for the successful development of informatization processing students. After all, in education, students are prepared and educated. Network interaction through distance education technologies widely determines the use of various educational organizations' resources, allowing students to master educational programs of different levels and directions. The results of the study indicate the need for a change in approach to e-learning, given the requirements of the labor market to train specialists in the digital economy and acquire pertinent abilities dynamic preparation, coordination, discussion abilities, data education, client center, oral correspondence, the capacity to address complex undertakings, utilitarian proficiency, using time productively. The advanced economy's substance consists of six information abilities, specific monetary execution, dynamic learning, cooperation, responsibility, and mental adaptability. Also, four powers in the educator's perspective: decisive reasoning, the capacity to look for data, using time effectively, and discussion.

The proposed approach to e-learning to improve teacher competence toward students in the digital economy is universal. It may be incorporated into preparing practice very well. It requires a new formation with digital knowledge and teachers' professional skills towards the results of graduates in a qualified digital economy; the education system follows world trends and the possibility of involving advanced advances in the instructive cycle. From the above show, legitimizing the plausibility study for the improvement of computerized innovation as a reasonable reason for the digitization of instruction, the upsides of the idea of disseminated cognizance, the zone of proximal turn of events, and the zone of developmental assessment are uncovered.

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