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ASPECTS OF DIGITALIZATION IN THE MODERN EDUCATIONAL SYSTEM

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The exploration of digital technologies is a step in the modernization of education. Technological progress has greatly changed the educational system, but the potential that it manifests is not yet effectively exploited. Digital tools have a great influence on the educational process because they can create an effective and harmonious visual environment. Multitudes of graphic programs, but also educational platforms, which offer new possibilities for perceiving the world through art, help students. A meaningful digital content surround always today's children, teenagers and young people.

Key words: digital technologies, educational process, graphic programs, school.

INTRODUCTION

We live in an informational society where the progress of technologies in recent years has introduced the term "digitalization" into education, widely used in the education process. This term is also widely applied in the current education system in the Republic of Moldova.

PURPOSE

Digitization today touches all aspects of our live. Therefore, the school must be ready to interact with the new generation in a different formula. However, if we refer to the school discipline Fine Arts Education, in schools there is still a primitive perception of digital skills within it. Most teachers, when they have to develop a didactic project for one of the themes of the "Composition and design" module, become blocked due to a lack of information or insufficient skills in the field of digital art. They have the fear of not succeeding in the face of the new generation, who are part of the digital era and keep up with the development of technologies.

In contrast to this situation, we note that the curiosity of today's youth exceeds all limits. We can meet children who, starting at the age of 8-10, already know very well how to draw in Adobe Photoshop, edit images, and create various illustrations in Canva or Gimp and other platforms.

This means that young generations are under the persistent influence of technologies, media resources, which can benefit them in their daily life, to assimilate information/knowledge, get various experiences and last but not least, have fun the time. However, the aspirations of today's young people are different



from those they tended to a few decades ago. These trends also direct the way of life of today's youth.

However, the actuality of the problem addressed is obvious. An increased degree of research is attributed to this problem throughout the world. Overall, the issue is seen as important in our country as well, the establishment and development of study programs in Graphic Design, Web Design, Animation, Game Design, etc. in higher education institutions outline its relevance. Moreover, many modern plastic artists who try to implement digital principles and techniques in their creative activity, which lead to the reconfiguration of contemporary visual work, approach this field.

With all these openings, it is good that man can differentiate values from non-values not only in real life, but also in virtual life; to be able to make relevant assessments of some phenomena from various fields; to be able to communicate effectively in the digital age, and at the same time create in the virtual environment. For this to happen, it is necessary that there is a culture of digital education in schools. Moreover, if art is part of culture, it would be best for digital education to be in connection with art education and training.

RESULTS AND DISCUSSION

The speed with which digital native children absorb any information related to the digital field increases every year, and the only guides who can help them conquer new scientific horizons related to digital art are modern teachers. If we analyze the competence units aimed at Fine Arts Education, the "Composition and Design" module [1], we notice that students must learn to create different design products, such as leaflets, illustrations, packaging, stamps and emblems, posters, various symbols, trademarks etc. Thus, in order for students to succeed and use various digital tools in the realization of various visual works, it is necessary that the module be studied in correlation with graphic design. We admit students can find inspiration in the Internet, which, in turn, is a source for documentation, through which they can get more opportunities to make a visual-plastic work. However, they do not include in themselves the use of certain graphic techniques, which develop creativity, approach the concept of transdisciplinarity and challenge the student to know new informational horizons. The Fine Arts Education discipline, even at the secondary level of education, can offer students new possibilities for professional development, and finally yet importantly, for stimulating creativity by means of digital graphic techniques, which is welcome in any field of human activity.

In general, the use of technologies in the plastic education lesson is a practice loved by secondary school students. The most used educational resources by art teachers are the following: Canva, Paint 3D, JSpaint.app, KIDIBOT, Virtual Board, Jamboard, Google Earth. This list can be continued. Each teacher is individual and, depending on the technical resources and the class of students, is free to choose those educational platforms and programs that suit the learning subjects best. However, here we mention that the listed resources are not extremely creative to reform students' view of art in general and the opportunities it could provide. That is why the education system is constantly being modernized to



offer young people new possibilities for the future. Currently, these changes take place more at the level of optional subjects.

Among the professional platforms/software, which can contribute to the development of students' skills in the field of digital graphic techniques, also recommended by the Ministry of Education and Research of the Republic of Moldova, are the following: Adobe Photoshop, Adobe Illustrator, Gravit Designer, Inkscape, Gimp, Krita, Procreate, Photopea, and Visual Studio Code. At the same time, students prefer to use a number of programs/apps/platforms, studied individually, to create or modify various images. Students access these resources in most cases through their mobile phone, downloading them from Google Play or the App Store.

Despite the fact that, in the opinion of many specialists, the mentioned resources are of great complexity, practice shows the opposite. There are students who, already in the 5th grade, know Adobe Photoshop well and know how to use it for creative purposes when carrying out tasks in the Fine Arts Education lesson, they know how to restore damaged photos, transform a drawing made in the traditional way into a digital illustration, create digital collages, etc.

Those tools that create virtual and augmented reality are also becoming popular. Students are not left behind when it comes to artificial intelligence, a trend that is currently taking many spheres of human activity by storm. Through it, STEAM-type activities can also be carried out.

At the same time, reality shows that art teachers still have a very low level of knowledge and skills in using digital technologies in education. Analyzing artistic-plastic education, we notice that it is reduced in the ICT context to tools used to process graphic, audio and video materials, or to the use of information collection and analysis systems to keep track of educational progress (tests, diaries, electronic magazines etc.). We admit the digital tools most often used in the educational process by art teachers are PowerPoint presentations, various image collections, and virtual museums. However, these ICT tools are already "traditional" and belong to previous generations.

According to the opinion of N.V. Dolgoarshinnykh [2], today the gap between generations in the digital space is becoming more and more visible. Young people, delving into the digital environment, speak in another language, reject the experience, wisdom and authority of adults, and find answers to the questions that interest them on the Internet. In this context, the questions arise: What should the older generations do in the conditions of the digital society? How to interact with the contemporary/digital generation? As answers, the above-mentioned researcher claims: Do not reject the new, learn to be contemporary, learn digital technologies and use them. Let us accept the peculiarities of digital natives and share their values.

In order for the educational needs of the student in the digital age to be fully satisfied, first, the teacher, including in artistic education, must possess a necessary set of digital skills. Thus, digital education in correlation with art can become a real motivation for students, so that they do not lose their desire to learn and make great



plans for the future. As a result, young people will have the opportunity to choose from a multitude of modern specialties.

Virtually all schools in the country still have examples of technology being used in the classroom, but there is a problem with providing each student with a supportive technological environment for learning. Today technology must be linked to effective school management, and not just learning and education in general. We are now witnessing the beginning of realizing the potential that computing and mobile technologies can offer. One obvious thing is virtual learning communities, online schools and online courses will change the traditional school in the 21st century.

Digital tools have an undeniable value in the educational process because they develop the concept of learning anywhere and anytime. Thanks to them, the development of different virtual environments takes place, through which everyone can learn from everyone.

CONCLUSIONS

Formulating a general conclusion on what has been exposed, we can say that the evolution of digital tools in the artistic field is closely related to graphic design, which is very complex and which over the years has permeated all spheres of activity in today's society. Currently, several professional and artistic directions are emerging within it, which are based on visual communication. Through it, the connection between technology and art takes place and the transmission of information through different channels, forming an efficient and harmonious space from the point of view of communication. If elements of graphic design will be studied in plastic education lessons, students will have the opportunity to live in a comfortable environment from the point of view of visual information.

A positive training of students through digital graphic techniques is necessary, because currently, on the labor market, due to technological progress, there is still a high demand for the profession of graphic designer, web designer, etc. Students realize that the knowledge gained during the lesson will not be lost in vain, but will be able to be used in the future in a professional field. In this way, it also increases the interest in education and artistic education.

In conclusion, the process of digitalization of education, in general, as well as the application of digital technologies in fine arts education, in particular, undeniably contribute to the formation of young generations and the establishment of effective communication between today's generations and tomorrow's generations.

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