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Scope of the Online and Digitalization of Education

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ABSTRACT: This study aims to enrich the existing literature on the digital transformation of education by exploring its implications through a qualitative lens. Utilizing a semi-structured interview format, the research gathers insights from experts employed in private educational institutions. Although there is a limited body of work specifically addressing digitalization within the private education sector, the findings suggest that its impact aligns closely with broader trends observed across the educational landscape. The study uncovers several recurring themes, including concerns over the adequacy of digital tools, the shortage of original and contextually relevant educational content, and perceptions that online learning may be less effective than traditional face-to-face methods. Additionally, participants expressed apprehensions about the rapid integration of technology and the accompanying gap in digital literacy. Despite these challenges, the research highlights several opportunities that digitalization presents—such as the integration of virtual reality into learning materials, the strategic use of gamification to boost engagement, and the flexible structuring of educational content through technological innovation. In the digital era, these changes matter for enhancing educational quality and accessibility.

KEYWORDS: Digitalization, Education, Human Resource Management (HRM), HRM Practices, Working Life

I. INTRODUCTION

In the 21st century, the internet has evolved from a luxury into a necessity, reshaping nearly every aspect of our lives—including education. In today's digital era, online learning is no longer just a tool; it's a powerful opportunity. The digital transformation of education makes it easier for more personalized, flexible, and innovative learning experiences, while also redefining how educational systems are managed and how student performance is assessed. However, this shift is not without its challenges. Concerns over data privacy, cybersecurity, and the deepening digital divide—especially where access to technology and connectivity remains unequal—pose serious obstacles. Additionally, the impact on student wellbeing, particularly among children, has become a growing concern. The UN Committee on the Rights of the Child has recently emphasized these issues, urging for more responsible and inclusive approaches to digital education.

II. CONCEPT OF DIGITALIZATION OF EDUCATION

Digitalization of education means that whatever information related to learning is made available to students sitting at home. Online education offers students a dynamic and accessible platform, designed to uphold academic standards while enhancing the effectiveness of the learning process. The digital resources are crafted to engage learners and are enriched with modern, interactive elements such as:

- Audio lectures
- Instructional videos
- Interactive applications
- Challenging quizzes
- Engaging animations



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III. SCOPE OF ONLINE AND DIGITALIZATION OF EDUCATION

The Expanding Role of Digitalization in Modern Education

As the global education system faces mounting pressure to evolve, decision-makers are confronted with a clear choice: either raise the quality and accessibility of education at the foundational levels— or accept a decline in standards at higher education institutions. The latter is not a viable path. Instead, innovative educators are leveraging technology to elevate teaching and learning in primary and secondary schools.

A Global Talent Race Driven by Educational Quality

In today's fast-paced world, where industries strive to optimize productivity and reduce operational costs, the need for a **well-educated workforce** has never been greater. Skilled professionals offer greater value and efficiency than undertrained employees. As Western schools have shown signs of stagnation, global companies have increasingly turned to graduates from **education-focused nations like India and China**, recognizing their academic rigor and readiness for complex roles. The **United States**, recognizing these gaps, introduced the **Common Core Standards**—a major educational reform designed to raise academic expectations nationwide. But beyond policy changes, there is a broader commitment among developed countries to harness **technology and streamlined administration** as tools to rejuvenate the educational experience and ensure competitiveness.

Digital Learning: Speaking the Language of the New Generation

The environments in which young people learn and grow have transformed dramatically in recent decades. Traditional books, once central to childhood learning, are gradually losing their appeal. With the widespread influence of digital entertainment—ranging from video games and streaming platforms to smartphones—children today naturally gravitate toward **interactive, screen-based media**. A 2012 report from the **UK's National Literacy Trust** revealed a 25% decline in the number of children who read for pleasure, underscoring a shift in reading habits. While some advocate for renewed efforts to encourage reading in print, a more effective strategy may be to **present literature and learning materials in digital formats** that align with students' media habits.

Tools such as **e-books, tablets, and educational videos** offer more than just convenience—they make learning visually stimulating and more relatable. A single e-reader, capable of holding hundreds of books, not only reduces physical burden but also provides access to a diverse library of content at the tap of a screen.

A Digital Future for Inclusive, Efficient Learning

Digitalization is reshaping the way knowledge is shared, consumed, and retained. Beyond making learning more engaging, it fosters **personalized education**, accommodates different learning speeds, and improves access to resources, especially for students in remote or underfunded regions. In an increasingly competitive and tech-driven world, embracing digital tools in education is no longer optional—it is **essential**. By integrating digital platforms and strategies, educators can **broaden the reach, depth, and the effect of learning**, making sure students are ready for what's ahead.

IV. BENEFITS AND DRAWBACKS OF ONLINE EDUCATION

Advantages:

1. **Flexibility:** Online education gives students they can learn as fast or slow as they want and their comfortable place to learn, helping them to match their studies and other things they have to do like job or other obligations.
2. **Accessibility:** It removes distance problems, so students can learn from anywhere in India
3. **Cost-Effective:** Online classes usually cost less than regular school due to reduced infrastructure and travel costs.
4. **Variety of Courses:** Virtually every topic of study is represented in the enormous selection of online courses.
5. **Self-Paced Learning:** Online learning gives students they can decide how they do their own education, developing self-control and time management abilities.

Disadvantages:

1. **Lack of Face-to-Face Interaction:** Online education lacks the in-person interaction found in traditional classrooms.
2. **Technical Challenges:** Access to stable internet and digital devices can be a barrier for some students.
3. **Limited Social Interaction:** They don't get to make friends or talk in person.



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4. **Credibility Concerns:** Some employers and institutions may question the credibility of online degrees.
5. **More Screen Time:** Too much screen time can cause problems like back pain or headaches

V. RESULT

According to DigComp 2.1, the component composition of digital competence is formed by five areas (figure 1), each of which brings its own structure (figure 2). Eight levels of knowledge for each competence are defined on the basis of learning outcomes (using action verbs, following Bloom's taxonomy). The first and second levels of literacy are determined by the ability to perform simple tasks by remembering and measures up to the basic level. Moreover, level 1 DigComp 2.1 is characterized by the need for guidance, and for level 2– its occasional. The third and fourth levels– Intermediate are united by the cognitive domain of understanding. Furthermore, the third level is determined by the ability to independently perform standard and simple problems tasks, and the fourth– to perform depended and independent tasks with well-defined and non-routine problems. Level 5 and 6 are intermediate. The fifth level is characterized by such a cognitive domain as understanding, the ability to solve various tasks and problems, guiding others. Instead of it the sixth level already requires the ability to perform tasks that require finding the most appropriate solution through evaluation, demonstrating the ability to adapt to others in difficult situations. Seventh and eighth levels are highly specialized and united by the cognitive domain of creation. But if at the seventh level requires the implementation of tasks with limited solutions, while being characterized by the ability to promote cooperation in professional activities, leadership of others, then the eighth resolve complex problems with many interacting factors, proposing new ideas and processes to the field.

VI. CONCLUSION

The most popular areas of digital competence that allow students to join blended learning are areas 1. Information and data literacy, 2. Communication and collaboration and 5. Problem solving. In addition, competences in areas 1. Information and data literacy and 2. Communication and collaboration are mostly required, and possession of competencies in area 5. Problem solving allows successful increasing the existing level of competence in all other areas, achieving the desired results. learners who took part in the experimental study in these areas more often demonstrate Basic level (from 23% to 100%) and Intermediate (average) (from 27% to 35%) levels of competence in performing different types of educational activities. Only 10% to 22% of students demonstrated an Advanced level. Relevant indicators allow explaining the causes of possible difficulties, reduced motivation and cognitive activity of students in blended learning. Based on the results of study, we can say that the Digital Competence Framework has a significant number of tangents to the conceptual requirements for the implementation of blended learning. Therefore, diagnosing in time of the digital competence level of students based on its level structure at the initial stage of introduction of blended learning can form the basis for choosing strategies to combine face-to-face learning technologies and distance technologies. In our case, special training sessions were initiated. They are aimed at informing 255 the participants of the educational process about the peculiarities of the implementation of blended learning, the use of available means of joint productive activities. A perspective area of research is to establish the proper levels of digital competence of teachers, providing the process of blended learning, features and requirements of students in order to expand the possibilities of educational interactions that will stimulate mutual increase of levels of digital competence

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