The Changing Nature of Knowledge, Learning and Pedagogy in the Digital Age

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ABSTRACT: At each stage of the digital transformation, technologies are used as a characteristic of the current historical period of the development of educational institutes. When implementing the technologies, their composition is formed, taking into account the profile of the professional activity of the educational institutes and its current tasks. In anticipation of this analysis, it can be observed that digital content and digital technologies in the modern digital information environment are relatively new components of the social experience accumulated by mankind. The knowledge view of the digital age believes that human knowledge is an interpretation of the objective world. It is not the ultimate answer nor does the ultimate truth.Pedagogy require a transformation in the modern era because teachers who are ardent in using new technologies within their teaching are questioned regarding the effectiveness of using technologies. Digital media tend to bring new dimensions within learning and teaching. It brings importance to develop the nature of the digitally improved the learning importance and context.

KEYWORDS: Knowledge, Learning, Teaching, Digital Age, Education

I. INTRODUCTION

In the modern era, it is accepted by the researchers as well as teachers that learning and gaining knowledge in the digital age has become more meaningful and effective when it includes proper context which exhibits attributes of the real world. Present pedagogies such as action learning, problem-based learning, and experimental learning and situated cognition, all these stresses the significance of the learning and knowledge context(Peters & Roberts 2015). The context allows learners to associate concepts directly with the real-world attributes and put their knowledge in action. Theory of dynamic memory defines the significance of verbal information which is carried implicitly via context which incites subliminal knowledge(Pacino et al., 2011). Learning can be developed through various ways, for example via internships and or through educational institutes where individual learner are tested for adopting professional skills within real-world situations, or through providing learners with a written description of different cases. In the modern era, new technologies of learning and attaining knowledge through these learning are the greatest driver in an educational context, and this enables the unforced link among different resources, different locations and different organizations and users(Schrader 2015). Certainly, the connection of digital media has overcome the limitation of time and location and it abandonment the physical limitations and boundaries of the individual learner within the learning environment. Arrangements within the learning context in no more under the teacher's control(Sharpe et al., 2010). New web services, new online tools and resources are not fully integrated in the school practice, and learners gave most of their time in learning new tools. These tools can easily be retrieved by learners without any sort of barrier and offer variety in an individual learning context, whereas at the same time, it causes an impact on the learning process(Starkey 2011).

Digital media tend to bring new dimensions to learning and teaching. It brings importance to develop the nature of the digitally improved the learning importance and context. Digital media itself is not a channel of neutral communication, but it offers essential attributes within learning and teaching(Twining et al., 2013). This means that the media itself is not known as exchangeable or simple tools. Säljö(2010)states thatdigital media offers diverse expressions modes with their own right; they participate greatly in the process of creating knowledge. Each medium strengthens its own communication modes as well as communication codes. So, media is not observed as unbiased haulers of information, and they produce filtering, distortion and enhancements in the knowledge(Turner et al., 2013). Pedagogy requires a transformation in the modern era because teachers who are ardent in using new technologies within their teaching are questioned regarding the effectiveness of using technologies(Turner et al., 2013). Digital technologies are observed as the outcome of creativity which is possessed by educators the same as old technologies which were also used as innovation. These modern

technologies have not altered the human's innate nature of the ability to learn, and they change thoroughly how practices and ideas are linked. Digital Technology has influenced educational institutes, and this has led to "borderless education"(Starkey 2010). Learners themselves have the choice to select the methods within formal education without appearing physically(Dabbagh&Kitsantas 2012). This allows them to communicate with educational institutions via technologies. Learners have changed themselves while using information and communication tool in order to handle their learning(Dobozy 2013).Various media technologies and networks attain that learning is no more limited to a fixed location such as educational institutes, it can be spread to involve various contexts such as learning at home, learning at the workplace, learning on the move or location-based learning. Digital era has changed the way of getting knowledge from anywhere(Chambers & Sandford 2019).Learners do not have any limitations in accessing any sort of knowledge resource, case study descriptions, debates in discussion boards, real-world recording, topical reports etc. Grounded theories such as exploration-based learning, constructivism, as well as inquiry-based learning, have attained fame among educators(Brooks & Gibson 2012). Web technologies inclined to redefine the chain process of content formation, this enables learners to share, create and adapt content and examine these in different platforms of social media. Modern communication and information technologies such as geo-positioning services, mobile devices, ubiquitous access, and ambient environments extend the learner range of operation via permitting augmented reality on the current context. In order to develop a proper learning environment for the learner, education designers and teachers felt it as a challenge(Burnett 2016).

II.   LITERATURE REVIEW

Today, the importance of knowledge, learning and pedagogy for sustainable social development has been widely recognized. Education is a key factor in the development of individual creativity and innovation potential. It is obvious that a changing education system is only positive when it leads to the development of students and the improvement of the educational environment(Arinto 2013). Teachers often encounter critical comments about changes in teaching methods. The new teaching method should shift the details of students' participation in the learning process from passive to active. For example, in traditional teaching methods, the lectures are formal, with the teacher explaining a topic, and the student writing the most important aspects of the topic. However, with the new teaching methods, the lectures become more interactive(Anderson &Dron 2012).

The modern era is associated with the digital age, which clearly affects every individual way of life. This also has a great impact on teaching as well as learning processes. Students now prefer to use interactive methods compared to traditional learning methods. However, students need teachers to teach them how to interpret what they have learned and explain how to get new insights into the topic(Anderson &Dron 2011). But in traditional teaching methods, teachers used to spend most of their time and energy on delivering information rather than honing their creativity and analytical skills. However, because innovation opens up new avenues for gathering information and simplifying learning, teacher guidance is not the only way to find the information most relevant to the topic today(Avidov&Forkosh 2018).

For example, audiovisual education or multimedia-based education (MBE) is a system that affects better memory, encourages students to pay more attention to the classroom, and improve their learning ability and gaining knowledge. This learning method has succeeded in enhancing students' motivation because of the close connection between audiovisual materials and memory. In addition, watching videos helps students build associations and help them remember learning materials(Chambers & Sandford 2019).In addition, due to the convenient availability of the Internet, most educational institutes have begun to reconsider their teaching methods. Social media allows students, parents and teachers to stay in touch and inform each other about assignments or events. Using this type of technology, students can speed up the learning process and even self-learn and save time.According to Chigona(2015), computer-assisted instructional techniques enable teachers to help individual students who are experiencing difficulties in the learning process. For a traditional education system, this could be a big expansion(Chambers & Sandford 2019). The use of computer-assisted instructional techniques can help improve student skills and introduce convenient tools for personal learning(Burnett 2016).According to Bates (2018), all of these innovations make student and teachers aware of the importance of re-examining and innovating teaching methods and learning processes. The system must evolve to meet the challenges of a rapidly changing world(Barber et al., 2015). This development must be systematic, consistent, and scalable; therefore, teachers, researchers, and policymakers are expected to be open to the theory and practice of teaching to ensure the quality of students(Avidov&Forkosh 2018). It must be understood that digital era can point to advances in all aspects of the education system: theory and practice, curriculum, teaching and learning, policy, technology, institutional management, and teacher education. In a similar way, educational innovation involves all stakeholders: learners, teachers, parents, managers, and so on. In addition, in order to improve the quality of teaching, individual need to pay attention to their professional development(Arinto

2013).The effective functioning of the education system depends on the dedication and responsibility of all members of society, so parental involvement and strong community support and support are critical to their success(Peters & Roberts 2015). The national education system is usually a product of a unique set of historical, political, social, cultural and economic influences. Because it is a complete system, its different areas are often interrelated and interdependent. Realizing that innovation can play an important role in all of these areas will make the system more efficient(Anderson &Dron 2011).

Learning in Educational Institutes in the Digital Age : Young adults kept technologies within their pockets, and they are living in an immersed world of social networking, wikis, blogs, texting, online games, videos and music. Säljö(2010),claims that the current generation of learners are required to be taught through the utilization of technologies by which they are familiar with. The present research shows that "digital literacy" or "the ability to understand and fully participate in the digital world" is important to remain an active, and participative citizen in modern society. Digital literacy is important in the modern era and also the rights of every individual. Dobozy (2013), claims that concepts of literacy might be altered essentially since the last decades, but practices in literacy are not valued neutral(Barber et al., 2015). In order to be literate digitally, it is essential to understand a wider social context instead of decontextualized cognitive ability. Arinto(2013), states the teachers, as well as learners, lacks the significance of skills in digital literacy which is required to embrace the latent of modern technologies. However, deeper issues regarding the issues in digital exclusion continue, where few of the members within a society are unable in contribute because of the lack of digital capabilities, infrastructure barriers of socio-economic difficulties(Burnett 2016).

Figure 1: Learning Characteristics (Spector et al., 2016)

In the current era, the student is growing up in the environment of computers and the Internet. They are used to various technical applications from an early age; therefore, they are known as "digital aborigines." Compared with the generation of "digital immigrants", the behavior patterns and learning styles of this generation of students have had an impact on teachings, such as low classroom attendance, inseparable electronic devices, unfocused listening, an online search for answers, and homework(Brooks & Gibson 2012). Most of the students prefer fragmented e-reading. In order to allow students to return to the classroom and listen carefully, teachers have adopted many methods, such as mandatory name, classroom test, fixed student seat and photo attendance, and collection of mobile phones before class. These interesting new phenomena fully reveal the contradiction between new learning behavior patterns and traditional teaching methods(Sharpe et al., 2010).Students in the digital age are accustomed to receiving information quickly, are good at multi-tasking mode, like instant affirmation and frequent rewards, prefer "game" mode rather than "serious" mode, rely on network connectivity, like their own Habits and preferences use information technology, prefer quick real-time feedback, tend to text-based communication, but lack capacity in face-to-face communication, and entertainment technology and game tools revolve around them(Twining et al., 2013). These new behavioral modes have brought considerable troubles to traditional college teachers and teaching models.At the same time, the Internet and its massive information make teachers' monopoly on knowledge a thing of the past. Teacher'spedagogy materials are no longer the only channels for acquiring knowledge(Pacino et al., 2011). Learning in educational institutes is no

longer the most efficient way of knowledge transfer. When faced with students in the digital age, colleges and universities around the world actually stood on the same starting line(Turner et al., 2013). The development of information technology has revolutionized the way of learning and attaining knowledge in living and communication. Informal learning has gradually become the mainstream of learning methods. "Technical support" has become the main feature of informal learning. In the face of the series of changes in teaching and learning activities caused by digital technology, the relevance learning theory focuses on the external process and socialization process of learning(Schrader 2015). It believes that knowledge is an organization rather than a structure, from classification to hierarchy to network and ecology. The transformation is dynamic and diversified; everyone is the creator, communicator, recipient, owner and terminator of knowledge(Turner et al., 2013). Information is transferred to different individuals in the form of "information flow" by means of media such as the Internet, thereby forming a variety of knowledge networks. Therefore, learning is a continuous process of continuously building knowledge networks; the creation of knowledge networks is the premise and foundation for maintaining the era of knowledge, continuity and innovation(Starkey 2010).

The traditional model of teaching is teacher-centered and basically transmits knowledge in one direction through instructions within the institutes(Burnett 2016). Because teachers and textbooks monopolize knowledge, it is difficult for students to acquire knowledge from other sources, therefore teaching within educational institutes is the main form of teaching and learning(Chigona 2015). In the Digital age, knowledge can be obtained anytime and anywhere on the Internet, whether it is content or form. This breaks the irreplaceability of teachers and classroom instruction. It also becomes more difficult for students to manage and evaluate the process, because it is easy for students to search for answers from the Internet, or to share online between students. Therefore, both learning theory and teaching practice need to change with the current cognitive behavior patterns of students(Bates 2018).

Knowledge in the Digital Age : It is an inevitable choice in the digital age to organize students' learning and teaching process and help students to develop their future-oriented capabilities, knowledge and competitiveness(Wheeler &Gerver 2015). The future success of students is the fundamental guarantee for a university to maintain its vitality.The 20 years of the UK's higher education from elite to popular to popularization is precisely the 20 years of the rapid development of information and communication technology (ICT). After subverting multiple industries, information technology is attacking the field of higher education(Voogt et al., 2013). "Soaking" in the network environment invented by human beings, cognitive patterns and learning behaviors have also changed. At present, both the old educational institutes with a long history and the teachers in the newly established institutes have found themselves facing "different" students. Standing at the crossroads of the digital age, when higher education is becoming more international, the flow of students is increasing in the world(Starkey 2012). The knowledge view of the Digital age believes that human knowledge is an interpretation of the objective world. It is not the ultimate answer nor the ultimate truth. It will constantly be being new knowledge and new with the development of human society and the advancement of science and technology(Rajasingham 2011). The theory is replaced, so knowledge is a dynamic process, and with the deepening of the level of understanding, it is replaced by new knowledge. Therefore, we cannot accept knowledge as a pre-determined thing for students to accept. The true understanding of the same knowledge requires independent construction based on individual experience in a specific learning environment. The concept of learning in the Digital age emphasizes the initiative of construction(Littlejohn et al., 2012). The learner is first and foremost a subject. As the initiator of the learning activity, the learner has unquestionable initiative. The acquisition of knowledge is not learned by the teacher's professor. It is accomplished through the student's self-construction of knowledge, the active absorption of information, and the processing and integration of new information based on the original knowledge(Spector et al., 2016).

In a society with knowledge leads to commercial activity and innovation, which is now known as crucial in knowledge development. Laurillard(2013)argues that commercial knowledge is quite diverse from academic knowledge. Authors agree that knowledge within a society is associated with the commodification or commercialization of knowledge(Littlejohn et al., 2012). The capability of owning, selling and buying knowledge has participated in various ways for developing modern knowledge-based societies. In a society with knowledge, specifically, importance is given to the utility of knowledge for profitable purposes. As an outcome, more importance was given to specific types of practical knowledge in research, but due to the strong bond among applied and pure knowledge, it is probably a mistake in terms of educational development(Starkey 2012). The issue is not with the changing nature of knowledge, and the issue is how they acquire that knowledge, and how they can utilize it. This needs more important learning and establishing skills, how knowledge can be applied, instead of focusing on the content of teaching(Voogt et al., 2013).

Similarly, in the face of the changes and challenges of digital learning, with the development of learning science and cognitive science, following the behavioral and cognitive learning theories, constructivism has become the mainstream learning theory(Loveless 2011). Constructivism emphasizes that learning is the process of acquiring and constructing new knowledge through interaction with the outside world based on existing experience. This kind of construction is not a direct response to external stimuli but is formed by active processing of new information through existing cognitive structures. This kind of learning emphasizes the initiative, sociality, situational and collaboration of learning(Littlejohn et al., 2012). The core of the theory is student-centered. Through the use of learning environment elements such as situation, collaboration and conversation, the teachers fully utilize the students' initiative, enthusiasm and initiative, and finally achieve the students' effective knowledge of the current learning. The purpose of the meaning of construction(Laurillard 2013).

Information in the Digital Age : Over the past two decades, much attention has been paid to the implementation of information and communication technologies in the system of education. The period is relatively short, but nevertheless includes at least three stages of their development and application in the educational process(Schrader 2015). The content of these stages has significant differences since it is associated with changes in the composition and quality of these technologies, as well as with the updating of pedagogical strategies for their use. New and substantive components. An objective assessment of the measures of this influence is quite problematic, since the content and tools of the modern information and educational environment, although certainly significant, are not the only factors affecting the quality of education. A retrospective analysis of the experience of their application in educational institutes will help, to some extent, recognize the trends produced by these means of change(Littlejohn et al., 2012). In anticipation of this analysis, it can be observed that digital content and work technologies in the modern digital information environment are relatively new components of the social experience accumulated by mankind. The beginning of their formation dates back to the middle of the last century and is associated with the appearance of the first electronic digital computer(Laidlaw & Wong 2016). After only a few decades, the "figure" has become practically a leader among information carriers, and the modern virtual environment is one of its important sources. According to the report of the analytical firm IDC (International Data Corporation), which studies the global market for information technology, the volume of digital data by 2020 will reach 40 zettabytes. The forecast for 2025 is more than 160 zettabytes. The speed of generating new information (Koh et al., 2015).

Each information carrier, newly mastered by humanity changes the structure and content of the social activity, determines the appearance and development of its new components in society(Harasim 2017). To verify this, it is enough to mentally exclude one or another medium and its corresponding means of storing, processing and transmitting information from the scope of their actual application (for example, material cultural objects, oral communications and the printed word, books, radio or television broadcasting) and present for a moment formed as a result of this removal of the "deformation" of the life of society(Goldie 2016).Updating media at any stage of the historical development of society is a factor that determines the significant transformation of its culture as a whole. This is due to the revolutionary changes in the digital age, which is an important component of the culture of society(Koh et al., 2015). Each next leap in digital age development arises as a result of the information crisis generated by the contradiction between the content and volume of accumulated information, on the one hand, and the ways of its effective processing, storage and broadcasting, on the other(Fleming 2013). In fact, this is a conflict of "content" and "form. A crisis situation always stimulates the intensive development of existing and the emergence of new ways of information exchange. This leads to a significant acceleration of information processes in society, the expansion of the front of information interaction of its subjects(Duke et al., 2013).

The next information crisis that took place in the last century led to the emergence of computer technologies for organizing information exchange within educational institutes. Fundamentally different - digital - information carriers have appeared(Ellis & Loveless 2013). For half a century, their information capacity has been rapidly changing, methods have been improved, and the speed of processing and transmitting information has increased. Many information processes have become automated and further robotic(Pacino et al., 2011). Currently, the accumulated sociocultural experience is preserved both on traditional and on new media. All sources and all forms of information exchange mastered by mankind are getting along and are used in interconnection. Their diversity provides the increased needs of mankind for information consumption(Peters & Roberts 2015).The modern virtual environment is not only a carrier of a large amount of information but also has specific instrumental capabilities. It simulates or reproduces all forms and methods of consumption and processing of information previously mastered by mankind, as well as new ones appear. This has been made possible thanks to the unique potential of digital technology, which holds the future(Fleming 2013).

III.   METHODOLOGY

The research paper has utilized secondary research methodology, and this includes literature of previous researches(Farkas 2012). This research has utilized published research papers, which includes both qualitative and quantitative measures. The research goal is to construct the research with devotion to the basics of the research as well as the compliance of the standards in the research. Research paper includes complete adherence within modern research standards in order to implement the study objective(Duke et al., 2013).

Research Design : Design of the research includes qualitative approach, and this includes setting as well as meeting the study aims. The research study includes five phases. The first phase contains relevant literature collection, including the title(Goldie 2016). The second phase of the study includes how and why the topic has been selected and then identification of required literature which is considered needy and relevant while establishing the study base(Littlejohn et al., 2012). The research methodology is the process of collecting data, facts and figures, including relevant information needed within the research. Information is compiled in order to recognize the changing nature of knowledge, learning and pedagogy in the digital age, through analyzing and evaluating conditional facets(Laurillard 2013). Methodology within the research allows the researcher to resolve the research gap in a systematic manner and to learn different methods which can be trailed to achieve the research intention.

Data Collection : While reviewing, various papers were selected within the research. The collected papers were published in different locations. In order to link with empirical research, research first phase is to gather relevant information. Since 2012, different relevant pieces of literature which were published have been selected in the research(Laurillard 2013). This paper is based on secondary research; this includes qualitative studies, which highlights observation and documentary studies. Therefore it is important to cross-check the published surveys, researches which contain bibliographical research(Koh et al., 2015). While collecting data researcher conduct a systematic study with the technique of collecting data. After collection of data, the researcher analyzed and interpreted the obtained literature to collect the outcomes in a way that researcher requires to perform as an observer, without having any sort of interference in the objective of the study(Loveless 2011).

Ethical Considerations : The research within the study is done through the inclusion of research ethics and the needed approach within qualitative research. The researcher goal is to certify and assure that every source of literature includes web links, journals, book and articles. All the references within the research are cited sufficiently so that no ethical discrepancy emerge within the research.

IV.   DISCUSSION

At each stage of the digital transformation, technologies are used as a characteristic of the current historical period of the development of educational institutes. When implementing these technologies, their composition is formed, taking into account the profile of the professional activity of the educational institutes and its current tasks(Starkey 2012). At the present stage of historical development, it is possible to use the technologies of the so-called third platform (mobile devices and applications, mobile broadband access, social networks, cloud services, big data Analytics, smart solutions)(Schrader 2015). An analysis of the experience of teachers and learners shows that, as a rule, a qualitative leap in the transformation of the model of their professional activity gives a comprehensive application of technologies of the third platform(Laidlaw & Wong 2016).According to Starkey (2012), It seems important when developing technologies within educational institutes for the digital transformation of the general education system to initially determine the effect of applying modern ICTs that optimizes the educational activity of an institution (for an individual student, school, additional educational institution, and the education system as a whole)(Koh et al., 2015). While reviewing Loveless (2011)study it is necessary to develop a model of the educational process in which digital transformations of its basic and auxiliary components will be shown. It can be assumed that under the conditions of this transformation, some elements of the classical model of education will be replaced by their digital counterparts or completely excluded(Pacino et al., 2011). Other elements can and should exist in both digital and non-digital assets. Based on the learning theories of the digital age, we need to rethink the relationship between knowledge, learning and teachers, and redefine and position the university(Peters & Roberts 2015).

The knowledge view of the Internet age believes that human knowledge is an interpretation of the objective world. It is not the ultimate answer nor the ultimate truth(Koh et al., 2015). It will constantly be being new knowledge and new with the development of human society and the advancement of science and technology.(Laurillard 2013) The theory is replaced, so knowledge is a dynamic process, and with the deepening of the level of understanding, it is replaced by new knowledge. Therefore, we cannot accept

knowledge as a pre-determined thing for students to accept. The true understanding of the same knowledge requires independent construction based on individual experience in a specific learning environment(Harasim 2017). Despite this, it is difficult to teach the basic reading skills of students, and it is daunting to join the teaching of digital reading(Garcia et al., 2015). Even students born in the digital age need to learn a lot of new skills, including how to operate the device, browse online tools, manage their attention, and protect their security and privacy(Kalantzis& Cope 2010). The biggest difference between paper reading and digital reading may be that the latter introduces decisions. In other words, they are reading shifts from a linear experience on paper to a nonlinear online experience. Schrader (2015)stated that teachers need to be clear about the difference and tell students that they can sometimes pause while reading articles online, click on a link or watch a video, as long as they help them understand the content better. At the same time, students need to see that although the format is different, the purpose of both readings remains the same. The reading strategy works when you read blog posts, watch videos, or read printed books.

Some studies have shown that students feel more difficult to understand the content on digital devices than printed text. A study conducted by Sesame Workshop, student's digital media research institute, in 2012 found that student between the ages of 3 and 6 who read interactive e-books with their parents could recall more details than the printed version of the same story. But some educators believe that the main reason is that students don't get clear guidance on how to navigate online texts and transplant paper reading comprehension techniques. Students also need to be taught how to do self-regulation and attention management in the online world, such as when to ignore links, close labels, and stay on a text or application instead of jumping around. If you don't realize the attention management problem as early as possible, students are likely to develop bad digital reading habits.

While reviewing different literature, the current social situation is characterized by profound social, cultural, economic and political changes. According to **John (2016)**, social modernization process is taking place in the transition from an industrial society to the knowledge society. An essential feature of a modern democratic society is pluralism. Based on the principle of the free development of the personality, teachers and learners are not in a relationship of superiority and subordination to each other but act independently and on equal terms within the framework of the legal system. This leads to diversity and competition of orientation patterns, attitudes, behaviors and life forms, which are associated with different value attachments and life concepts. Educational institutions and traditional ways of educations are losing importance for many learners.The increase in personal decision-making and action options is referred to as individualization - the individual is responsible for the design of his own curriculum vitae Function of kits from which man actively assembles his personal biography(Fleming 2013). This affects all areas of life, from the choice of school education and occupation, the place of residence, the way of life, the personal value orientations to the design of everyday life(Säljö 2010). Self-evident values and obligations, traditional norms and patterns of interpretation and order that have given direction to earlier generations and given a certain degree of certainty in the way of life and living together lose their binding force(Garcia et al., 2015). The so-called normal biography, which was influenced by origin, gender roles, but also party affiliation or religion, decreases. A mentioned in the study of Gazi (2016)the development possibilities of the individual become more diverse but require individual decisions(Kalantzis& Cope 2010).

The personal responsibility of the individual is strengthened, his independence demanded. This leads at the same time to the compulsion to take responsibility for one's own life, the need to actually make decisions. In view of the multitude of possibilities and the high complexity of social contexts, it is difficult for people in our society to adopt the orientation for one's own life, for the development of one's own life plan, which is perceived as meaningful. As mentioned in Goldie (2016)technology and media of all kinds are now part of childhood today. This development includes both opportunities and dangers. The long-time spent in front of the television and the computer leads to a changed kind and quality of experiences but also contributes significantly to skills in dealing with these media. In contrast to earlier times, when student were able to gain direct experience mainly in games with siblings or neighboring student, they are now given second-hand experience, which can lead to distorted world and self-images. In addition, minor physical activities of the student can lead to undesirable developments, which must be corrected early by sufficient exercise(Laurillard 2013). The worlds of student are less and less alike. In addition to student and teachers, on their own, there are many whose free time is deliberately planned and organized by their institutes and themselves(Littlejohn et al., 2012). The - often time-consuming - activities are selected according to individual interests or used specifically to promote talents(Starkey 2012). Learners have the opportunity to deal with different people and social groups. On the one hand, this promotes flexibility and tolerance, but on the other hand,

it can lead to non-binding relationships. The demands placed on the individual increase, find their way around the diversity of information, evaluate it, show critical openness to new developments and quickly take on a position of their own. The media have now permeated all areas of society in our society. Being able to deal competently with media becomes a basic qualification for all members. Lack of media literacy leads to exclusion from our media-saturated world(Starkey 2012).The process of digital transformation has been observed in the field of education. Opinions are expressed that digital education will inevitably be implemented, as it is an integral part of the digital economy. Denying the need for digital technology in education is no longer possible. The unique features of the virtual information environment (multimedia, modelling, "communicative", interactive, "intelligence", productivity) determine the undeniable effectiveness of its application in any area of human activity. At the same time, the analysis of the tendencies that have emerged from the digital transformation of the system of domestic education raises two groups of questions.

V. CONCLUSION AND RECOMMENDATION

The new media are spreading within a society with incomparable speed and intensity. In a relatively short time, they have not only established themselves in the professional sector and are no longer indispensable there, but now also penetrate the private sector and reinforced since 1996, with the launch of "schools on the net" the school sector.However, there have never been new teaching media for such turbulence and controversial debates as the so-called. New media. While the researchers saw a new age of "light-learning" and education emerge at the push of a button in the face of seemingly infinite technical possibilities, where all the hardships of learning should be a thing of the past. A belief in technology and dependence, before the return to programmed lessons, which had just been abolished and the downfall of traditional cultural techniques. As mentioned in above literature, the competent use of the digital teaching media was declared an educational goal by all parties and social committees; Media literacy was (and is) considered to be the fourth key qualification, and the country's schools have been invited by politics and business to develop appropriate school media concepts. Model projects were developed and published, which should provide ideas for contemporary handling of multimedia within educational institutes.There is no doubt that today there are media that are far more "powerful" and promising than their predecessors.

Crucial to the existence of the individual in the knowledge-based society will be the ability to turn a plethora of disorganized and readily available information into organized, usable, and flexibly usable knowledge. Safe handling of media in learning processes promotes knowledge acquisition as well as the development of learning and methodological competence. A society in digital age change therefore also needs a changing school.Current didactic patterns of action must be based on sustainable and up-to-date pedagogical experiences, be measured against new social requirements and adequately implement newer learning psychological insights. The teaching view of the digital age believes that in the process of learning, the teacher-student relationship is equal, and the role of the teacher needs to be transformed into the student's learning organizer and manager, and even the learning partner. Teaching is no longer a one-way transfer of knowledge between teachers and students because the final completion of learning depends on the active construction of the individual. The original experience and knowledge structure of the individual as the basis of learning or construction constitute the starting point of learning. Therefore, the starting point of teacher teaching lies in the understanding and grasp of the existing experience schema of the individual student. The changes brought about by technology driven by the digital age are both challenges and opportunities. For educational institutes that need to overcome their own traditions and operational inertia, there are more challenges; for emerging educational institutes, it is easier to embrace technological change, adopt innovative teaching methods, and have more opportunities. At present, thousands of universities in the UK are "one thousand schools". They need to find their own characteristics and positioning in development, enhance their ability to innovate, improve the quality of personnel training, and face the reduction of students' students, international competition in higher education, and student learning behavior. Mode changes and other pressures. It is an inevitable choice in the network age to organize students' learning and teaching process and help students to develop their future-oriented capabilities and competitiveness. The future success of students is the fundamental guarantee for a university to maintain its vitality.

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