in some respects; fifthly, it serves to create a unified legal framework governing the prevention of offenses, which is carried out in a systematic, multi-level, logical and organic sequence with a specific goal as an independent area of activity.

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DIGITAL TECHNOLOGIES IN EDUCATION
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Abstract: This article describes the current problems of digitalization of education, considers the possibilities of digital technologies in the educational process. The characteristics of the digital educational environment are given.

Keywords: digitalization, digital technologies, virtual reality, artificial intelligence, web-quest technologies, blockchain technology, mobile learning, digital literacy.

Currently, digitalization, which has replaced informatization and computerization, is a modern effective global trend in the development of the economy and society based on the conversion of information into a digital form, which leads to an increase in the efficiency of the economy and an improvement in the quality of human life (mobility, accessibility, comfort). Digitalization makes significant changes in the way a person acts, in the ways people interact with the external environment and with each other. In addition, digital technologies act as an instrument of changing reality in its continuous creation. Dynamically developing digital technologies provide the continuous creation of new ways of communication, new living conditions, work. The world, as it were, is reborn, being in a state of continuous renewal, when the becoming is replacing the disappearing.

Digitalization covers all spheres of human life - production, business, science, education, forms holistic technological environments of "living" with the ability to create the user the right friendly environment (technological, instrumental, methodological, documentary, partnership, etc.) to solve a variety of problems. Along with the environment of "real" social relations, a parallel "digital reality" is being formed, outside of which it is impossible to imagine the modern economy, politics, and sociocultural sphere.

Digitalization of general education is a priority area of the state's educational policy, dynamically developing on the basis of understanding the importance of digital resources in ensuring the continuity, accessibility and quality of education.

A new type of learners, who determine their own educational trajectory, has been established. They are motivated by personal development and self-determination, combining work with study.

The education system must ensure a confident transition to a digital age characterized by a growing economy and new labour relations. Artificial intelligence that performs routine processes should appear on the labour market.

One of the main elements of the digitalization of education is digital literacy. Digital literacy is the main priority of education, it is the ability to design and utilization content using digital technologies, applying computer programming, graphic visualization techniques, computer graphics, multimedia development of online courses, etc., search and exchange of information, communication with other learners. To solve the challenges of digitalization, our education has to go through digital transformation.

According to scientists, the digital transformation of education is the answer to global information challenges in the world.

Digitalization has acquired practical grounds thanks to the development of mathematics, computer science and symbolic logic. Thus, program design and digital technology development are directly linked to symbolic logic. In the early 90s multimedia was introduced into education using CD-ROMs, video discs, video cassettes, photographs, today educational resources are digital, which involve computer animation sequences, streaming videos, etc. But simultaneously with the use of the Internet for educational platforms and distance learning, new multimedia systems and applications have appeared in education.

There is a transition to interactive types of interaction so that students should be able to independently acquire knowledge and generate their own innovative knowledge, thereby forming new competencies of the 21st century, which are called four "C": creativity, critical thinking, communication, cooperation.

New digital technologies are emerging that have great pedagogical potential. Among them, the most common are cloud technologies. This is a fundamentally new service that allows to store a huge amount of information and has convenient network access to information resources, which can be used with the least management effort and interaction with the supplier. Educational technologies such as online courses, which are provided by universities for all students, are now widely used. Educational technologies, such as mass educational courses used remotely, will help students to study in any form convenient for them and allow them to receive qualified education in a particular area of training.

Online learning in a digital learning environment provides well-known synchronous and asynchronous learning. Synchronous online learning involves electronic interaction between the learner and the teacher at a specific time. Synchronous courses are distinguished by the fact that the teacher uploads theoretical materials and various assignments on the course to the Internet, and students work with information at any time convenient for them. We are impressed by the "blended learning", which involves the "combination of real learning" face to face with the teacher in the audience and interactive opportunities. A popular technology is currently the "mobile learning" technology, which allows you to use educational information from personal digital devices (smartphones, tablets, etc.).

Using web quest technology allows educators to solve the following problems: to increase motivation, to improve educational achievements; to use methods of graphic visualization in training; to form an information culture; to solve creative tasks; to optimize educational activities.

The strategy for the digitalization of education includes such promising innovative technologies as artificial intelligence, blockchain and virtual reality.

Artificial intelligence is a technology that is used in solving "intelligent" problems, and all its developments are aimed at creating programs for recognizing images, systems for automatic driving and machine translation, etc.

In the education system, the blockchain is used to store information about exams, issued diplomas and certificates, etc., and this information can be obtained immediately by verifying its authenticity and not resorting to archival data on paper media.

Virtual reality enables video conferencing, which has the greatest effect compared to web-conferences, reminiscent of telephone conversations. These technologies are used for virtual travel, learning about other cultures and learning a foreign language.

Thus, the basis for the use of DT in education is created by the unfolding new stage of the digital revolution, which makes DT generally accessible and reliable means of solving the tasks. The essence of the digital transformation of education is the movement towards the personalization of the educational process based on the use of DT.

Its main feature is that DTs are helping to implement new pedagogical practices (new models of organization and delivery) that previously could not find their right place in mass education because of the complexity of their implementation through traditional "paper" information technologies.

In the past decade, DT has helped to improve the daily operations of modern high-tech industries, service enterprises and government agencies. In the coming decade, they will help improve the work of educational organizations through new developments in information and communication technologies.

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