WORLDLY KNOWLEDGE
INTERNATIONAL JOURNAL OF SCIENTIFIC RESEARCHERS
ISSN : 3030-332X IMPACT FACTOR (Research bib) – 7,293

THE ROLE OF DIGITAL TECHNOLOGIES IN ECONOMY AND EDUCATION

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Abstract: The article examines changes in the field of education and economy under the influence of information and communication technologies. It is based on the fact that the differences between the digital, information economy, knowledge economy and the new economy are mainly terminological in nature. At the same time, goods presented in digital form, unlike other definitions and definitions, have a material nature and can be accounted for and presented in statistical form and in economic and mathematical models. The continuous technological advancement inherent in the digital economy leads to the need for individuals to learn, develop their creative potential, and build careers throughout their lives.

Keywords:digital economy, education, information society, information technologies in education

Enter: The emergence of new information and communication technologies and their "merger" with educational technologies has led to fundamental changes in teaching:

First, teaching tools involving information technology (it) began to be used in education: Blackboard, online courses, simulators, simulators, online worlds, etc.

Second, information technology has individualized education when the content and process of education are adapted to the requests of students and their individual characteristics (speed of learning, preference for the form of learning, etc.).

Thirdly, game forms of education, which allow more effective and comprehensive mastering of studied subjects, began to be actively introduced in education.

Fourth, education, especially for university students and adults, has become more subject-oriented and practice-oriented than before; actual student projects such as startups, business projects, business plans, etc. have been uploaded to the learning center

Methods section. LP Pidoymo and EV Buturlakina have a different point of view. They make a more strict distinction between information and knowledge. Information considered as "formalized knowledge" is valued as a leading factor in relation to knowledge. Thus, they talk not about the knowledge economy, but about the information economy [15, V. 116].

NE Chumachenko in his article "information economy and new economy: general and special, conceptual apparatus and content" tries to organize the terms "information economy", "network economy" and "new economy" into a single concept. Evaluating the fundamental changes in society and the economy caused by the wide spread of information technologies, Chumachenko concludes that these "definitions divide the field of processes into meaningful, instrumental and effective" [15, V. 39].

According to the researcher, the information economy is an important component of the information and communication revolution, that is, the widespread penetration of information and communication technologies, first of all, into economic processes, as a result of which the role of information in the development of productive forces changes. Chumachenko interprets the new economy as "the result of the influence of the processes initiated in the direction of the information economy, the entire economic system, reflecting the sociosphere" [15, V. 39], noting that the features of the new economy are not limited to information technologies and the information economy. emphasizes.

Analysis and results. In our opinion, this classification seems very conditional, because, for example, the author of the table, the processes related to the information economy can be related to the network economy, since the decrease in the marginal costs of production and positive returns to scale are ensured by the characteristics of network goods. This table describes the approach to the new economy as a broad concept that includes such categories as "information economy" ("information economy"), "network economy" and "knowledge economy".[1]justifies Separation of these types of concepts is the most clear to the author of this study and corresponds to his ideas on this topic.

In the last quarter of a century, the meaning of the term "new economy" has undergone significant changes. This category, which originally appeared in the early 1980s, describes an economy based more on the production of services than on the production of goods. In the 1990s, the term "new economy" was applied to the high-tech economy of the United States, particularly those related to the production, transmission, processing, and storage of information. At that time, the US economy showed high growth rates with low unemployment. This situation gave rise to the hypothesis that economic growth is mainly caused by the spread of information and communication technologies, which means a new stage of economic development in which the "old" economic laws lose their validity. The definition of the new economy began to be formulated as follows: "it is the impact of high technologies on the economic environment, which leads to changes in certain macroeconomic parameters" [23, V. 161]. However, it did not answer the question: which parameters are changed and how deep are these changes? Some authors, analyzing the changes taking place in the market model under the influence of information technology:

- disobeying the law of diminishing returns of some information products; manifestation of economies of scale on both the supply and demand side under the influence of external network effects;

- change of monopolistic trends under the influence of softened asymmetry of information. Due to the spread of information technology, the consumer has the opportunity to get a more complete picture of the prices of similar products from different sellers [21, V. 123].

Online shopping allows you to buy goods without geographical restrictions. In such conditions, the usual model of the behavior of monopolies (a decrease in the volume of production with an increase in price) becomes very unfavorable for them. In addition, the intellectual image of goods appears, "knowledge-rich" goods appear more than functionally required. This trend is the result of the previous one, because in the increasingly competitive environment, companies are forced to offer a unique product that stands out from a number of similar products.

In addition, changes of a temporary nature occur: due to the rapid spread of information about it, the life of the product decreases. This trend is especially evident in high-tech products. Under the influence of strengthening the role of intangible assets, the nature of property changes," the firm may not have assets in the traditional sense, as tangible assets begin to be replaced by intellectual assets, and current assets begin to be replaced by information.

Summary. It is also important to note that the continuous technological progress inherent in the new economy leads to the need for people to develop their potential and build lifelong careers. In a

[1] 1. Alekseeva I. Yu. What is a knowledge society? - M.: Kogito-Markaz, 2014. -- [Electronic document] -- http://iph.ras.ru/page46589323.htm.

2. Bell D. Social foundations of the information society/ / New technocratic wave in the West / Ed. - M., 1988. - Pages 330-342.

knowledge-based economy, obtaining a vocational education diploma does not complete a person's education, but only indicates that he has mastered a certain set of necessary knowledge. For full socialization and self-awareness, a person faces the need for continuous education [25, p. 129]. As a result, human capital cannot be limited to the level of education obtained at the time of entering the labor market. Its growth takes place continuously, in the process of learning new skills of continuous education and creative work.

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