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Digitization of Educational Training: Between Modernization Challenges and Prospects for Pedagogical Reconstruction

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Abstract:
This study addresses the digitization of educational training as one of the modern trends imposed by global digital transformations on educational systems. The rapid development of information and communication technology has led to the emergence of new teaching methods based on digital media and electronic platforms, which has contributed to changing the nature of the educational process, making it more open, flexible, and responsive to the needs of learners and the requirements of the era.
Despite the advantages offered by digitization, its implementation faces numerous challenges, including weak digital infrastructure and a lack of technological qualification among some educational actors.
Accordingly, this research paper seeks to highlight the importance of digitization in modernizing educational training and the objectives of educational training in the context of digitization, while analysing the main difficulties and challenges hindering its success.
Keywords: Digitization, Educational Training, Digital Transformation, Pedagogical Challenges, Educational Infrastructure.

Introduction:

The contemporary world is witnessing rapid transformations imposed by the digital revolution and growing technological development, which has directly impacted various vital sectors, foremost among them the education and training sector. The digitization of educational training has become an inevitable necessity, not merely a circumstantial option, due to the modern capabilities it provides that contribute to developing teaching methods, improving training quality, and expanding access to knowledge. Digital technologies have also brought about a qualitative shift in teaching and learning methods through the adoption of electronic platforms, distance learning, and interactive digital resources, in line with the requirements of the knowledge economy.
However, this digital transformation, despite its advantages and promising prospects, faces a set of challenges related to technological infrastructure, weak digital qualification of educational actors, in addition to the digital divide and disparity in opportunities to benefit from modern tools. It also raises pedagogical and educational issues concerning the extent to which

educational systems can adapt to this change and reconstruct the educational process according to a modern vision that takes into account social, cultural, and cognitive transformations.
From this standpoint, the topic addresses one of the issues that has become a focus of interest for researchers and decision-makers in the educational field. The research seeks to shed light on the reality of digitization in educational training, analyse the most prominent challenges hindering effective digital transformation, while exploring future prospects that could contribute to rebuilding the educational system on modern foundations that ensure quality, flexibility, and sustainability in the educational process.

1. **Definition of Educational Training:**

Jean Piaget defined educational training as "a set of organized activities aimed at equipping individuals with specific knowledge and skills that enable them to interact effectively with their social and economic environment" (cited in Zayed, 2007, p. 42).
It has also been defined as: a continuous learning process aimed at enabling individuals to develop their skills throughout their lives, in line with continuous changes in the labour market and society.

Educational training in the academic context:
Ali Zayed (2007) defined educational training as "a continuous process aimed at transferring knowledge and information and developing the intellectual and practical abilities of individuals through specific educational curricula, with a focus on preparing them for the future in various fields of professional and personal life" (p. 42).
Fawzi Saeed (2015) defined educational training in the university context as "a set of educational activities aimed at providing students with the knowledge and scientific skills necessary to practice various professions, in addition to building the student's personality and their capacity for critical and creative thinking" (p. 75).
It is the process aimed at preparing and qualifying individuals by transferring the knowledge and skills necessary to perform specific functions or roles. Educational training includes many methods and patterns aimed at developing learners' intellectual and professional abilities, and includes basic education, vocational education, higher education, in addition to continuous training.
Educational training is an organized process aimed at developing the knowledge, skills, and abilities of individuals through educational activities organized within educational institutions or through professional training programs. Educational training aims to qualify individuals in various academic or professional fields, whether they are students at different educational stages or employees needing special training in specific areas. Educational training includes general education, technical and vocational education, as well as continuous training to develop skills and enhance the ability to adapt to changes in the labour market.
In short, educational training is a comprehensive process aimed at transferring knowledge and developing skills, and includes multiple areas of academic education and vocational training, and increasingly relies on digital technologies in the modern era.

The Difference Between Educational Training and Education:

Educational training is broader and more comprehensive and includes vocational and technical training in addition to academic education.

Education in general usually refers to academic education that includes basic theoretical knowledge in schools and universities, while educational training is characterized by a focus on preparing the individual to become qualified for work or to acquire specific skills.

2. **Objectives of Educational Training:**

Educational training aims to achieve a set of main objectives, including:

1. Preparing individuals for professional life: by providing them with the knowledge and skills they need in the labour market.
2. Developing intellectual and practical abilities: such as critical thinking and problem-solving skills.
3. Adapting to rapid changes: whether technological or social.
4. Promoting lifelong learning opportunities: by motivating individuals to continue education and training throughout their lives.

3. **Educational Training in the Age of Digitization:**

In the age of digitization, educational training methods have become more diverse thanks to modern technologies. Digital educational platforms, distance learning, and interactive tools such as artificial intelligence and adaptive learning are now being used to enhance the effectiveness of the education and training process. These technologies enable interaction between teacher and students in a flexible environment, helping to improve the quality of education and expand access to it.

In Algeria, the Ministry of Higher Education and Vocational Training has begun adopting digital education methods such as distance learning platforms. Nevertheless, the country faces challenges in providing appropriate infrastructure, as well as a lack of teacher training in these methods.

4. **Objectives of Educational Training:**

4.1. Development of Knowledge and Skills:

The main objective of educational training is to transfer knowledge and develop the skills individuals need to perform their various tasks, whether in daily life or in diverse work environments.

The cognitive dimension is manifested through knowledge and information, which represent an essential element for the quality of the citizen that various societal institutions, including the school, seek to prepare. This does not mean that an illiterate person is not a citizen who bears responsibility and owes loyalty to the nation. Citizenship education stems from people's culture, and the teacher is an integral part of the society in which they live and has tasks to perform to achieve the educational system. This requires: training the teacher on how to formulate abstract concepts and positive attitudes and link them to available topics, whether

from curricula or societal issues and problems, and enabling students to practice their rights and fulfill their responsibilities.

The teacher's commitment to translating their positive experiences into actual practice in various educational situations and ensuring their behaviour matches the ideas they instill in students' minds is also crucial (Djeffal, 2016/2017).

As for intellectual and mental skills, such as critical thinking, analysis, problem-solving, and others, a citizen possessing these skills can distinguish matters and be more rational and logical in what they say and do (Djeffal, 2016/2017).

4.2. Stimulating Critical Thinking and Creativity:

Educational training seeks to enhance individuals' ability to think critically, make decisions, and solve problems creatively, which contributes to developing analytical and critical thinking skills that are essential in professional life.

“If we look at the changes we expect in our large Arab society as we approach the third millennium and move towards the future, we find with certainty that creativity, the ability for scientific thinking, and the ability of a person to express themselves, their thinking, and their opinion are characteristics that must be available in a person. The future depends on human creativity, not natural resources. How beholden we are to work on developing this creativity. There is an urgent need to extract that intellectual approach based on the use of the scientific method so that teachers develop the ability to understand and discover creative abilities" (Shehata, 2008, p. 328).

4.3. Qualifying Individuals for the Labour Market:

One of the main objectives of educational training is to equip individuals for the labour market, whether through academic education or vocational training. This includes providing them with specialized knowledge, technical skills, and the ability to deal with professional life challenges. Educational training is the foundation for developing the skills and competencies necessary for joining the labour market and achieving professional success. In light of rapid economic and technological changes, educational training must be flexible and harmonized with the needs of the labour market. In this context, this article addresses the role of educational training in qualifying individuals for the labour market, by reviewing how to provide technical and vocational skills, in addition to developing life competencies that contribute to improving employability.

In the digital age, the labour market requires specialized technical and vocational skills ranging from basic digital skills, such as computer use, to advanced skills in fields such as programming, artificial intelligence, and data analysis. Educational training contributes to providing these skills through training on advanced tools and software that are requirements of modern jobs.

The labour market is witnessing rapid development in the use of digital technology in all fields. Therefore, it has become necessary to equip individuals with skills such as programming, digital marketing, database management, and data analysis. Through digital educational

training, individuals become more capable of adapting to the requirements of the digital labour market.

The current labour market is characterized by continuous change, and therefore requires individuals to be able to adapt to these changes. Educational training contributes to providing individuals with the ability for continuous learning through training programs that keep pace with technological and economic developments. Continuous education enables individuals to regularly update their skills, helping them remain in strong competition in the labour market.

4.4. Continuous Education and Self-Development:

Educational training encourages the concept of lifelong learning. It provides individuals with the opportunity to continuously develop their skills in accordance with changes in the professional and social environment.

Employing modern technologies in the teaching and learning processes, using computers and the internet, which have come to occupy a significant place in an individual's self-development and continuous access to modern scientific discoveries, has positive repercussions on the learner's and researcher's ability to benefit from and develop their scientific acquisitions, perceive diversity, and have the ability to discriminate, and to raise a generation capable of criticism and awareness of what various information contains, and to judge everything they read or hear. Dealing with the technology of the age with full efficiency and ability, benefiting from it, interacting positively with it, and rooting its production in various areas of life, may lead to the creation of a continuously learning society by affirming self-learning, continuous learning, scientific research and mastering its skills.

Modern education emphasizes the priority of upbringing over instruction, and directs its comprehensive attention to the integrated and consistent formation of the child, so that they become more knowledgeable, mature, growing, and open, more capable of thinking and reasoning, and more in possession of the means and tools of instruction. Modern education also emphasizes the importance of attending to the education of the mind, the education of the body, the education of beauty, and the education of character, among other aspects of personality. It is also evident that the essential thing from an intellectual perspective in the context of modern education is to shape thought, train it in observation, research, and thinking, and teach it how to learn (Djeffal, 2016/2017).

4.5. Enhancing the Ability to Adapt to Changes:

With the passage of time and the development of technologies, educational training is an essential tool in enabling individuals to adapt to technological and social changes occurring in society and the labour market.

It has become one of the essential tasks of the teacher nowadays to form a global mentality that enhances the individual's ability to understand their position in local and global society, with a focus on understanding the interconnectedness of the world and its cultures, awareness of diversity, respect for others, and increasing interconnectedness among all peoples. Therefore, education emphasizes enhancing positive interaction with the data of other cultures, openness to them, and consolidating the ability to adapt to change in a way that does not conflict with

our cultural identity. This is achieved by developing new skills and teaching methods, and ensuring the teacher's curriculum is based on a pluralistic humanistic philosophy (Djeffal, 2016/2017).

Since differences between humans, cultures, and societies in many cases lead to the emergence of violence, educational training designed for peaceful dealing with cultural diversity is an important duty of peace education. We can now distinguish, in the relationship of education with globalization and Europeanization, two opposing developments: the first is a development aimed at unification, while the second emphasizes diversification and difference in organic and cultural developments, as well as the necessity of difference, otherness, and the impossibility of avoiding them. Thus, paths of reconciliation in global society are achieved on the one hand (Djeffal, 2016/2017, p. 271).

Conscious openness to global cultures, by mastering their most important languages and benefiting from their scientific and technical experiences, is the goal that the educational system seeks to achieve, through the teacher's performance, which must build a personality capable of facing the future while emphasizing national, Arab, and Islamic cultural identity without bigotry that rejects the development of global thought.

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The importance of the human element in raising productive efficiency and thus economic growth and development is clear. The level of a worker's productive efficiency is determined by their ability and willingness to work. The ability to work is the product of a set of knowledge, skills, values, and the ability to continue education, and the individual's ability to adapt to changing work conditions, which the individual acquires through formal and non-formal education, in-service training, and practical experience (Al-Sayed, 1998, p. 178).

It is evident from the above that education is among the most important foundations upon which the economy is based, as it is an investment in human resources equipped with experiences, skills, and cognitive qualifications, contributing to increased production in industrial institutions, which reflects positively on national income.

4.6. Enhancing Social and Human Values:

Educational training also aims to enhance human values such as cooperation, active citizenship, and social responsibility, by teaching individuals how to work within teams and care for society and the environment.

Thus, the objectives of educational training are not limited to knowledge and professional skills alone but also include enhancing social and human values such as cooperation and citizenship.

This is confirmed by Parsons (cited in Djeffal, 2016/2017) when he states that the process of interaction between the actor and other individuals in their group can reflect a miniature image of social systems because interaction includes the elements involved in social systems and patterns, represented in values, beliefs, and cultural and social norms, and thus the various elements included in the system of values and thought patterns appear as if derived from and connected to the necessities and determinants of behaviour and social interaction (p. 287).

4.7. Enhancing Innovation and Technology:

With the rapid development of technology, educational training should focus on enhancing individuals' ability to use modern technological tools effectively and apply them in various fields, whether at work or in daily life.

“The formation of correspondence groups and communications via the internet, trips, and educating students toward an open mentality, and the principle of openness to the world, increasing opportunities for civilizational communication with others, and expanding opportunities to benefit from their beneficial experiences and expertise, from which we derive useful ideas, values, and rational behaviour – this does not conflict with our culture" (Shehata, 2008, p. 62).

There is no disagreement that educational training is an essential element in enhancing innovation and technology, as it enables individuals to acquire the skills and knowledge they need to explore new fields and interact with the latest technical developments. Through advanced educational programs, students learn how to use advanced technological tools and think creatively to solve complex problems. Educational training also contributes to encouraging critical thinking, which is fundamental in developing innovative solutions to contemporary technological challenges. Furthermore, education can enhance collaboration between different disciplines, contributing to the creation of multidisciplinary environments that encourage sustainable technological innovation. In this context, educational training becomes the pillar that contributes to driving technological development and stimulating innovation that contributes to improving the lives of individuals and societies in general.

5. Prospects for the Development of Educational Training in the Age of Digitization:

5.1. Distance Learning and E-Learning:

In light of digitization, distance learning has become a fundamental option in the global educational system. Technologies such as virtual classrooms, e-learning platforms (e.g., Moodle, Google Classroom), and digital simulations provide flexible learning environments that allow students to learn anytime and anywhere. There are some initiatives such as "E-Learning in Algerian Universities" that have begun employing digital tools for students, but challenges remain, particularly regarding funding and ensuring educational quality.

"Distance education is education enhanced by multiple technical media through which two-way communication between teacher and learner can be ensured, and this is done within a real or virtual organization that guarantees the provision of educational material, secures the process of delivering it, and provides opportunities for guidance, direction, and performance development according to a specific program. The new methods of circulating, disseminating,

and producing knowledge are based primarily on modern communication technologies and activating the world of computers and the internet. These technologies depend on using knowledge and applying what research centers and universities produce from basic and applied scientific research. Consequently, educational institutions have opportunities to create new forms of educational formulas based on electronic cooperation and transition from employing technology in education by the student to employing technology by the institution, considering the learner a primary actor in it. This is done by making educational and technological improvements in the fundamentals, systemic structures, teaching methods and tools in order to provide quality education" (Shehata, 2008, p. 314).

5.2. Personalized Education and Self-Directed Learning:

Digital technology provides many tools that enable students to adapt to the learning style that suits them. For example, students can determine their own pace, and educational content can be personalized according to their individual needs using artificial intelligence and machine learning. This type of educational training improves the learning experience by adapting lessons to the students' level.

Developing the individual's self-learning skill, using learning resources, employing technology in the continuous learning process, using technological innovations and modern techniques in their scientific, research, educational, and evaluative activities, being connected in their activities, roles, and international productivity, and mastering their scientific specialization.

5.3. Interactive Education:

Virtual reality (VR) and augmented reality (AR) technologies contribute to creating immersive learning environments. For example, students can use virtual reality to simulate practical educational experiences such as training for surgical operations or simulating complex learning environments. Meanwhile, augmented reality allows adding layers of information to the real environment, enhancing deep understanding of concepts. Virtual reality, educational games, artificial intelligence, and enhanced learning are all technologies that contribute to the development of educational training, making education more interactive and engaging for students.

Virtual reality (VR) technology is an interactive computer simulation of reality that allows the user the opportunity to experience different things, such as participating in a football match, visiting certain places, or conducting a dangerous laboratory experiment while sitting at home, where they can be part of this experience. They can also move within it and interact with it through specialized devices that help them fully immerse, such as protective helmets, gloves and glasses, and control units with motion sensors. This technology helps the learner develop their abilities by taking virtual tours of historical places and helps them understand and visualize some complex scientific concepts.

Augmented reality (AR) technology is an interactive synchronous technology that adds an information layer (text, image, sound, video, etc.) in multi-dimensional forms, transferring the learner by showing two- or three-dimensional views in their surroundings. These scenes are integrated in front of them to create a reality that comes to life once the smartphone camera is

pointed at it through augmented reality applications. This technology provides learners with a range of educational experiences, such as simulating complex processes like surgical operations or conducting dissections of the human body (Al-Ghamdi, 2024, p. 44).

5.4. Mobile Learning:

With the spread of smartphones and tablets, it has become possible for students to access educational content anytime and anywhere, which contributes to improving the continuity of educational training outside traditional classrooms.

"Mobile learning is a type of learning that takes place using mobile devices such as smartphones, tablets, and laptops, allowing learners to access educational content and interact with study materials at any time and from any place. Mobile learning is considered one of the most prominent innovations of education in the age of digitization, as it offers learners the opportunity to benefit from modern education technologies outside traditional classrooms" (Badr, 2012, p. 154).

6. Challenges of Structuring Educational Training in the Age of Digitization :

6.1. The Digital Divide:

“The digital divide generally means 'inequality in access to information (or contribution to it), knowledge, and networks, as well as benefiting from the enormous development capabilities provided by information and communication technology. These elements are the prominent parts of the digital divide that reflect a mixture of broad socio-economic factors, particularly inadequate infrastructure, high cost of access, weak local production of content, and unequal ability to benefit, at both the educational and economic levels, from information-intensive activities'" (Yahyaoui, 2011, p. 117).

Despite the digital boom, there is a clear disparity in the ability to access digital tools among different individuals and communities. The digital divide is embodied in the unavailability of computers or the internet in some remote areas or among some social groups, creating challenges in fairly applying digital training systems.

There remains significant variation in access to technology between countries or even within the same country. A lack of electronic devices or internet connection can be a major obstacle for some students, increasing the educational gap between individuals.

6.2. Infrastructure Challenges:

Digital education requires a strong infrastructure including high-speed networks, advanced educational platforms, and their continuous maintenance. Some educational institutions face difficulty in providing this infrastructure due to high costs.

Schools and universities need advanced equipment and technologies such as fast internet, advanced educational platforms, and technical devices that support digital learning. In some Arab countries, educational institutions face a shortage of this infrastructure.

6.3. Teacher Training Challenges:

Although technology offers distinguished educational tools, teachers need continuous training to be able to use these tools effectively. Many teachers face difficulty adapting to rapid technological changes, affecting the quality of digital education.

Benefiting from modern technologies requires intensive training for teachers and trainers on using these tools efficiently. Despite the availability of digital education tools, teachers in many countries or educational institutions face difficulty adapting to these tools. Among the most important challenges faced by teachers are:

-Lack of training on using digital platforms.

-Lack of effective digital teaching strategies.

-Lack of knowledge of e-assessment techniques.

What we observe in the field is that some teachers or trainers lack sufficient skills to use modern digital tools. Also, some educational or training institutions lack the appropriate technical infrastructure or resources necessary to efficiently implement digital training.

6.4. Imbalance in Social Interaction:

Among the major challenges of digital educational training is the absence of direct social interaction between students and among students and teachers. This imbalance can affect the development of social skills, which are an essential part of the educational process. Traditional training contributes to developing social skills such as communication, cooperation, and leadership. With digital education, learners may face difficulty in developing these skills due to the lack of personal interaction. In some cases, the learner may feel isolated or unable to participate effectively in discussions.

One of the biggest challenges facing students in digital education is the social isolation resulting from the lack of direct interaction between students and teachers. This isolation can lead to decreased motivation and participation in classroom activities. Also, the absence of social activities such as group discussions may affect the development of students' social and communication skills.

Social interaction between teacher and student and among students themselves may be negatively affected in the digital environment. Digital education is often limited to communication through screens, reducing opportunities for direct interaction, which is an important part of effective learning. This leads to weak social skills in learners and may affect academic achievement due to the absence of interactive social and educational activities that take place in traditional classrooms.

6.5. Problems of Assessment and Academic Accreditation:

Assessment in digital education has become a complex issue. Many e-learning tools do not provide effective methods for continuous assessment or for measuring students' actual interaction with the study material. Also, the accreditation of certificates and academic degrees via the internet may raise questions about their credibility in some cases.

One of the biggest challenges facing digital education is how to continuously assess performance and interaction within a digital environment. Many assessment systems rely on

electronic tests or automated assessments that may be less accurate or more susceptible to cheating compared to traditional tests.

"Our educational institutions need programs for new national action, because the prevailing climate, the devices and mechanisms that monitor probabilities of progress, make decisions, take evaluation and assessment procedures, and even the means of changing processes, performances, procedures, and exchange with the local and external environment currently existing are all unsuitable for facing the future" (Shehata, 2008, p. 306).

6.6. Organization and Administrative Structuring:

Educational and training institutions need a new organizational structure that fits digital training. This requires modifying curricula, developing effective electronic platforms, and training teachers in digital management techniques. Also, the use of Learning Management Systems (LMS) requires precise organization to ensure effective workflow and provide an integrated educational experience.

Traditional educational systems that rely on classrooms and traditional assessment methods need to be updated to fit the concept of digital education. There is also a need to develop legislative policies supporting these changes.

The education sector is witnessing a radical transformation in the digital age, as educational training increasingly depends on technology and digital means, imposing multiple challenges at the level of its administrative structuring.

"The administrative structuring of educational training is the foundation for organizing and managing educational institutions, and includes the organization of human, material, and organizational resources within a framework that ensures effective education and high quality. With the emergence of digitization in education, administrative structuring needs to be adjusted to keep pace with technological developments and meet the needs of students and teachers in a digital learning environment.

Digitization also requires continuous updating of administrative systems to adapt to modern technological methods such as distance learning, blended learning, and electronic classroom management applications. Many educational institutions lack the necessary infrastructure to apply these technologies, leading to difficulty in managing educational content, following up academic performance, and effectively evaluating student results. These challenges necessitate reconsidering the structuring of administrative departments and distributing tasks among employees in a way consistent with these variables" (Al-Otaibi, 2021, p. 56).

6.7. Security Threats and Data Protection:

With heavy reliance on the internet, risks related to protecting personal data and educational content increase. Educational institutions face challenges related to protecting the information of students and teachers, in addition to securing the platforms through which educational content is delivered.

With increasing reliance on e-learning platforms, protecting the personal data of students and trainers becomes extremely important. Digital training requires a strong system for protecting

personal information and privacy, which remains a challenge in some cases, particularly with the increase in cyber-attacks targeting educational institutions' data.

Digital educational training therefore requires significant investment in technological infrastructure, from computers to specialized educational software. Administrative structuring requires effective financial budget management to ensure funds are allocated in proportion to digital development needs. Some educational institutions may also lack the strategic vision necessary to allocate appropriate financial resources for modern technology.

7. Proposed Solutions to Overcome Challenges:

-Investment in Digital Infrastructure: Governments and educational institutions must invest in improving and expanding technological infrastructure, including providing fast internet networks and flexible educational platforms.

-Continuous Teacher Training: It is important to provide comprehensive training programs for teachers on using digital tools and modern educational technology. Teachers should also be enabled to benefit from technological innovations in teaching subjects.

-Utilizing Artificial Intelligence and Machine Learning: Artificial intelligence can be used to analyse student behaviour and provide personalized learning recommendations. For example, AI can suggest teaching methods or additional resources based on student performance.

-Developing Flexible and Integrated Curricula: Curricula should be integrated and support diverse learning styles (e.g., auditory, visual, and kinesthetic). Digital curricula should also allow students flexibility in choosing study materials according to their interests.

-Enhancing Social Communication via Digital Learning Platforms: It is essential to provide tools that allow social interaction between students through digital learning platforms, such as discussion groups, online group training, as well as organizing virtual workshops and group projects.

Governments and educational institutions must invest in improving digital infrastructure to ensure all students have access to digital education. This includes providing internet access in remote areas, providing electronic devices for students, and creating effective and accessible educational platforms.

-Continuous Training for Teachers and Trainers: Educational institutions must provide continuous training programs for teachers and trainers to improve their skills in using modern technologies. Training should include: how to use digital platforms, interactive online teaching strategies, and effective digital assessment methods.

-Improving Social Interaction and Collaboration: Tools and programs that enable effective social interaction between students and teachers online should be developed. Forums, online study groups, and digital seminars can be used to enhance interaction and develop social skills. Online group projects can also be implemented to increase collaboration among students.

-Innovation in Assessment Strategies: It is important to improve digital assessment strategies to be more comprehensive and flexible, such as using continuous assessment and analysing student performance data using artificial intelligence to ensure accurate and personalized feedback.

Conclusion:

In conclusion, educational training in the age of digitization represents a radical transformation in the educational system, opening wide horizons for developing education and expanding access to knowledge. However, this technological transformation is not without structural challenges that require innovative solutions and collaboration between governments, educational institutions, and international organizations. Overcoming these challenges, in parallel with effectively exploiting the potential of digital technology, will enable us to build an educational system that keeps pace with the times and achieves sustainable development on all levels.

The opportunities offered by the digital age are great, but it is necessary to prepare the necessary infrastructure, educate teachers, and provide appropriate digital content to maximize benefit from these opportunities. Ultimately, technology remains an important tool for expanding the horizons of education, but it must be used in a way that enhances human interaction and serves humanity first and foremost.

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