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DIGITAL TRANSFORMATION IN EDUCATION: CONNECTIVISM

The rapid development of digital technologies has significantly changed human society, creating both new opportunities and new challenges. The global COVID-19 pandemic has accelerated the introduction of distance work and learning, and digital learning platforms. The need for constant adaptation and continuity of learning has become clear. Until 2019, online educational platforms were underutilized, which indicated that teachers were not familiar with specific software, students lacked relevant skills, and there were shortcomings in the necessary technological infrastructure. However, over time, the global community has gradually found effective solutions to these problems. After a brief return to traditional classrooms after the quarantine, the military invasion in Ukraine resumed the widespread use of online education models.

Interestingly, the evolution toward digital learning began long before the recent events, as evidenced by the coining of the term "connectivism" in 2005 by George Siemens (1). This theory has gained popularity as online technologies such

as web browsers, search engines, and social media have become central to innovative ways of learning, making it easier to access and share knowledge. Connectivism advocates for understanding learning as a networked process based on personal knowledge that interacts within broader organizational networks, contributing to a continuous cycle of knowledge evolution. Another researcher, John Seeley Brown, explained this with the example of a unique mentoring program in the Maricopa County Community College system (2). He paid attention to how the Internet can amplify small individual efforts through the power of network communities. This initiative demonstrated the improvement in learning outcomes achieved by pairing older adults with younger students.

This analysis emphasizes the dramatic shift toward online mentoring and learning, when people increasingly prefer digital advice over traditional authoritative sources. At the same time, artificial intelligence is often used. Today, customized educational content available online, meets the diverse needs of students more effectively than one-size-fits-all teaching approaches.

In summary, we can say that the development of digital education began long before the recent pandemic and spans decades. Although, it is not yet known whether online education will completely replace traditional methods, current trends point to a significant move towards an integrated learning experience. Modern education increasingly favors innovative approaches, which means a shift away from traditional assessment methods and toward the use of digital tools. This is also facilitated by messengers and other online services of information exchange.

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FEATURES OF PROFESSIONAL DEVELOPMENT OF PERSONNEL IN GLOBALIZATION AND INTERCULTURAL INTEGRATION

The globalization of world processes significantly increases the influence of international markets on the formation of requirements for the professional skills of personnel, requires employees to understand different cultures, languages and traditions. Developmental features include intercultural communication skills, the ability to work in different cultural environments, and adaptation to different standards. Intercultural competence is a set of knowledge, skills, and abilities necessary to successfully interact with members of other cultures. It is the ability to effectively perceive, understand, and interact with people who have different cultural and social views, values, norms of behavior, and ways of communicating.

Intercultural competence includes understanding cultural differences and the ability to adapt to them, avoid stereotypes and prevent conflicts, thereby promoting