DIGITAL ECONOMY AND DIGITAL EDUCATION

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Abstract

The concept of the "new economy" (digital economy) focuses mainly on the current transformations of economic activities as a result of the use of digital technologies that provide access, processing and storage of information in a less expensive and accessible digital economy. The new economy is characterized by the intensification of the incorporation of knowledge of new products and services, the increase of the importance of learning and innovation, globalization and sustainable development**.** The main components of the digital economy are digital products, consumers, sellers, business infrastructure, intermediaries, maintenance and support services, website creators. The promotion of digital technologies would stimulate the European economy from two perspectives, namely one of support for citizens and another of support for European Union companies. the level of quality of education is decisive for the prospects and chances of success in the lives of young people. Education also plays a key role in social rights. The digital economy requires a high consumption of design work, a high qualification, which creates a higher added value, new jobs, unlimited virtual segments of business opportunities and creativity.

Key words: digital economy, digital education, economic development

Discoveries and inventions, revolutions and social movements have been the triggers for progress throughout history. Humanity must face new challenges in the 21st century, such as globalization, the rapid pace of innovation, the rapid spread of technology and its rapid rate of adoption in our lives. These factors and many others change not only the way businesses and economies work, but also the landscape of the labor market. The knowledge and skills needed for present and future jobs are changing and, as a result, the education system at all levels must respond to and adapt to new challenges. Cheaper transport and communication facilitate greater mobility, and digital technologies support the remote exchange of large amounts of information, thus transforming global labor markets. International migration, which was a one-way process, but especially for those with technical skills, has become a reversible choice. Researchers studying entrepreneurship have understood the importance of different forms of capital in creating and growing business and the effect that these businesses have on overall prosperity. Political decision-makers have also long recognized the role that businessmen play in a country's economic well-being. Historically, the emphasis for entrepreneurship researchers and policy makers has been on the "hard" assets of financial and physical capital. However, in the 1960s, the southern impulse began to move towards the knowledge and value of skills that people bring to their work, as well as the effect that these inputs have on the economic development and overall prosperity of a region. Pioneering researchers suggested that these skills represent a form of capital that is as important for economic growth as other forms of capital. The stock of acquired knowledge, skills, and abilities of human beings has been labeled as human capital. This capital represents the accumulated human resources of education, training and experience and is considered capital because it produces income and other useful results over long periods of time.

MATERIAL AND METHOD

The fundamental work who crystallized and confirmed the importance of human capital for the economic well-being of individuals, as well as for the country in which they live. While the emphasis has been on formal education, its findings are relevant to the wider range of human capital inflows, especially training and experience, that it recognizes. It has been also distinguished between general human capital and specific human capital. General human capital is training that can be used to increase productivity between firms, where specific human capital is useful for increasing productivity in a specific firm, but would not be useful in other firms. It has been also noted that

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some training is relevant for groups of companies in industries, geographical areas or the like. The authors are seeing human capital as heterogeneous, being qualitatively different in the types of education, on-the-job training and informal learning, etc. Two researchers, in their data studies, confirm that human capital theory explains gains in terms of skills acquired in school and at work. Human capital investment does not always take place in full-time schooling. Educational investment opportunities often come in smaller units: you can go to part-time school, take an adult education course, or train "at work" while working simultaneously. It also confirms that the return on investment is not constant throughout a person's life cycle. Rather, earnings profiles show a concave curve, rising rapidly during the first years of work, then leveling and decreasing in subsequent years. Much of the discussion about general human capital involves details about the production and management of related political efforts. In the field of policy, one of the main questions in any field subject to potential public policy factors is the justification for the existence of public intervention (Polachek S., Siebert W., 1993). Another authors, provide justification for political contributions to human capital. They argue that there are a number of imperfections in the human capital market which make reliance on market mechanisms unlikely to produce the best level of human capital for the economy. Their full argument follows well-known justifications for public intervention to improve the functioning of a market (Booz & Company 2013). Speaking about the aspect of managing human capital policies, authors argue that the key components of a human capital strategy should contain three elements: the size and composition of the workforce, the capacity of workers and productivity. These two streams of thought adopt a macro vision that shows the orientation of a large part of human capital scholarships. Another topic of human capital research is the relationship between human capital and entrepreneurship. Digitization and its contribution to competitiveness performance must be viewed in a much broader sense than the direct impact of the widespread adoption of information and communication technologies. It is an important incentive for innovation, thus being inextricably linked to technological progress. Cooperation at EU level, through the exchange of good practice, peer learning and the exchange of information, has been shown to support the education and training systems of the Member States of the European Union. Common frameworks make it possible to identify effective solutions, while common tools such as eTwinning help to increase efficiency and broaden the impact of actions. Innovative practices in education, including digital ones, exist throughout the European Union. The simultaneous development of telecommunications and the use of computers has made possible the explosive growth of the Internet and the creation of certain specific technologies that have significantly influenced social and economic activities in the European Union. In the beginning, the digital economy was called the new economy or web-economy, e-economy, Internet economy, virtual economy through its dependence on Internet connectivity. The concept of the "new economy" (digital economy) focuses mainly on the current transformations of economic activities as a result of the use of digital technologies that provide access, processing and storage of information in a less expensive and accessible digital economy. The new economy is characterized by the intensification of the incorporation of knowledge of new products and services, the increase of the importance of learning and innovation, globalization and sustainable development (The Digital Society. Impulses for the Digitalization Congress. Bonn 2016).

RESULTS AND DISCUSSIONS

The main components of the digital economy are digital products, consumers, sellers, business infrastructure, intermediaries, maintenance and support services, website creators. The new economy follows the principle: "the more people involved, the greater the benefit for each person involved" (the more people involved the bigger benefit for everyone involved). The new economy is based on the following specific objectives: a) The Digital Agenda (D. A) for Europe, adopted in 2010, is one of the 7 flagship initiatives of the Europe 2020 strategy, implemented by the European Commission, which recognizes the leading role of information and communication technologies, in particular the The Internet, in endowing Europe with sustainable, smart and inclusive growth. The overall objective of the Digital Agenda is to deliver sustainable social and economic benefits through a single digital market with workable applications. The promotion of digital technologies would stimulate the European economy from two perspectives, namely one of support for citizens and another of support for European Union companies (World Economic Forum, 2016). The digital agenda defines 7 priority areas for action to address obstacles to exploiting the potential of ICT: b) Investing in people, especially young people, is a major priority of the European Union (Communication from the European Commission to the European Parliament 940.941 / 2016), whose main message is that the level of quality of education is decisive for prospects and chances of success in life. young people. This initiative is based on the "New Agenda for Skills in Europe". c) Education also plays a key role in the European pillar of social rights. "The basic idea is that only a

higher quality education for all will help Europe achieve its economic and social goals. Schools play a vital role in lifelong learning and more actions will improve the quality and performance of education." Important challenges are to be met: • Reducing gaps in the development of skills in education. • Responding to the pace of technological and digital changes that profoundly affect the economies and societies facing our schools. To meet these challenges, reforms and measures are needed, especially in three areas: 1. Development of the best schools, the most favorable to inclusion. In this regard, the European Commission is considering a number of measures: • Strengthen cooperation between schools by facilitating access to school partnerships and student mobility under the auspices of the Erasmus + program; • Contributes to the optimization of intercultural and digital learning by promoting eTwinning; • Develops a tool for self-assessment of digital skills so that EU schools can self-assess and show the maturity of assessment criteria and support them in developing and improving the effective use of learning technologies in the digital age. Through this tool, schools will be able to show their progress in the availability, skills and attitudes of information and communication technologies and to create databases in all parts of the world. 2. Supporting teachers and school managers for a better quality of the teaching-learning process keep in mind that digital technologies can enhance learning and support innovation in schools. When used properly, digital technologies can enrich learning experiences and support development beyond digital skills. 3. Achieving more efficient, equitable governance of education systems The European Commission will create online communities and resources for teachers, including new eTwinning opportunities for future teachers, online networks for novice teachers and mentors, online courses (including MOOCs), exchanges of good practice between providers of initial teacher training courses and a digital skills framework to support self-assessment and teacher development. Collaborative environments and digital technologies can enhance teacher learning. Traditional workshops and training courses held outside the school still predominate. Innovations in education, such as Collaborative Cooperation Networks, Online Courses (including MOOCs), and the exchange of open educational resources, can complement these methods and help overcome barriers to participation. d) The importance of the digital economy The digital economy requires a high consumption of design work, a high qualification, which creates greater added value, new jobs, unlimited virtual segments of business opportunities and creativity, through the existence of flexible and interconnected standards that facilitate the need for integration (The Digital Society. Impulses for the Digitalization Congress. Bonn 2016).

CONCLUSIONS

The constant emergence of new technological resources requires constant reflection and, consequently, the research of the possibilities of these resources in the teaching-learning processes. Therefore, it is necessary to intensify action research in the future to see from the classroom and the educational center what technologies bring and how to benefit from them. At the same time, digital technology increases the possibilities of contact and exchange of research in the field of education at the international level, if we think about international projects (Erasmus, Horizon2020) that can be developed in partnership. Compared to changes in education, digital technology will facilitate "support for those with disabilities in schools" and will lead to the development of teaching adapted to the different needs of students (personalized education). Education means not only the transmission of culture and the preparation of individuals for its assumption, but also their formation and development for the very complex activity of generating culture. This fact presupposes several aspects, among which we mention: the development of students' imagination and creativity, the careful cultivation of their aptitude predispositions, the deliberate employment of those who are educated in acts of cultural creation, etc. As a result of the combination of these action strategies at the level of the school reality, education is constituted not only as a repository and vehicle of culture but also as a crucible of cultural creation in general. The involvement of education in the relationship between culture and civilization is not reduced to its structural adequacy to the specifics of the game with complete information but also involves taking into account the fact that we are currently witnessing a process of progressive multiplication, through information technology and media, images. about the world, a process that can lead to the loss of the sense of reality. At the level of most contemporary educational systems there is an accentuation of the discrepancies between books and the reality to which they refer, and the conversion of reality into ideas, concepts or theories, which induces major difficulties in the understanding by those who are educated of the real, objective world. The often

low degree of significance of the information conveyed, the incongruities between the written texts and the actual reality, together with the theorizations doubled by excessive conceptualizations, are elements that demand the reconsideration at the level of the educational phenomenon of the relations between theory and practice, between symbols and reality. more consistent approaches to school in real life.

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