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FINDING NEW METHODS FOR IMPROVING QUALITY OF THE EDUCATION IN DIGITALIZATION ERA

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In recent years, the motivation of students' training in the transportation industry has been decreasing, which is caused by students' uncertainty in successful employment and low initial salary. Lack of real opportunity in passing the industrial practice, as motor transport enterprises are burdened with the solution of their problems and within the framework of their functioning in the conditions close to market conditions, the presence of a poorly trained person at the enterprise is an unfavorable factor. This is only the tip of the iceberg of the quality of training of specialists in the transport industry. Some scientists propose a comprehensive approach to assessing the quality of training, which is based on a group of indicators: the level of fundamental theoretical training (knowledge of humanitarian and social-scientific disciplines, natural-scientific disciplines), the level of professional competence (technological and informational competence, basic skills of a specialist, the ability to justify and choose the best solutions), personal qualities of a specialist (intellectual skills and interpersonal communication skills).

One of the crucial aspects of effective training is the prior knowledge of the students. They have to be prepared for the technical and mathematical-based courses that are the solid base for gaining practical skill in the transportation field. Having the different prior knowledge in the beginning of the course the lectures should account for that, otherwise, the progress of the students will differ significantly. To account for that, the lectures may implement the student-centered approaches to focus on the differences in the prior knowledge of the students.

The second crucial point is usage of digital tools. First, a provision of digital tools and platforms must be done where students may learn or recap the materials on their own. Such a learning channels provide students with flexibility in education, allow them to develop their own pace of study that does not affect the final results. Second, the hands-on experience is one of

the bases that should be implemented and gained during the course. Undoubtedly, the digital aspects are the pillars that allow for connectivity between theoretical knowledge and practical skills [1]. Digitalization in this case does not assume only employing some specific software, but forming multistep knowledge on data collection, preparation, handling, and analysis. In this case, the combination of several software provides students with a better understanding of the interconnectivity between these digital tools.

The effectiveness of practical consolidation of theoretical material is undeniable, in this regard, there is a question of the quality of course projects and master thesis. The tendency to reduce the number of hours for in-presence learning and the reduction of hours in the curriculum affects the course design, namely, its exclusion from the curriculum. This leads to a decrease in the quality of learning, first of all, in the disciplines of professional and practical training, as the student loses the logical thread of practical application of theoretical material. And, accordingly, according to the rules of mnemonics, this material is quickly forgotten.

The lack of practical experience gained in the course work significantly reduces the effectiveness of solving problems put forward to students in writing theses and projects, and this in turn negatively affects the professional qualities of graduates of transport universities. It is necessary to note the role of the real statistical information applied in the realization of diploma projects. As noted above, the formality of industrial practice inevitably leads to the minimization of real reporting data used for design developments [2].

One of the potential ways of engaging students in the education process is implementing project management in the self-implementation tasks. In this case, the students are divided into several groups and each group is assigned to a digital platform to have instant feedback from the lecturer. In such conditions, students gain knowledge and skills in collaborative activities, time management, and deadline issues. Such skills are crucial for a future job as well as educational aspects. Given that, the education itself in an era of digitalization should become instant and hybrid allowing students and lecturers to be in constant connection and interaction.

References:

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2. Lin, M. H., Chen, H. C., Liu, K. S. (2017). A study of the effects of digital learning on learning motivation and learning outcome. Eurasia Journal of Mathematics, Science