

DOI <https://doi.org/10.30525/978-9934-26-623-2-19>

DIGITAL EDUCATION VALUE DIMENSION WITHIN A COMPETENCY-BASED PARADIGM

ЦІННІСНИЙ ВИМІР ЦИФРОВОЇ ОСВІТИ У КОНТЕКСТІ КОМПЕТЕНТНІСНОЇ ПАРАДИГМИ

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Introduction. The contemporary transformation of educational systems is characterized not merely by the implementation of digital technologies, but by a fundamental shift in the educational paradigm. As L. Floridi notes, ICTs are transforming reality into an infosphere, thereby modifying the very nature and meaning of reality itself [1, p. 45]. This transformation is particularly evident in education: the transition from a knowledge-based to a competency-based model is accompanied by the emergence of new educational values.

The competency-based paradigm is grounded in a fundamentally different understanding of the learning subject. Contemporary philosophy of education recognizes the student as an active co-creator of the educational process. The digital environment amplifies this tendency through interactivity, personalization, and collaborative learning. Electronic trilingual dictionaries illustrate this shift.

Axiological Dimension of Digitalization.

Openness and accessibility of knowledge. Digital educational resources realize the democratic ideal of equal access to knowledge, breaking down geographical and social barriers.

Lifelong learning. The competency-based paradigm recognizes learning as a lifelong process. Digital tools support this value through learning anytime and anywhere, adaptive technologies, and the integration of formal and informal education.

Critical thinking and information literacy. Information overload in the digital environment foregrounds critical thinking as a key competence.

Rethinking Competence in the Digital Era.

The philosophical understanding of competence includes four dimensions:

- ontological: competence as a mode of being of the individual in the professional world;
- epistemological: the ability to reflect on one's own knowledge and lack of knowledge;
- praxeological: readiness for action under conditions of uncertainty;
- axiological: value-oriented activity with awareness of ethical responsibility.

Contemporary researchers emphasize that digital competence in higher education should encompass not only functional skills, but also ethical and environmental responsibility [2, p. 15].

Electronic Trilingual Dictionaries as a Value-Oriented Tool.

Philosophical and Linguistic Dimension.

An electronic trilingual dictionary is a complex epistemological tool that mediates access to professional knowledge through three functions:

- a) Hermeneutic function: the comparison of terms across three languages opens up a hermeneutic circle of understanding, from superficial translation to deep comprehension of conceptual differences;
- b) Conceptual analysis: the identification of universal concepts, culturally specific notions, and pseudo-equivalents;
- c) Cognitive mapping: the creation of a cognitive map of the professional subject with connections between concepts.

Didactic Potential in Higher Education.

Electronic trilingual dictionaries shape professional identity through mastery of terminology in multiple languages, develop metacognitive skills, and implement the CLIL approach.

Specificity of Postgraduate Education.

Postgraduate education requires practice orientation, adaptation to adult learners, transdisciplinarity. Electronic dictionaries should include cutting-edge terminology.

Methodological Principles for Developing Digital Tools.

The creation of digital educational tools should be based on the following principles:

1. Pedagogical appropriateness: each function corresponds to specific educational goals.
2. User-centered design: involvement of the target audience in testing.
3. Interoperability: integration with other platforms through APIs.
4. Ethical responsibility: protection of personal data, transparency of algorithms.
5. Continuous development: regular content updates.

Challenges and Risks.

The main challenges of digitalization:

- technocratic reduction: the substitution of educational goals with technological capabilities;
- digital inequality: geographical, socio-economic, and cultural;
- transformation of the teacher's role: from knowledge transmitter to facilitator;
- cognitive transformations: short attention span, decreased concentration;
- ethical dilemmas of AI: transparency of algorithms, biases in datasets.

Development Prospects.

The future of digital education is associated with the transition from digitalization to digital transformation. The concept of Education 4.0 represents a new experience-based education system that integrates technology and addresses contemporary needs [3]. Artificial intelligence opens opportunities for context-sensitive translation, personalized terminology learning recommendations, adaptive educational platforms, and learning analytics.

Virtual and augmented reality technologies create immersive scenarios of professional communication in a multilingual environment.

Conclusions.

The value dimension of digital education reveals profound transformations of educational reality. Digital tools embody new educational values: from knowledge transmission to meaning construction, from monological

teaching to dialogical interaction, from one-time education to lifelong learning.

Electronic trilingual dictionaries demonstrate how technology embodies educational values such as multilingualism, openness, interactivity, and intercultural competence.

However, technological progress does not guarantee educational progress. The key lies in the value content of digital tools and their orientation toward personal development and competence development for living in the complex, dynamic, pluralistic world of the 21st century. Digital transformation of education should serve human and societal wellbeing.

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