

PEDAGOGICAL SCIENCES

DIGITAL COMPETENCE OF UNIVERSITY TEACHERS IN GLOBALIZATION CONDITIONS

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Introduction. The key resource for the country's economic growth and a place in the world is its intellectual and educational potential. One of the main competencies of higher education teachers is the information-digital, which involves a confident use of information and communication technologies to create, search, process, exchange information at work, in public space and private communication. This competence also includes such components as: information and media literacy, basics of programming, algorithmic thinking, working with databases, cybersecurity skills, understanding the ethics of working with information. University teachers need to possess digital technologies and be ready to use them.

The aim of the study is to consider methods of improving the training of university teachers for the use of digital technologies in their professional activities, their mastery of methods of designing an educational process in the form of a lesson of a certain type based on the use of digital educational resources.

Materials and methods. Such methods as systematic analysis of scientific, methodological and Internet sources on the research problem, comparison of digital competence structures for citizens of different EU countries, observational methods of the educational activities of university teachers during implementing digital technologies in the educational process were used.

Results and discussion. Digitalization of contemporary pedagogical education should provide training of highly qualified personnel capable of using contemporary information technologies, possess a high level of digital skills, abilities and competencies.

Thus, the important task of professional training of university teachers is formation of digital competence, as the current generation of students feels at ease with any gadgets and learning using digital technologies by teachers will serve as a powerful mechanism to increase overall motivation and the efficiency of digesting the educational materials. Digital competence and digital literacy are interpreted by scientists as skills possessed by a specialist in the application of digital technologies in professional activities.

Based on a detailed analysis of a number of positions of contemporary scientists, such as Zabolotska, O., Zhyliak, N., Hevchuk, N., Petrenko, N. & Alieko, O. (2021), digital learning is defined as a process of organizing interaction between subjects of educational process in the electronic-information environment, the specificity of which is due to a number of factors: the educational process management system, which provides the use of components of the electronic information and educational environment as a construction set for the educational process; personalized support of students in the educational process; the possibility of scheduling an individual learning and recording the actions of participants in the educational process with the help of digital equipment; openness and visualization of learning outcomes.

Researchers Tobinski, D. A., Cyra, K. V. (2021), note that the concept of “digital competence” is much broader and more general than the concepts of “digital culture” and “digital literacy”, “because its semantic content includes skills of work in information and communication (digital) environment as a leading feature of digital literacy, and the socio-cultural component (new artifacts, new practices of digital culture with the relevant values and personal experience)”.

Let’s focus on the ways of forming digital competence in university teachers. First of all, in our opinion, development of educational programs and assessment

tools should be carried out, focusing on effective preparation for the profession in accordance with current requirements, which, in turn, envisages polarization of university education to elite (offline) and popular (online).

The following important element is the introduction of digital technologies in the group learning system: gamification in education; virtual tutors; introduction of elements of artificial intelligence in the practice of continuing education; acquaintance with contemporary concepts of e-learning development: Mobile-Learning, Smart e-Learning, etc.; expanding communication channels with students (telephone, Skype, zoom conferences, e-mail, social networks, etc.).

An integral component of the professional training of teachers is their self development through current distance learning technologies, including learning at popular open online platforms (Prometeus, BYM, Edera, etc.). Another important condition for formation of digital competence is creation of a practice-oriented digital educational environment (involving future professionals in the development and use of contemporary web technologies, web resources and software in the process of learning at HEI), such as: MOZAIK Education Internet resource (software for teachers practicing interactive methods with virtual programs and virtual laboratories); Edmodo web application (an educational site similar to a social network, designed to ensure effective interaction between participants in the educational process); LearningApps.org (online service that provides a variety of exercises, interactive tasks, etc.); Moodle (an open distance learning management system that enables to use a variety of tools to support the educational process); Google Classroom (a platform that allows online learning using video, text and graphics); Zoom (service for video conferencing and online meetings).

During studies at higher education institution future specialists are involved in creating an Internet portfolio - a technology that integrates the capabilities of pedagogical and information technologies and serves as an important tool for teachers, determines the degree of their readiness for professional activity in new conditions.

Conclusions. Digital devices and mobile technologies are integral attributes of contemporary students, so university educators in order to effectively pursue professional activities should be aware of the computer and mobile technologies, understand the role of digital educational environment, be able to analyze information, design and create their own educational environment, work in online pedagogical communities, upgrade one's qualification through self-education at online courses.

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