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THE APPLYING OF DIGITAL TECHNOLOGIES IN INNOVATIVE MODELS OF CONTINUING PROFESSIONAL EDUCATION

***Abstract.** The article proposed digital technologies of scientific and methodological support for the implementation of competent-oriented conceptual models for improving the qualification of vocational education teachers in vocational, information and communication directions. The necessity and effectiveness the applying of digital technologies in the education is substantiated.*

***Keywords:** innovative models of advanced training, digitalization, continuing professional education, digital divide, digital competence.*

The digitalization of education is a set of processes that includes [1]: translating the content of educational programs into digital form and creating online courses that allow educational applicants to independently obtain knowledge; equipping educational institutions with the necessary infrastructure that allows educational applicants, scientific, scientific-pedagogical and pedagogical staff, collaborators to use digital information-oriented content; In this regard, the formation and development of digital competence of adults in general and educators in particular in the context of the development of Ukrainian statehood and increased digitalization is an urgent problem of today. , adapted to the rapidly changing realities of the surrounding reality, able not only to perceive, store and reproduce information, but also to produce a new one; manage information flows and process them efficiently. This also applies to teaching staff.

The Concept for the Development of the Digital Economy and Society of Ukraine for 2018-2020 [2] defines that the primary objectives of this concept are to form a solid national policy of digitalization of education as a priority component of the education reform, to identify specific initiatives for the creation and implementation of modern models for providing and connecting educational

institutions with computer tools to broadband Internet; preparing, adapting and organizing access to multimedia technologies and creating appropriate digital educational platforms for use in the educational process and education management.

At the Bila Tserkva Institute of Continuous Vocational Education (BINPO), digitalization has become an integral part of the educational process. psychological and pedagogical, innovative, conflictological, coaching, digital, etc. competencies, taking into account the needs of the innovative economy and the framework of digital competence of the teacher (DigCompEdu) and the use of modern digital technologies in the process of implementation.

All these models provide for the opportunity to distance learning.

Distance learning is also an integral part of innovative educational models.

Distance learning means the individualized process of acquiring knowledge, skills, practice and methods of cognitive activity of a person, which occurs mainly due to the indirect interaction of distanced participants in the educational process in a specialized environment, which operates on the basis of modern psychological, pedagogical and information-communication technologies [2].

The development of distance education in Ukraine takes into account the existing achievements in this area. We will consider the adoption of the Law of Ukraine "On the National Informatization Program" in February 1998, which formulated the tasks of informatization of education and determines the directions of their implementation.

On December 20, 2000, the Ministry of Education and Science of Ukraine, under the leadership of Minister V.G. Kremen, approved the "Concept for the Development of Distance Education in Ukraine" [3].

Subsequently, the "Distance Learning System Development Program for 2004-2006" (Resolution of the Cabinet of Ministers of September 23, 2003, № 1494) and later "Regulations on Distance Learning" (Order of the Ministry of Education and Science, April 30, 2013, № 703/23235).

In January 2018, the Concept for the Development of the Digital Economy and Society of Ukraine for 2018-2020 was approved (Resolution of the Cabinet of Ministers, January 17, 2018, № . 67-p).

The Concept emphasizes that [4] digital technologies make the learning process mobile, differentiated and individual.

Digital technologies help to automate most of the teacher's work, freeing up time for search, communication, self-improvement, individual work with students, provide feedback, increase the efficiency of management of the educational process and education in general.

The concept highlights the development of distance education using cognitive and multimedia technologies in one of the main directions of digitalization of education.

Nevertheless, it should be emphasized that the impact on the development of distance education in Ukraine, in addition to programs and concepts developed by state authorities, is primarily due to the fact that postgraduate education is gaining popularity, since there is an increase in the number of people who want to receive education but are unable to do so in the form of full-time education.

In addition, in today's global information world, there is a tendency to disappear the line between traditional education and distance learning, most people, regardless of the form of education, still turn to the Internet. That is, the presence of electronic educational programs, textbooks, inflicted does not go beyond the usual life [5]. Information support in some cases helps students to gain knowledge, skills, as well as to move up the career ladder.

First of all, educational institutions of all levels organized distance learning in asynchronous mode with the help of e-mails, forums in social networks and messengers.

Webinar is one of the following technologies. Several software tools and platforms allowed to conduct online conferences and allowed to conduct distance learning in synchronous mode.

One of the most important requirements for online learning software for Ukrainian educators is the cost of use and an intuitive user-friendly interface.

In our opinion, it is necessary to pay attention and use in practice platforms such as MyOwnConference, YouTube, Zoom, Google Meet and others.

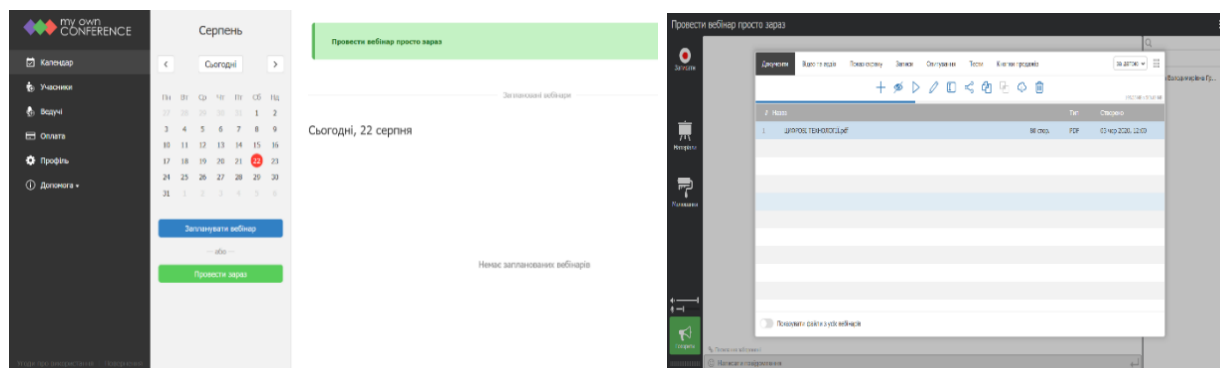


Fig. 1. MyOwnConference Interface

All these platforms have a user-friendly interface, their advantages, however, and disadvantages.

One of the biggest advantages for Ukrainian users of the MyOwnConference platform is the ability to use the Ukrainian-language interface.

YouTube has greater advantages over other platforms for connectivity stability and presence and viewing analytics.

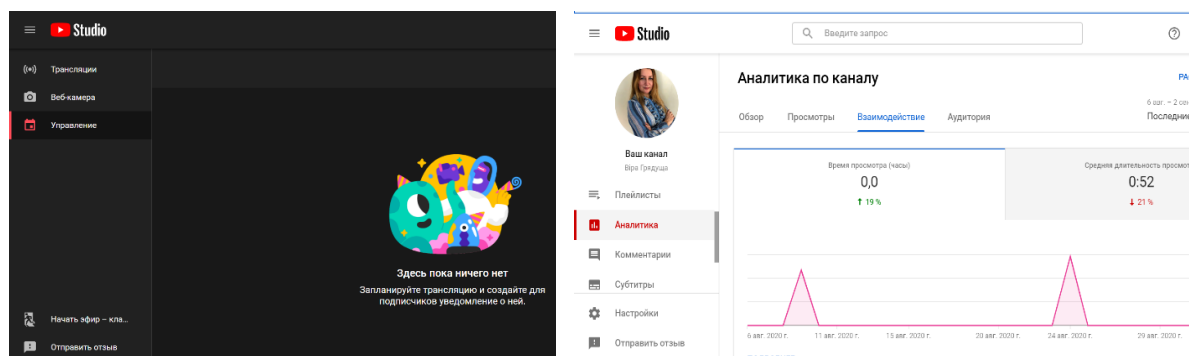


Fig. 2. YouTube Interface

Zoom allows you to simultaneously have 50 users in video mode.

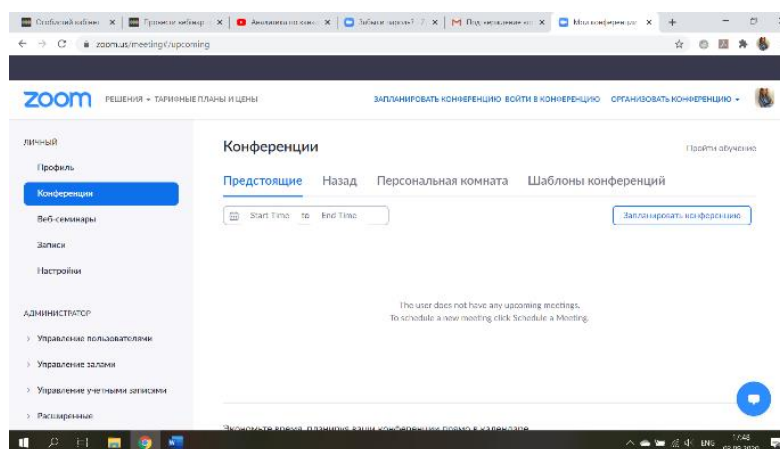


Fig. 3. Zoom interface

So, Google provided the opportunity to use GoogleMeet for free, and Facebook developed its platform for online conferencing up to 50 users in a video format at the same time.

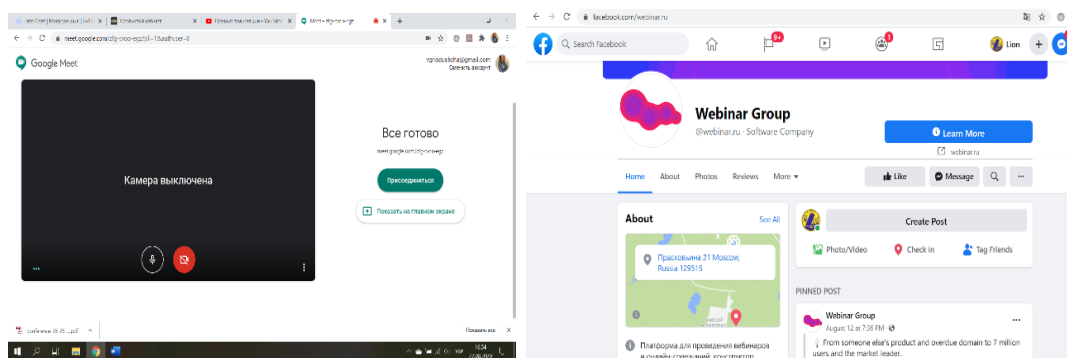


Fig. 4. GoogleMeet and Facebook interface

It should be noted that distance education has shown its necessity and effectiveness during quarantine, when the use of such a format remained the only opportunity to preserve the learning process, namely digital technologies have made it possible to bring distance education as close as possible to face-to-face format. even provide some benefits.

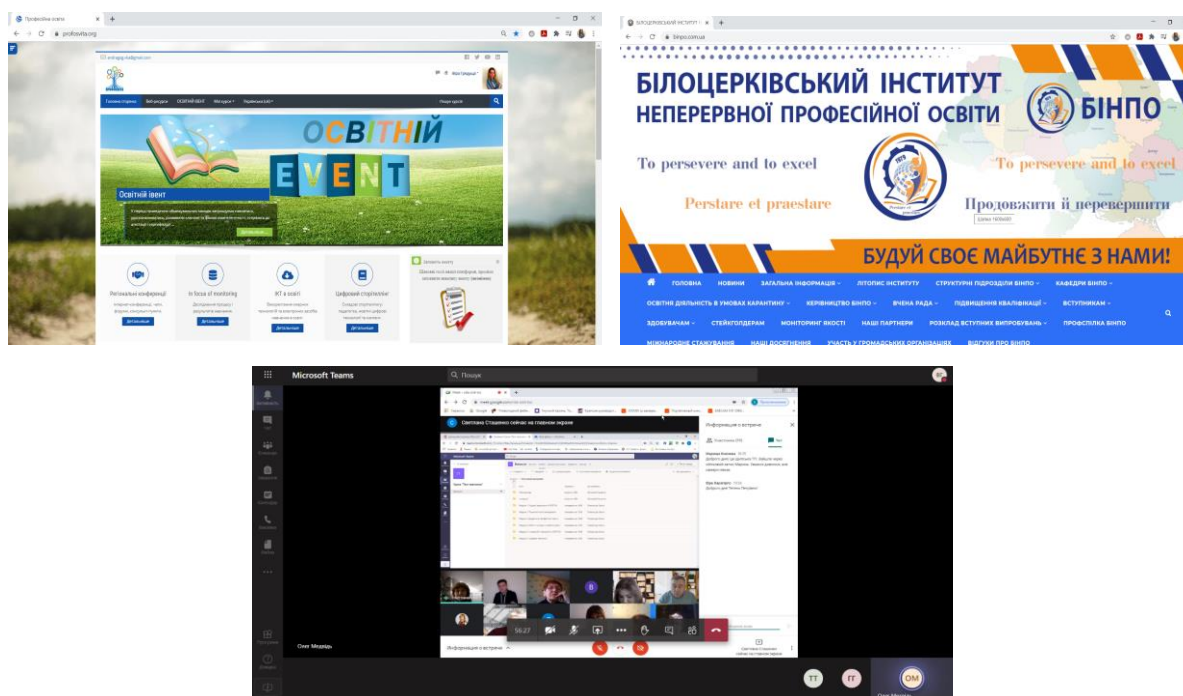


Fig. 5. Information environment of The Bila Tserkva Institute of Continuing Professional Education

The implementation of such most educational projects of the Bila Tserkva Institute of Continuing Professional Education is based on the use of the information environment (Fig. 6), which consists of the profosvita.org educational platform, the institute's web portal binpo.com.ua and the center for teamwork of BINPO in Office 365 from Microsoft – Microsoft Teams.

The main purpose of the information environment of BINPO are:

1. Step-by-step solution of the problems of digitalization of education.
2. Formation of the informational educational environment of the Institute.
3. Introduction of digital technologies in educational and management processes.
4. Information and methodological support of the educational process.
5. Electronic document flow.

The basic principles of digital technologies in the field of digitalization of education should be based on a human-centric approach; values of personality, intelligence, talent and the desire for self-development.

Digitalization should be an integral component of innovative models of continuing professional education and promote the development of digital competence, including literacy in the field of data and mobile literacy, pedagogical staff through the improvement and acquisition of the skills of confident, critical and responsible use and interaction with digital technologies for education, work and participation in the modern information society; building an individual trajectory of digital competence in the context of changing communication preferences.

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