Formation of students math competencies involves the strengthening of the applied orientation of the math textbook contents, which should be corresponded to three stages of the application of Mathematics in practice [1].

At the **first stage** students must be brought to a new mathematical content, using examples from the environment, models, graphs, drawings, examples from the field of future professional activities, facts from other educational subjects, etc. or from the description of practical actions. This will allow them to find out the essential features of the concept, properties of a mathematical object and, based on this, independently formulate the corresponding statement. In our textbooks [2; 3], each paragraph begins in this way. This takes into account the level of math knowledge and skills of students.

At the **second stage** the essence of the mathematical fact is clarified and substantiated and purely mathematical problems are solved. When substantiating mathematical statements, one should not admire the formal-logical severity of proofs and spend a lot of time on cumbersome transformations and calculations. More attention should be paid to understanding the meaning of concepts, properties, and ideas.

At the third stage, students should be immersed in real life situations where the use of mathematical knowledge is necessary. They traditionally includes: a) formalization and constructing math model of real situation; b) solving the problem within the framework of the constructed model; c) interpretation of the solution in the term of the original situation. In our textbooks [2; 3], a separate block of the tasks "Apply in practice" there are practical-oriented tasks, practical typical situations, where it is necessary to apply the studied material.

**Conclusions.** These three stages should be inherent in educational activities, since they affect the development of pupil’s creativity, his activity and initiative.
**References:**


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**DIGITAL COMPETENCE OF COLLEGE STUDENTS**

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The introduction of digital tools takes place in all spheres of life, including the education. Digital technology is changing the way people learn, not only inside but also outside of educational institutions. Non-formal education becomes a complement or alternative to formal education. The article discusses how digital competence affects digital informal learning for students.

Digital technologies are not just changing the way we learn inside, but also outside of educational institutions. Student’s engagement with digital media is becoming a significant part of everyday life of students. Mass media they are called the “digital generation”. Information and communication technologies (IT) provide more opportunities for learning [1]. Digital competence has been recognized by the European Union as one of the eight key competencies in the field of learning, which is a set of knowledge, skills, approaches (including abilities, strategies, values, and awareness) that required when using IT and digital media to perform tasks. Digital competence is an ability students consciously and responsibly use digital tools to solve professional and everyday tasks.

Digital competencies include three aspects: