SECTION #1. PROBLEMS OF THEORY AND METHODS OF TEACHING FOREIGN LANGUAGES IN THE PROFESSIONAL FIELD

1.1 MEANS OF TEACHER PREPARATION FOR THE IMPLEMENTATION OF COMPETENCE-ORIENTED EDUCATION

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Abstract. *The latest technologies and means of e-learning can increase the effectiveness of established forms of organization of the educational process: lectures, practical and laboratory classes. The use of ICT and digital learning tools allows the teacher to develop interesting and high-quality educational materials, successfully plan and conduct classes, objectively determine the level of acquired knowledge, skills and abilities, and activate the activities of students. In addition, ICT and modern digital learning tools play an important role in organizing students' independent work. Modern electronic educational resources, electronic learning environments, computer testing systems make it possible to make this most important component of student activity truly organized and controlled. The current level of development of information computer technologies and electronic learning tools significantly expands access to educational and professional resources. Therefore, the active and competent use of ICT and digital learning tools is a necessary condition for the further implementation of the competence-oriented education model. How effectively this process will take place depends on the level of ICT competence of both teachers and students of education, high-quality electronic content, the activity of forming network educational communities as an innovative environment, the exchange of the best educational methods and practices.*

1. Introduction

Distinctive features of today are the growth of the amount of information and the high level of development of information and telecommunication technologies, their widespread use in all fields. A modern citizen of the information society seeks to actualize acquired knowledge and skills, flexibly adapt to the changing conditions of today, make decisions independently, think critically, and process information competently. Such a change in the outlook of society, the integration of Ukraine into the European educational space, determine the latest requirements for the level of teacher training, modern directions of productive transformations of domestic pedagogical education. The country's education system should prepare students for professional activity in the world, which requires competencies to construct an innovative reality.

The conceptual provisions on the content and organization of the process of training future teachers are based on the Laws of Ukraine "On Higher Education" (2014), "On Education" (2017), the Order of the Ministry of Education and Science of Ukraine "On Approval of the Branch Concept for the Development of Continuous Pedagogical Education ". Normative and legal acts, which determine the directions of modernization of the state education system, are developed taking into account such documents as "Goals of sustainable development of Ukraine for the period until 2030" (2019), the National Economic Strategy for the period until 2030 (2021) and the Human Development Strategy (2021).

It should be noted that the reforms of Ukrainian education are carried out in the context of the Bologna process, which aims to transition to competence-oriented education, therefore the competence-based approach has been declared the leader in the modernization of the education system of Ukraine. The main goal of the competence approach is to ensure the quality of education, orientation to the result. Competency approach as a modern educational paradigm involves the purposeful formation of the future teacher's abilities to effectively carry out pedagogical interaction, the development of his professional and personal qualities, mastering the experience of professionally oriented activity in the conditions of a real pedagogical process [14, p. 130]. Therefore, the main goal of domestic higher education is to prepare a graduate who has not only mastered a certain amount of knowledge, but also knows how to apply it.

The purpose of our investigation is to analyze modern scientific research in psychology, pedagogy, linguistic didactics, dedicated to the study of ways to prepare a modern teacher for the implementation of competence-oriented teaching, to systematize and summarize information on the didactic aspects of the effective use of teaching aids, in particular those based on information-computer computer technologies, in the conditions of the transition to competence-oriented education.

2. Research Outcomes

The implementation of the competence approach in the educational process requires a teacher trained for this. In higher education, the introduction of competence-oriented training is considered in two aspects. First, the content of professional education is being modernized, which involves its selection and structuring with the simultaneous determination of the effective component of the educational process and students' acquisition of competencies. Secondly, there is a need to teach future teachers to purposefully form key and subject competencies in students [7, p. 36].

Competency approach, its essence, categorical apparatus, specifics of implementation in the educational process are actively studied by domestic researchers. At the legislative level, recognition of the importance of the implementation of the competence approach took place with the introduction of the State Standard of Primary General Education and the State Standard of Basic and Comprehensive General Secondary Education. These documents emphasized the need to use the specified approach during the organization of the educational process.

In Ukrainian pedagogy and psychology, the essence of the competence approach in the training of specialists of various levels was reflected in the research of such domestic scientists as N. Bibik, L. Vashchenko, I. Zimnya, S. Kalashnikova, N. Kuzmina, O. Lokshina, A. Markova, O. Ovcharuk, L. Parashchenko, O. Pometun, S. Trubachova, L. Horuzha, A. Khutorsky, and others. In the works of these researchers, aspects of the essence of the competence approach in education were thoroughly considered, the features of this latest educational methodology in the training of specialists were determined, advantages compared to the knowledge paradigm, positions were developed regarding the development of competence-oriented technologies and methods.

The fundamental provisions of the professional training of a modern teacher are highlighted in the scientific works of Y. Babanskyi, V. Bekh, V. Bondary, N. Boreyko, S. Honcharenko, O. Horoshkina, E. Grishina, O. Dubaseniuk, M. Yevtukh, I. Zyazyun,

V. Lozova, V. Lugovoi, T. Kalyuzhnaya, N. Kuzmina, V. Kuzya, A. Nisimchuk, A. Sbruyeva, O. Ohienko, O. Pehoty, O. Savchenko, L. Khomych and others. Taking into account the priority of professional training of teachers in accordance with European educational standards, the special attention of scientists V. Bespalko, O. Bilyk, O. Dubaseniuk, Ya. Kodlyuk, S. Kulikovsky, A. Markova, N. Nychkalo, O. Ovcharuk, M. Pavlyutenkov, O. Pometun, L. Khoruzha, V. Khymynets, O. Yarova, I. Yashchuk focuses on the problem of introducing a competency-based approach to the content of modern education.

It should be noted that in the studies of the mentioned scientists, the existence of a contradiction between the requirements of the competence approach to the organization of the educational process and the modern practice of the higher pedagogical educational institution was repeatedly pointed out. O. Horoshkina emphasizes that "According to practice, practical teachers lack the knowledge acquired in higher education institutions, moreover, the system of methodical training of future teachers largely preserves traditional features. This necessitates the introduction of information to the methods of higher education that acquaints students with the conceptual foundations of the competency approach [1].

The innovative component in the new paradigm of higher education can be traced in the following changes:

– the learning process is focused on the independence and autonomy of the learner, and the learning function is transformed into the function of pedagogical support for learning;

– there is a redistribution of time between independent and classroom work in favor of the first;

– a new approach to education for the development of thinking and activity is being formed;

– the educational and informational educational environment is transformed into an open system that is enriched thanks to external sources of information;

– information technologies are actively integrated into the educational space.

The National Report on the State and Prospects of Education Development in Ukraine (2021) indicates a lack of communication and pedagogical components in teacher training, which inhibits the humanization of education and the personal orientation of the educational process. In addition, it is emphasized that the possibilities of information and communication technologies are not fully used in the educational process to increase its effectiveness, which is caused by a number of technical and methodical factors. It is also negatively affected by insufficient awareness of teachers with available online educational resources, low ability to create their own resources and methodically expediently use them" [8, p. 46].

In this regard, one of the leading tasks facing the general education system is the provision of comprehensive scientific and methodological support of the educational process, in particular with the use of information and communication technologies (ICT), digital resource environments, electronic and digital learning tools.

L. Popova, T. Levchenko, I. Zaichenko, O. Tsarenko, I. Khizhnyak investigated the use of a wide range of teaching aids during the implementation of the competency-based approach, the peculiarities of the use of competency-oriented training aids, and their influence on the optimization of the educational activities of those seeking education.

L. Popova, points out that "teaching aids are one of the components of the educational process. The productivity of the educational and cognitive activities of the students of education, their acquisition of experience in speech activities, and therefore the effectiveness of the formation of subject and key competences depends on their methodically appropriate application" [11, p. 110]. In addition, the researcher emphasizes that "the effectiveness of the implementation of the educational process is related to the problem of representing theoretical material from a certain educational subject to students, its visualization. And the faster society moves in the direction of technical and technological progress, the faster the means of education need to be modernized" [10, p. 164].

The World Education Forum, held in Incheon in 2015, emphasized the importance of training teachers to use ICT and digital learning tools: "it is necessary to use information and communication technologies to strengthen education systems, disseminate knowledge, ensure access to information, quality and effective learning and more effective provision of services" [5, p. 31].

The Qingdao Declaration of 2015, which was released at the international conference "ICT and Education after 2015", pointed out the feasibility of professional development of teachers for the effective integration of ICT in the educational process. In particular, the declaration states that "the successful integration of ICT in teaching and learning requires rethinking the role of teachers and reforming their training and professional development. We must ensure that educational institutions that provide training, retraining and professional development of teachers are sufficiently equipped and ready to use ICT in order to increase the effectiveness of the implementation of teacher training and professional development programs and act as an advanced platform for introducing innovations into educational practice, which are based on the application of technologies." [15, p. 34].

In Ukraine, the issue of informatization is given a prominent place in the Concept of State Policy Implementation in the Reform of General Secondary Education "New Ukrainian School" for the period until 2029, approved by the Government in December 2016, as well as the Concept of Development of the Digital Economy and Society of Ukraine for 2018-2020 years, in which, in particular, it is indicated that the digitization of education is a modern stage of its informatization and involves the saturation of the information and educational environment with electronic and digital devices, means, systems and the establishment of electronic communication exchange between them, which actually enables the integral interaction of virtual and physical, i.e. creates a cyber-physical educational space [12]. The Laws of Ukraine "On Education" (2017) and "On Comprehensive General Secondary Education" (2020) define information and communication skills as key. The provisions on the National Educational Electronic Platform (2018), on the electronic textbook (2018), and on electronic educational resources (2019) are aimed at the development of electronic learning, the creation of electronic educational resources, and the formation of digital competencies of participants in the educational process.

The implementation of a competence-oriented approach involves the wide use of active and interactive forms of classes in the educational process (computer simulations, business and role-playing games, analysis of specific situations, psychological and other trainings). Competence-oriented approach in the educational process is implemented

thanks to the use of new pedagogical technologies, forms and methods of education. Diversification of the used pedagogical technologies is a necessary condition and consequence of the implementation of competence-oriented educational programs. Therefore, competence-oriented education involves the transformation of traditional technologies based on the reproductive model of learning towards active and interactive learning technologies. If in the reproductive model of learning, the central figure is the teacher who imparts his knowledge, then in the second model, the student is quite independent and develops his competencies under the guidance of the mentor [9]. It is important to note that the use of ICT-based learning tools in the educational process in the context of modern educational technologies can significantly increase the educational and educational effectiveness of the teacher's work.

The level of use of modern ICT and digital learning tools in the field of education is assessed in four main directions:

– equipping educational institutions with modern computer and telecommunication equipment;

– improvement of the education management system;

– creation of electronic information and educational resources;

– introduction of new educational technologies and principles of organization of the educational process [4, p. 7].

The fourth direction is the most difficult, as it requires significant efforts of a significant number of people, namely, revision of established methods, teaching methods, mastering of the latest technologies, constant improvement of the qualifications of pedagogical workers.

What modern ICT and digital learning tools should be used in the educational process, how to integrate them with the best traditional and innovative pedagogical technologies? Here are the most difficult and urgent questions, the solution of which determines the success of education reforms in the information society.

The works of such Ukrainian scientists as I. Gudchyna, V. Edigei, V. Kotkova, I. Krasilnikova, L. Masol, R. Petelina, L. Petukhova, S. Polozova, V. Skvortsova, O. Spivakovskyi are devoted to the issue of informatization of education. Research shows that the use of ICT and digital learning tools during the educational process creates conditions for increasing the level of interest of students in educational activities due to the introduction of elements of novelty. The problem of using multimedia technologies in the educational process was considered by V. Guzeev, P. Horol, R. Gurevich, M. Zhaldak, Yu. Zhuk, V. Yevdokimov, I. Korovets, Yu. Mashbyts, O. Molaninova, O. Pinchuk, T. Piskunova, E. Polat, S. Sysoeva, V. Sumska and others. In addition, active research and practical activities in this direction are carried out by the UNESCO Institute for Information Technologies in Education.

Analysis of didactic tools based on innovative learning technologies shows that learning tools based on ICT and digital learning tools offer wide didactic opportunities, namely:

– preparation, editing and processing of information;

– display and transmission of information in text, graphic, audio and video formats;

– storage and systematization of information;

– quick information search;

– dissemination and transmission of data using information and communication means;

– communication and interaction through network services;

– display of texts, graphics on the screen, which makes it possible to organize group work on information.

Therefore, digital learning tools represent a universal basis for activities related to information exchange, as well as the creation of an informational and educational environment.

One of the main trends in the development of informatization of education is the desire to use educational Internet resources, which provides users with access to domestic and foreign sources of information, provides the opportunity to choose the form and place of study, the level of education.

Let's consider ways of using the Internet for educational purposes:

– information search (analysis of scientific publications and abstracts on the chosen topic, their evaluation; compilation of annotated references on the topic being studied, creation of presentations; collection of multimedia material; information search in electronic libraries, specialized databases, information and reference systems, electronic magazines, newspapers, encyclopedias, dictionaries);

– communication (correspondence in network communities; discussions in blogs; virtual meetings on webinars and video conferences);

– publications (creation of thematic web pages, thematic data banks, electronic educational resources, web quests; publication of term papers, theses, articles, presentations);

– preparation for classes (planning of classes using electronic calendars and intelligence maps; development, accumulation and distribution of educational materials);

– training (lectures and courses in online mode; joint work of students in web projects; support of extracurricular work of students; virtual worlds, whiteboards, excursions, exhibitions);

– evaluation and control of students' knowledge (testing of students (internet testing); organization of performance and assessment of tasks).

Educational portals and open educational resources have gained particular importance in the storage, systematization and distribution of electronic educational and methodical resources. Their main function is to provide users with information resources and educational services according to individual needs, using information, navigation and communication services. Open educational resources are any educational resources (including curricula and programs, course materials, study guides, videos, multimedia applications, podcasts and other materials designed specifically for teaching and learning) that are publicly available and can be used by teachers and students without paying any licensing fees or commissions.

The significant contribution of open educational resources to the educational process is, first of all, based on the idea of integrated use of resources within the curriculum (the so-called learning based on a complex of resources). The ability to host and provide and access such digital resources via the Internet plays an important role.

An interactive site, the content of which is filled by the network participants themselves, is called a social network (Internet network). The social network is aimed at building network Internet communities connected by common interests or a common cause. Social networks are websites or applications that allow people with a common cause or interest to interact with each other interactively. Social networks such as Facebook, Twitter, Instagram and LinkedIn are good examples of applications

that provide students and teachers with the opportunity to share information both within the classroom or school, and to communicate with users from other countries. Social networks can also be used to develop educational communication, organize interactive learning and strengthen communities of students and teachers. Under such conditions, teachers need skills that will allow them to effectively solve problems such as the negative impact of excessive use of social networks on the mental and physical health of students, bullying and online discrimination.

A network community is a group of people who communicate and perform joint activities using computer network facilities. A type of network community is a network professional community, which is aimed at uniting people with similar professional interests and/or professional activities. Online educational communities open opportunities for continuous self-education and self-improvement, stimulate the exchange of experience, develop creative and communicative abilities of teachers and students.

A blog is a site whose main content consists of events presented in reverse chronological order and published on the Internet. Entries (posts) containing text, images, and multimedia are regularly added. An educational blog is a tool for pedagogical interaction among teachers, students, and pupils. The modern typology of educational blogs in school practice can be presented as follows [6]:

– blogs in the educational and educational process (blog of one lesson or topic, blog of a subject teacher, blog of a class, blog of an educational project, blog of a student or electronic notebook of a student, blog-portfolio of a student, blog-diary of a student, blog for remote support of a student);

– blogs created for improving the qualifications of teachers and organizing professional communication (a blog for the professional community, a teacher's professional blog for communicating with colleagues, a teacher's blog portfolio, blogs of leading experts in the field of education, blogs of professional development centers and educational centers.

The use of blogs by students during their studies is useful. Blogs make it possible to get up-to-date information, communicate with bloggers and educational professionals. Thanks to the accumulated experience of communicating in blogs, future teachers receive expert knowledge in their field, learn to think critically and creatively, competently express their thoughts in written form, and lead a reasoned discussion.

Another type of site, the structure and content of which users can edit directly using their web browser, is a wiki. This is a model of sites whose content can be changed by the user himself. A site created on the basis of such technology is a collection of interconnected records and is created by many people, that is, the content is formed based on the personal contribution of each of the participants. Communicative opportunities are implemented through joint editing of pages. The project nature of the work, cooperation, the formation of the product of collective activity fill the work of students and teachers, school students with content, provide meaningful interaction, exchange of knowledge, evaluation and constant improvement.

An important feature of the use of these services in education is the joint creation and use of resources. Such group cooperation involves personal actions of participants and communication of participants with each other, namely, notes and annotations of texts, recording of one's own thoughts, placing links to Internet resources, photos, books; watching videos in video services; compilation on one page of information from various Internet services; exchange of messages.

So, social services and group activities within online communities offer the following opportunities for pedagogical activities:

– use of open electronic resources;

– independent creation of online educational content, publication of materials on the Internet;

– acquisition of informational competences;

– monitoring the activities of community members, joint activities and cooperation.

Let's move on to the consideration of information and communication technologies specially developed for educational purposes. During the last few decades, technologies and tools specially oriented for use in education have been developed on the basis of computer technology and modern means of communication. At the current stage, we can talk about the existence of an independent field of information and communication technologies, namely ICT in education. ICT and digital learning tools in education should include:

1. Technologies for presenting educational information, namely all types of electronic educational resources: electronic textbooks and study guides, multimedia educational resources, interactive simulators, virtual and automated workshops, computer testing systems, etc.

2. Access technologies to electronic educational resources, local and network.

3. Technologies for the organization of pedagogical interaction - telecommunication means through which educational dialogue (feedback) is carried out. These include both universal network communication technologies (e-mail, video and conferencing technologies, social network services), and specialized software systems, namely virtual educational environments, shells for online e-learning. Such technologies are also called network learning technologies. Their application involves the creation of an electronic learning environment for students and teachers that simplifies access to electronic educational resources, provides support for independent learning activities, organization of individual and group interaction of students and teachers, intermediate and final testing.

I.V. Robert [13] cites the following didactic possibilities of ICT in education:

– instant feedback between the user and ICT means, which determines the implementation of an interactive dialogue;

– computer visualization of educational information regarding the object being studied;

– computer modeling of the researched objects and the connections between them, as well as phenomena and processes that take place both in reality and virtually, presentation on the screen of an information-descriptive, visual model of the original;

– storage of large amounts of information;

– automation of the processes of information and search activity, operations of collection, processing, transmission, storage of information;

– automation of the processes of informational and methodological support, organizational management of educational activities and control.

The quality of electronic educational resources is determined by the following indicators: content characteristics, interactivity, multimedia, the possibility of modifications, cross-platform.

Together with traditional means of education, electronic educational and methodical complexes of disciplines are developed and used. The electronic educational and methodological complex is a structured collection of electronic educational resources containing interconnected educational content and intended for joint use in the educational process. The structure and educational content of the electronic educational and methodological complex is determined by the specifics of the education levels, the requirements of educational programs and other regulatory and methodological documents. Electronic educational and methodical complexes can be created to ensure the study of individual disciplines, educational modules, complexes of disciplines, as well as for the implementation of educational programs as a whole. Usually, an electronic educational and methodical complex consists of an electronic study guide; means of supporting practical and/or laboratory classes, if they are provided for in the curriculum (automated or virtual laboratory practice); knowledge testing tools (interactive tests, tasks, etc.); methodological instructions regarding the use of the electronic educational and methodological complex.

At the current stage, electronic teaching aids in various disciplines are being actively created on the basis of hypertext and/or multimedia technology. As a rule, if an electronic training manual is created mainly using hypertext technology, then it is called an electronic training manual with hyperlinks, if it is based on multimedia technology, then such a training manual is considered multimedia.

Multimedia technologies are understood as ways of preparing electronic documents, including visual and audio effects, multi-programming of various situations. Multimedia means a complex of hardware and software tools that allow the user to communicate with a computer using a wide variety of media: graphics, hypertext, sound, animation, video.

A multimedia training manual, unlike a printed one, can have a non-linear (hypertext) structure of information presentation; to be characterized by interactivity, i.e. to respond to the student's actions in one way or another (hints, messages, interactive tests, tasks, crosswords, simulators, reference books); contain rich illustrative material (pictures, photos, animations, videos, audio), which allows to increase the effectiveness of perception and understanding of complex material; allows you to model complex objects, processes and phenomena thanks to the use of "virtual reality" technology (simulation modeling, virtual laboratory workshops, virtual worlds, 3D modeling); provides an opportunity to quickly find information and more convenient access to it (hypertext, bookmarks, keyword search, tag cloud); makes it possible to carry out automated final or educational control with the provision of recommendations for adjusting the process of studying the material (computer testing).

The use of multimedia training aids enables the implementation of innovative methods of organizing independent educational activities. First, the modular structure of the multimedia tutorial with the available option of saving the results of the student's work and forwarding them over the network turns the independent work of students into a truly structured and controlled activity. Secondly, thanks to the presence of theoretical, practical and control modules in each section of the manual, the effectiveness of independent work of students increases, because under the conditions of an active activity mode, the acquisition of knowledge and skills is significantly accelerated. Thirdly, since the control block of the manual is able to provide one hundred percent frontal survey of students (feedback), the teacher has the opportunity to exclude from the

plan of classroom lessons a sample survey, which aims to check basic knowledge. Fourth, the use of multimedia components in the module of illustrative and demonstration material makes it possible to save the teacher's time when explaining new material. Therefore, the hours allocated for direct contact with students can be used much more effectively, for example, for conducting a group discussion, joint analysis of non-standard tasks or in-depth study of a new topic.

Electronic educational resources ensure the implementation outside the classroom of such types of activities that were previously only possible in an educational institution: laboratory experiment, practicum by specialty, control of knowledge, skills, competency certification based on models of professional situations, etc. Note that the effectiveness of educational work is higher than the traditional level due to the presentation of educational materials in interactive audiovisual formats, which lead to the introduction of active forms of learning.

Virtual and augmented reality, as well as artificial intelligence, have significant potential for creating an interactive learning environment. Virtual reality is a computer-generated simulation environment with which a person can interact. A person immerses himself in an artificially created environment, where he can use the objects in it and perform various actions. Augmented reality is an environment that supplements the real physical world with virtual objects created on a computer in real time. In this way, augmented reality adds certain artificial elements to the perception of the real world, and virtual reality creates a new artificial world.

Virtual and augmented reality technologies create additional opportunities for experiential learning by simulating a real environment. For visual learners and those with learning difficulties, virtual reality is an alternative learning method. The advantage of involving virtual and augmented reality technologies in the educational process is that students find themselves in conditions close to real ones. This improves the assimilation of educational material and increases the ability to remember.

Artificial intelligence is applied in the educational system in the form of personalized content with the help of programs and applications for adaptive learning, diagnostic tracking and monitoring tools, automated assessment systems and even educational applications based on artificial intelligence. This technology provides new opportunities for advanced learning and offers increasingly flexible lifelong learning systems. However, the more widespread Artificial Intelligence becomes in the field of education, the more concerns arise related to issues of ethics, data security and compliance with human rights.

There is no generally accepted definition of artificial intelligence yet. In general, the term "artificial intelligence" is used when machines, particularly computers, imitate the thinking or behavior associated with human intelligence. These processes include learning (receiving information and rules for its use), logical thinking (using rules to formulate conclusions), identifying and correcting one's own mistakes. Artificial intelligence is used in expert systems, speech recognition and natural language processing systems, machine vision technology and image acquisition. The latest achievements in the field of artificial intelligence have been made possible thanks to the development of "machine learning" and "deep learning" algorithms in combination with virtually unlimited computing power and access to big data.

One of the key points of the transition to competence-oriented education is a significant increase in the importance of independent work of students and the use of

active and personally-oriented forms of education. Effective organization of this type of student activity involves ensuring the solution of such educational tasks as the development of critical thinking; mastering the techniques of independent mental activity; training technicians to work with large amounts of information and to construct new knowledge; effective interaction with others. Solving these tasks is possible only if the independent work of the subjects of study is controlled and transparent.

It should be emphasized that in conditions where the priority form of learning is the independent cognitive activity of students, the role of the teacher also changes: he becomes a consultant, a coordinator of the educational process. The teacher's task is to support and develop the ability of the student body to make decisions, understand the essence of the studied phenomena and form intellectual skills. Under these conditions, teaching aids, in particular ICT and digital teaching aids, perform the function, on the one hand, of one of the effective means of organizing and ensuring the independent cognitive activity of students, and on the other hand, as a catalyst of this activity. In addition, ICT-based learning tools help to interest students and awaken their desire for new knowledge.

Summarizing what has been said, it can be stated that Information and communication technologies act as a factor in the growth of production and business, the progress of science and education, and have a significant impact on the development of modern education. The transition from the qualification model of a specialist to a competence model is a requirement of modern society.

We agree with Lesya Dzyuba-Shpuryk that in the rapidly changing flow of information, the future teacher is required not only to be able to find information, but also to be able to qualitatively analyze it, synthesize, compare, structure, generalize, classify, evaluate it and formulate conclusions [3, p. 44], that is, to possess information and communication competence, which is considered as the teacher's ability to actualize, select, integrate and apply in specific educational situations the acquired knowledge, skills, skills, methods and experience of using ICT. N. Gramatik emphasizes that "future teachers should be directed to such a mastery of information and communication and innovative technologies that they become for them not only a means for visualizing educational information, but a vital necessity for professional and personal growth and self-improvement" [2, p. 76].

The use of information and communication technologies and means of electronic learning in the educational process contributes to increasing its effectiveness, comprehensive and harmonious development of the personality of students, revealing their talents, significantly affects the content, forms, methods and means of learning. Adequately selected digital learning tools enable the development of creative abilities of both students and schoolchildren, increase their cognitive activity, stimulate the emotional sphere and intellectual activity.

However, despite the fact that modern information and communication technologies and digital learning tools offer a wide range of didactic opportunities, it would be a mistake to believe that their application can definitely improve the quality of education. The productivity of ICT application is determined by what kind of pedagogical technologies are the basis of the educational process. Tangible results can be achieved by combining digital learning tools with advanced learning technologies aimed at intensification and individualization of the learning process, development of communication and creative skills.

3. Conclusions

The latest technologies and means of e-learning can increase the effectiveness of established forms of organization of the educational process: lectures, practical and laboratory classes. The use of ICT and digital learning tools allows the teacher to develop interesting and high-quality educational materials, successfully plan and conduct classes, objectively determine the level of acquired knowledge, skills and abilities, and activate the activities of students. In addition, ICT and modern digital learning tools play an important role in organizing students' independent work. Modern electronic educational resources, electronic learning environments, computer testing systems make it possible to make this most important component of student activity truly organized and controlled.

The current level of development of information computer technologies and electronic learning tools significantly expands access to educational and professional resources. Therefore, the active and competent use of ICT and digital learning tools is a necessary condition for the further implementation of the competence-oriented education model. How effectively this process will take place depends on the level of ICT competence of both teachers and students of education, high-quality electronic content, the activity of forming network educational communities as an innovative environment, the exchange of the best educational methods and practices.

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