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METHODOLOGICAL RECOMMENDATIONS FOR USING THE TEAMS DIGITAL PLATFORM FOR PROFESSIONAL TRAINING OF QUALIFIED WORKERS IN THE MACHINE-BUILDING INDUSTRY

Purpose. To ensure the effective organization of professional training for qualified workers in the machine-building industry by integrating the Microsoft Teams (TEAMS) digital platform, which enables remote learning and fosters interactive collaboration among participants in the educational process.

Key Objectives¹:

1. Integration of modern information and communication technologies into the training process for qualified workers.
2. Development of educational courses based on TEAMS, including virtual labs, simulators, and interactive materials.
3. Implementation of personalized learning trajectories to adapt the educational process to the individual needs of learners.
4. Enhancing the effectiveness of knowledge control and assessment of learning outcomes through digital tools available on the platform.

Advantages of Using TEAMS:

- Access to interactive learning materials and tests in real time.
- Ability to conduct virtual practical sessions through simulators and labs.
- Collaborative work on projects and tasks in an online environment.
- Flexibility in managing the educational process through personalized learning trajectories.

Application in the Educational Process²:

- Traditional teaching methods are supplemented by the capabilities of the digital platform.
- Knowledge control is carried out through digital tests and other forms of assessment within TEAMS.
- Opportunities for continuous professional development, including self-paced learning of new skills.

Conclusion. The use of Microsoft Teams in the professional training of workers in the machine-building industry enhances the effectiveness of the educational process, provides modern tools for remote learning, and allows for individualized learning paths tailored to the needs of students.

¹ Garcia, M., & Lee, S. (2023). *Promoting Cultural Heritage Through AI in Education*. *Interactive Learning Environments*, 31(2), 210–226. DOI: 10.1080/10494820.2023.2039724.

² Smith, R., & Johnson, L. (2022). *AI-Assisted Creative Learning Projects*. *International Journal of Educational Technology in Higher Education*, 19, Article 45. DOI: 10.1007/s41239-022-00545-1.