

# TOPICAL TENDENCIES OF FOREIGN EDUCATION DIGITALIZATION

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**Abstract.** *The topicality of the paper presented is in highlighting some foreign tendencies and practices of educational sphere digitalization, in part such countries as Poland, Netherlands, Great Britain. The aim of this brief analytic research is to prove the importance of studying foreign experience of digital educational technologies application, in order to increase the efficiency of the educational process and to adapt students better to the constantly changing conditions. The expediency of further research in the field and the possibility of exchanging scientific educational results are revealed and considered.*

**Keywords:** *digitalization, educational process, digital educational technologies, digital educational methods, foreign experience*

**Анотація.** *Актуальність представленої роботи полягає у висвітленні деяких зарубіжних тенденцій і практик цифровізації освітньої сфери, зокрема таких країн як Польща, Нідерланди, Велика Британія. Метою цього короткого аналітичного дослідження є доведення важливості вивчення зарубіжного досвіду застосування цифрових освітніх технологій для підвищення ефективності освітнього процесу та кращої адаптації студентів до умов, що постійно змінюються. Виявлено та розглянуто доцільність подальших досліджень у галузі та можливість обміну науковими освітніми результатами.*

**Ключові слова:** *цифровізація, освітній процес, цифрові освітні технології, цифрові методи навчання, зарубіжний досвід*

Researchers (O. Hrytsenchuk, 2022, et al.) state that the urgent theme for today's educational field is the productivity and prospects of applying informational and communicational technologies in the educational process. In this context, the main strategic document "A Digital Agenda for Europe" should be mentioned as the leading guideline within the strategy of social and economic development of

European Union “Europe 2020” adopted by the European Council in 2010. Widening up of e-learning becomes the basis and the main tendency of reforming the educational policy of Europe. The authors of Digital Agenda for Europe Communication from the Commission to the European Parliament, 2010 (The Council, the European Economic and Social Committee and the Committee of the Region. European Commission. Luxemburg) note that the processes of digitalization of education should be reflected in educational programmes of educational institutions, should be a part of educational content, and should also be included in the assessment criteria while evaluating the educational results [5].

Beginning from 2000, informational and communicational technologies are widely used, as well as e-methods and e-practices, media educational tools, corresponding educational resources, software etc. These tendencies are attributed to the need of digitalization in the educational sphere, as the authors of some strategic educational documents argue, namely the authors of the project of Conception of Digital Transformation of Education and Science till 2026, Conception of New Ukrainian School and others.

Educators of the Netherlands define, among other ones, the four, in their point of view, tendencies, which are the main and full of prospects, the ones that will have a positive impact on the development of educational activity in e-environments. Scientists [3] differentiate them as follows: *artificial intellect, things internet, interface development, security, digital world* [3].

Educational digital technologies provides a possibility of making the educational process more flexible, interactive, and individualized (osvita.ua), which contributes to better adaptation of students and improves their academic results.

Having analyzed the proceses of digitalization and innovational educational practices used in Poland, the researchers (O. Fedortsova et al.) note “a large amount of multimedia programs, videoservice YouTube, and define their role, investigating conceptions of informational and communicational methods, as well as the expediency of introducing innovational methods of eLearning. On the basis of analysis of scientific works, we can make the conclusion that “introduction of innovational means of collection, processing, and systematization, transmission of educational information opens

new prospects in terms of humanization of education in general, highly professional training of future educators, increasing and deepening of their theoretical background, provision of educational results with practical significance, activation of cognitive processes, creation of conditions for full realization of creative potential of a future specialist, with his/her individual peculiarities, requirements, abilities, talents and gifts taken into consideration [2].

Polish educators effectively realize the capacities of such multimedia programs as AllPlauer, Bestplayer, SubEditPlayer, MediaPlayer, Winamp, etc., videoservice YouTube and combine their usage with the project method, audiovisual educational method, other additional methods, for example internetforum, work in small groups etc. [2]. Scientists of Great Britain investigate the role and the significance of factors such as “resistance to changes”, “self management”, while implementing digital educational methods, arguing that “resistance to changes” has a negative impact on the students’ academic achievements, while “self management” has a positive impact in e-environments. The researchers are also involved in the study of students’ stress levels while online learning foreign languages, while working in large and small groups, individually etc., evaluate the further prospects of applying digital instructional games, investigate further prospects in the field [3].

Thus, we have come to *the conclusion* that studying and application of foreign experience, its scientific processing and enlargement, will provide the capacity of better training of students to their future professional activity under conditions of instability, as well as their better adaptation to educational realities.

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## **ІНФОРМАЦІЙНИЙ СУПРОВІД ПІДГОТОВКИ ФАХІВЦІВ В УМОВАХ ЦИФРОВІЗАЦІЇ ВИЩОЇ ОСВІТИ УКРАЇНИ**

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***Анотація.** Цифрове перетворення освіти зумовлює її динамічний розвиток, викликає потребу в оновленні змісту, методів та засобів навчання. Необхідність підтримувати відповідність рівню сучасних інформаційно-комунікаційних технологій (ІКТ) стає причиною зміни підходів до організації інформаційного супроводу наукової та навчальної діяльності. У запропонованому дослідженні аналізуються підходи до інформаційного супроводу підготовки фахівців в умовах цифровізації освіти, описуються особливості використання інформаційних ресурсів в освітньому процесі.*

***Ключові слова:** система вищої освіти, цифровізація освіти, інформаційний супровід підготовка фахівців, електронні бібліотеки, бази даних, бази знань.*

***Abstract.** The digital transformation of education determines its dynamic development, causes the need to update the content, methods and means of education. The need to maintain compliance with the level of modern information and communication technologies (ICT) is the reason for changing approaches to the organization of information support for scientific and educational activities. The proposed study analyzes approaches to information support for training specialists in the*