

6. Овсянніков О., Алексеева Г. Комп'ютерне середовище науково-дослідної роботи студентів інженерно-педагогічних спеціальностей комп'ютерного профілю як об'єкт проектування. *Молодь і ринок*. 2019. №. 9. С. 107-111.

7. Чорна А. В., Таганова Д. В. Використання алгоритмів розв'язування графічних задач засобами Python. *Інформаційні технології в освіті та науці: зб. наук. пр.* 2018. №. 10. С. 310-315.

UDC 378

Myroshnychenko N. O.
Ph.D., Associate Professor
Donetsk State University of Internal Affairs

EDUCATIONAL TECHNOLOGIES IN THE CONTEXT OF DIGITALIZATION OF THE SOCIETY

Educational technologies have several definitions as they can be characterized from different points of view. To understand what the educational technology is, it's worth discussing the most frequently used definitions.

First of all, the educational technology is an organized system of interaction between an educator and a student as a recipient of the higher education. This system is represented by designing and planning, correlating and orienting of the whole pedagogical process for achieving the main goal of education.

From the other point of view educational technologies can be considered as systematized methods of planning and evaluating of educational process, level of knowledge acquisition by recipients of the higher education, consideration and estimation of technical and human resources which are involved in the educational process.

Among other popular definitions of educational technologies are the following: it is an organized and purposeful process for solving didactic tasks in the sphere of management of educational process; educational technologies can also be considered as a set of methods and tools which are directly used in the educational process.

So we can conclude that the educational technology is a system of interaction between recipients of the higher education and educators based on particular ideas, methods, means, principles and goals of education.

The contents of educational technologies are represented by the following interactive components. First of all it's mutual (common) activity of all participants of educational process which is directed to achieve goals and get final results; it's a full cycle of the management of educational activity by an educator; it's the direction of activity of recipients of higher education to get skills of self-education and self-management of educational process; it's the creation of comfortable conditions of interaction between all sides of educational process; it's the creation of the conditions for organizing the search, research, project and other developing activities of recipients of higher education.

As there are many definitions of educational technologies and they differ very much, it's important to find out in what way the educational technology differs from non-technologies, that is methods, forms or others. In this regard the following criteria of technological approach have been grounded:

- Consistency - interconnection of the main components of the technology – goals, forms, methods, means of interaction - with the final result.
- Efficiency - the ratio of the result to the amount of resources used.
- Optimality - obtaining the maximum result at low cost.
- Algorithm – a set of actions or a sequence of actions.
- Diagnostics – defining the goal and diagnosing the achieved result as the main precondition of activity.

The teacher can use educational technologies with different purposes and at different levels. And at the same time some main stages of implementation of educational technologies can be generalized. If it's a stage of goal setting, it should contain the precise definition of the desired results as a set of actions of recipients of higher education. The stage of diagnosing allows detecting the initial level of observed actions. The program of joint work between a teacher and a student can be created, and it means writing a prescription for action. Introduction of the technological process provides conditions for the program implementation. And evaluation and correction of results help to compare the final results with a defined benchmark.

In what way can educational technologies be classified? There are different ways of classification of educational technologies. They define different types and kinds of technologies depending on direction of activity, contents, influence on students etc. The most general classification of technologies is the following. It includes:

- traditional, or reproductive technology - it is based on the procedure of familiarizing the students with the rules, the sequence of activities. The teacher observes the actions of the students and corrects their work;

- the technology of developing education - the education and development must be in complex, the general development is committed with the help of effective learning which is organized at high level and high speed and the further reflection of the students;

- the technology of gradual formation of mental actions - it involves the gradual mastering of necessary knowledge, skills, which are acquired by students as a result of different activities organized by a teacher;

- the technology of collective interaction - it is based on the collective work of students with the help of variable pairs. Working in pairs the students obtain knowledge more effectively, they share their ideas and experience, impressions and so on. So the emphasis is on mutual learning [1, p. 20].

So what technology can be used to support the educational model the teacher chose? The educator should judge the technology on three criteria: the selected technology either needs to make learning more efficient, more effective or more attractive.

References

1. Gašević D., Tsai Y., Drachsler H. Learning analytics in higher education – Stakeholders, strategy and scale. *The Internet and Higher Education*, V. 52(2):10-33, 2022. DOIs <https://doi.org/10.1016/j.iheduc.2021.100833>

УДК 37.07.005.33

Мотика С. М.

кандидат педагогічних наук, докторант
Національного університету оборони України
імені Івана Черняховського
ORCID ID 0000-0001-6423-7697

ПЕДАГОГІЧНА ГОТОВНІСТЬ МАЙБУТНІХ ОФІЦЕРІВ ПСИХОЛОГІВ В СИСТЕМІ ЕФЕКТИВНОЇ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ВІЙСЬКОВОСЛУЖБОВЦІВ

За останні десятиріччя в Україні було проведено багато досліджень, у яких розкриваються загальнотеоретичні проблеми психолого-педагогічної підготовки майбутніх офіцерів ЗСУ у ВНЗ та ВНП(ЗВО), а саме: А.Зельницький, А.Кучерявий, О.Колісник, М.Нещадим, В.Осодло, В.Рижиков, В.Телелим, В.Ягупов та багато інших.

Оскільки становлення поняття “готовність” відбувалося на стикові різних галузей наукового пізнання (філософії, культурології, лінгвістики, психології, педагогіки та ін.) автори значної кількості праць, присвячених розгляду згаданого концепта (Д. Кац, Г. Олпорт, Г. Сміт, В. Томас, Д. Узнадзе, Н. Левітів, Б. Ломов, О.Прохоров, В.Осьодло, А.Юрков, А. Щербаков, Н. Бордовська, М. Дьяченко, Л. Кандибович, Л. Петько, Я. Чаплак,