



EL PAPEL DE LAS TECNOLOGÍAS DE LA INFORMACIÓN EN EL ESPACIO EDUCATIVO MODERNO

THE ROLE OF INFORMATION TECHNOLOGIES IN THE MODERN EDUCATIONAL SPACE

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ABSTRACT

The role of information technologies in the high-quality training needed in the modern global space is clarified. The goal of informatization of the education system is formulated; the didactic advantages of new information technologies are shown; the priority tasks of education facing the modern educational space are highlighted; the conditions are named, the main functions are singled out, the principles of using information technologies in universities are highlighted. The information society in the training of future specialists led to the need for the growth of virtual communications, therefore the need for their influence on education is shown. The role of media education and the role of self-education in the formation of an individual's desire for self-realization and self-development in the information society is revealed. The need for distance learning technologies that have a positive impact on solving

educational problems and provide insight into techno trends in education.

Keywords:

Information technologies, higher education, quality of training, information resources, competitive student.

RESUMEN

Se aclara el papel de las tecnologías de la información en la formación de alta calidad del personal necesaria en el espacio global moderno. Se formula el objetivo de informatización del sistema educativo; se muestran las ventajas didácticas de las nuevas tecnologías de la información; se destacan las tareas prioritarias de la educación de cara al espacio educativo moderno; Se nombran las condiciones, se resaltan las funciones principales, se resaltan los principios del uso de las tecnologías de la



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información en las instituciones de educación superior. La sociedad de la información en la formación de futuros especialistas generó la necesidad del crecimiento de las comunicaciones virtuales, por lo que se muestra la necesidad de su influencia en la educación. Se revela el papel de la educación en medios y el papel de la autoeducación en la configuración del deseo de un individuo de autorrealización y autodesarrollo en la sociedad de la información. La necesidad de tecnologías de educación a distancia que incidan positivamente en la solución de los problemas educativos y permitan comprender las tendencias técnicas en educación.

Palabras clave:

Tecnologías de la información, educación superior, calidad de la formación, recursos de información, estudiante competitivo.

INTRODUCTION

In all fields, attention to the professional training of specialists has increased in connection with the fact that: the intensification of the computerization process, the rapid development of information technologies, and the program guidelines of the educational information space have become actualized. In such an innovative space, future specialists must be professionally mobile in the labor market, masterfully operate the tactics and strategies of the innovative computer system, and possess practical skills and thorough theoretical knowledge (Rudenko, 2017).

The scale of the use of information resources during the acquisition of knowledge by specialists necessitates the training of active creative youth in the system of professional education. The training of future specialists nowadays cannot be effectively carried out without the use of modern information technologies, since there is a need for specialists with a high level of mastery of innovative technologies in the modern information society. Such an approach to the education of competitive professionals is implemented through the creation of software and methodological support, oriented to the support of learning tools, which are supported by the computer system of the educational environment, which is subject-oriented; object-oriented software systems; educational process (Korets, 2018).

Literature review

The study of the process of training specialists in the conditions of the modernization of the national system of higher pedagogical education required the study of a wide range of topical problems, in particular, it was studied in works Shovkun (2016) revealed the significance of the use of distance information technologies in the high-quality training of specialists at the current stage of society's development. The place and role of distance learning

technologies in the system of higher education are determined. It has been proven that with the development of teaching technology and the technical capabilities of the methodology, the means of the teacher's educational activity change. It became possible to use innovative organizational new forms of the educational process using information technologies. Adamovych et al. (2022) revealed psychological and pedagogical aspects of the use of information technologies in higher education institutions when students mastered innovative learning technologies; ways of acquiring communicative competence of the individual Hura (2018) defined the diversity and role of information and communication technologies in training future natural sciences specialists. The most frequently used means of information and communication technologies in practical, lecture, and laboratory classes are highlighted: information and reference systems; electronic textbooks; electronic task books; electronic workshops; and electronic systems of assessment and monitoring of knowledge. Kuchai et al. (2023) considered the most significant innovations in higher education, which are necessary for the needs of the market economy and modern development of society. When training future specialists, the most effective ways of using innovations have been identified. The main conditions of quality training are shown: the involvement of future specialists in interesting, creative, innovative activities of practical direction, to develop of professional competencies in their professional activities, forming a system of values necessary for self-knowledge, orientations, developing motives in professional activities, self-improvement and self-evaluation. Korets (2018) scientifically substantiated and proved the professional orientation of the study of modern information technologies by future specialists. Outlined the main positions of information technology content formatting during quality training of specialists, and demonstrated possible ways of using information resources for studying professional disciplines.

During the last decade numerous research results of teaching scientists devoted to the computerization and informatization of higher education have been published, these works did not consider specific aspects of the proper solution to the problem of training specialists based on the use of the functional and didactic potential of modern information technologies. This made it possible to assume the need to study this urgent problem related to the implementation of innovative methods of professional training of specialists using information technologies, which acquires a priority status in modern education.

The purpose of the article. To find out the role of information technologies in the quality training of specialists.

MATERIALS AND METHODS

A rational methodology for the use of information technology will allow us to achieve greater flexibility, maintain common standards, implement compatibility of local information products, reduce duplication of activities, etc.

The advantages of the methodology of information technologies are the ability of the user to access large arrays of information in the form of databases and information products of a wide range; comparative ease of implementation of methodological solutions for the development and improvement of information technology due to their centralized adoption.

To achieve the goal of the research, a complex of interrelated theoretical research methods was used: familiarization with normative documents, generalization and analysis of psychological-pedagogical, philosophical, educational, methodical literature; foreign and national experience of professional and pedagogical training with the use of information technologies; synthesis, analysis, modeling, systematization, comparison, generalization of research and scientific-theoretical data for the selection and understanding of factual material regarding the training of a future specialist with the necessary use of information technologies in the qualitative training of specialists in a higher educational institution; modeling and design – identifying conditions for training future specialists when using information technologies for high-quality training of specialists in a higher education institution.

The research consists of the development, implementation, and substantiation of the methodological and theoretical foundations of the training of future specialists in the use of information technologies in a higher education institution based on methodological, theoretical, and technological concepts.

The methodological concept embodies the interaction and interconnection of scientific approaches to solving the role of information technologies in the high-quality training of specialists needed in the modern global space.

The theoretical concept defines a system of sociological, philosophical, pedagogical, and psychological definitions, which are laid as a basis for the specifics of the professional training of the future specialist, basic concepts, categories of the essence for the use of information technologies in the high-quality training of specialists, which the modern global space needs.

The technological concept identifies levels, criteria, indicators, development of conditions, methods of clarifying the role of information technologies in the high-quality training of specialists, which the modern global space needs, and software and methodological support for training specialists.

To test the effectiveness of the developed program, an experiment was conducted, the purpose of which was the practical implementation of the theoretical foundations of preparing students for the use of ICT in future professional activities.

The results of the first survey showed that the most important motivations for studying ICT are considered by students to be primarily professional and valuable (18.3%), social (15.6%), and cognitive (13.4%), followed by communicative ones and aesthetic. The most popular answers were utilitarian-cognitive (5.6%) and status-positional (6.5%). It should be noted that unconscious motives have average indicators, which indicates that students do not understand the motives of studying ICT.

The second survey showed the following results: professional and value motives (25%) have growth dynamics, which shows the positive impact of the “Informatics 1” course, social motives are also preserved mainly with 15.1%. Traditional-historical motives get 13% out of 100, and cognitive ones show a decrease. A low percentage of responses also remains for status-positional and utilitarian-cognitive motives.

The results of the third survey, before studying the course “ICT in professional activity”, showed that professional value motives (39%) received the highest percentage of all, and traditional-historical and social motives moved to the second place with 12%. Social motivation says that students do not separate the acquired knowledge from their benefit to society.

The fourth survey showed a trend of increasing indicators in the professional value (48.4%) and social (13.2%) motivational categories. This indicates an increase in students' understanding of the role of ICT in their future professional activities and that the courses conducted were not without results. Low indicators in the utilitarian-cognitive and unconscious category of motives. The reduction of unconscious motives is a positive result for us, as the number of students who do not understand why they study ICT is reduced.

Thus, it has been proven that the motivation of students to study ICT has a dynamically growing character, which is caused by the developed courses on the formation of readiness to use ICT in professional activities in compliance with the identified pedagogical conditions.

RESULTS-DISCUSSION

The informational development of society determines the situation when the professional work of today's young competitive specialist requires readiness to constantly improve one's own professional competence and the need for continuous education and is not determined for the

entire period of his work. It is especially important to be able to adapt to changing technologies and conditions, because during the educational process of a future specialist, changes in hardware and software occur, the contents of professional disciplines are refined and changed, and new information and communication technologies emerge (Romanyshyna et al., 2021).

The goal of informatization of the education system is to increase the flexibility of education, its accessibility and quality, as well as the development of information technologies with high-quality training of specialists, and information culture of the individual, taking into account the complexity of all components of the educational process and the systematicity of the educational world space. This approach includes in the quality content of the educational process: availability of software and computer equipment; connecting educational institutions to the global Internet network, the information computer network of the education system; formation of information culture of specialists, improvement of qualifications of pedagogical and management personnel, information exchange; creation of a service system for information technologies in educational structures and support (Adamovych et al., 2022).

The use of information technologies in the high-quality training of specialists develops creative thinking, increases motivation for educational activities, and allows optimal allocation of time to the educational process. In all world universities, complexes of interactive learning tools are used stably and actively with the mandatory use of information technologies during the high-quality training of specialists, significantly increasing the interaction level between students and teachers (Romanyshyna et al., 2021).

The didactic advantages of new information technologies in the high-quality training of specialists are due primarily to the possibilities of intensification and individualization of the educational process, timely and continuous monitoring of success, development of independence of education seekers, and adaptation to their capabilities. For high-quality training of specialists, information technologies should be introduced not as a tribute to scientific and technical development or an end in itself, but as a means of improving the role of education, a means of achieving a certain set goal.

In the system of training specialists, modern information technologies perform the following main functions: modernizing, improving, rationalizing, modifying the traditional educational process, transforming, to radically change the traditional educational process, as well as combinatorial or complex, to ensure the combination of elements of the innovative and traditional educational process (Korets, 2018).

Let's highlight the principles of using information technologies in the training of specialists for quality training: the principle of multimedia; principle of systematicity and consistency; the principle of expediency; the principle of transparency; the principle of availability; the principle of strength of knowledge; the principle of individualization; the principle of connection between theory and practice; the principle of interactivity (Hura, 2018).

Information technologies allow to use of almost all senses of future specialists at the same time, because they can combine graphic images, printed text, static photos, moving video, and audio recordings, and can create a "virtual reality" of real communication. Application in the training of information technology specialists speeds up the education process by almost three times, and the level of memorization itself, due to the joint use of images, text, and sound, increases by 30-40%. Innovative software tools respond to the user's imperfect skills and choose a strategy that will allow them to correct the gaps, that is, slowing down, repeating, correcting, paraphrasing, and referring to background information (Romanyshyna et al., 2021).

Let's highlight the priority tasks of education facing the modern educational space: to live creatively, learn creatively; work competitively; and globally coexist. The amount of information that a person learns through virtual communication exceeds that received through natural communication. So, when receiving and assimilating information, there are changes in the technological plan (Daineko et al., 2021).

The modern process of education allows students to observe the transition to virtual reality, the value of which is constantly increasing and becoming more and more necessary for the educational sector (Adarme et al., 2018). The information society in the training of future specialists has led to the need for the growth of virtual communications, so we will show the need for their influence on education. Computer-Based Training – computer support, which is necessary for innovative organization of educational space, and training of future competitive specialists, where the main tool is computer and communication equipment, software, and information networks (Plakhotnik et al., 2023).

Global Education Net is a virtual educational environment of the global space, which allows participants of the educational space to use information bases: the best educational institutions in the world, national libraries, museums, etc. (Hrytsenchuk, 2020).

Open Educational Resources – free educational resources for future professionals, educational programs, textbooks, and methodical guides, online courses for high-quality learning, educational tests of the creative direction, video lectures for those seeking education, multimedia presentations with educational software of institutions of higher

education and large educational centers in digital format (Svyashchuk et al., 2022).

Long-Distance Online Learning is an online distance education, an innovative proven product that is practiced in the training of future specialists in the use of ICT. Prometheus, a massive platform for online courses, can also be included in this group. Such a platform offers many online courses that have different educational areas and are free, has a powerful audience, and is one of the most successful projects that have hundreds of thousands of users (Dzvinchuk et al., 2020).

Let us name the important conditions for the high-quality training of specialists using information technologies: the involvement of future specialists in ensuring the renewal of the main motives, the necessary formation of professional values in the individual, in cognitive, practical, and innovative activities with the aim of a clear awareness by the acquirers of the educational space of the place of professional competences in professional activity, in self-assessment, self-knowledge, self-improvement (Polishchuk et al., 2022).

Media education is essential in the training of future specialists, which provides opportunities for education in the use of media in communication with other individuals; gives future specialists an understanding of the importance of using mass communication in society, makes it clear how to: critically approach the creation of media texts, make sense of their analysis; facilitates the identification of sources of media texts, ensures identification of political, commercial, social, cultural interests; makes it possible to understand their context; allows to obtain opportunities of free access to the media, to interpret media texts, helps to reveal their value; provides an opportunity to create and distribute one's own media texts, to select appropriate media methods and to gain the audience's interest. Informatization of education is a great space for the creativity of education seekers and teachers. Therefore, the use of new information technologies will allow every specialist to feel comfortable in new socio-economic conditions (Kuchai et al., 2023).

In the information society, a qualified specialist of any profile to successfully realize personal potential must be able to draw conclusions and test hypotheses based on the results of the analysis of additional information and data, work directly with data, with concepts, and the virtual environment, select and transform information, be able to obtain it, to perform the role of experimenter, researcher, designer, which makes it possible to establish relationships of new concepts with previously known ones, to think more deeply about new ideas (Kuchai, & Demianiuk, 2021).

The analysis of research made it possible to single out the most effective types of self-development and self-education of an individual with the help of information technologies in the case of high-quality training of specialists: independent search for information on the Internet, for example, in interactive periodicals, including in foreign languages, distributed on the computer network (Hurevych, 2015); application of m-learning, E-learning systems, which allow education seekers to receive additional educational services, independently plan self-development and their educational activities and carry them out according to their own chosen trajectory (Koziar, 2016); the creation of a virtual educational environment that contributes to the development of informational and educational interaction between the means of new information technologies and students of education, as well as the formation of independent cognitive activity of students of educational space (Hurevych et al., 2017); introduction of (electronic educational resources) software pedagogical, various types of means, aimed at the activation of educational activities: professionally oriented, development of professional competence, formation of information skills of future specialists (Rudenko, 2017).

Let's highlight the main signs of the positive impact of information technologies in the educational process:

- information technologies reveal the practical significance of what is studied, strengthen the motivation of learning, allow showing individuality, originality and test mental powers;
- information technologies expand the possibilities of presenting educational material;
- information technologies help to qualitatively assess the success of students and monitor their studies;
- information technologies attract students to the educational space, increase activity activity;
- the quantitative selection of tasks when using information technologies increases;
- information technologies contribute to the formation of self-improvement and self-education (Shovkun, 2016).

Let's name the general world trends in the development of informatization of education:

- intellectualization of educational systems, the emergence of fundamentally new means of education;
- transition to systematic from episodic use of information technology tools when studying courses, and educational subjects;
- formation, while mastering various specialties, of the basics of information culture;
- expanding the scope of using new information technologies (Hura, 2018).

The emergence and development of remote learning technologies, which exist alongside traditional ones, allow you to learn and teach in an individual mode, regardless of place and time. In the global space, the number of higher education institutions that use remote technologies in the educational process is increasing; there is an increase in the number of students of higher education who study using distance technologies (Batsurovska, & Samoilenko, 2011).

To test the effectiveness of the developed program, an experiment was conducted, the purpose of which was the practical implementation of the theoretical foundations of preparing students for the use of ICT in future professional activities. At the same time, the task was to ensure as complete as possible compliance with the final profile of readiness for professional activity with the use of ICT in professional activity.

The purpose of the experiment was as follows:

The application of scientifically based pedagogical ways of forming the readiness of future teachers to use information and communication technologies in professional activities will allow: to increase the level of readiness of students to use ICT; to form professional readiness for the use of ICT in future activities; to provide students with a practical focus on the use of ICT in future professional activities.

Experiments took place in several stages.

The first stage: an ascertaining experiment.

- the literature on the problem of formation of readiness for professional activity, application of information technologies in training and education, and modern psychological-pedagogical and scientific-methodical developments in the field of higher education was studied;
- a systematic and functional analysis of the content of the student's future professional activity was carried out;
- pedagogical supervision of students in information technology classes;
- conversations and surveys of students revealed a lack of motivation to study because students do not see the practical application of the acquired knowledge.

Based on the above, the development of the general research concept, setting of tasks, and theoretical provisions was carried out.

The second stage is a search experiment. The following work was carried out:

- formulated goals, tasks, and research methodology;

- the concept of preparing students for the use of ICT in future professional activities was developed;
- the curriculum and methodological support of the courses "Informatics" and the elective course "ICT in Professional Activity" were developed.

A formative experiment was conducted.

The third stage is a formative experiment. The formative experiment was conducted in the process of teaching the developed courses. The results of the formative experiment aimed at evaluating the effectiveness of the developed student training program for the use of ICT in future professional activities were also clarified; the research results are summarized.

As it was mentioned above, the motivation to study information technology students during the entire experimental work was determined as the leading component of readiness. The task of recording positive dynamics in the formation of students' motives for learning information and communication technologies for use in professional activities was set. Students participated in the study. Monitoring students' motivation to study ICT will allow the teacher to identify negative dynamics or lack of dynamics, which are very important in forming readiness to use ICT in professional activities.

The results of the first survey showed that the most important motivations for studying ICT are considered by students to be primarily professional and valuable (18.3%), social (15.6%), and cognitive (13.4%), followed by communicative ones and aesthetic. The most popular answers were utilitarian-cognitive (5.6%) and status-positional (6.5%). It should be noted that unconscious motives have average indicators, which indicates that students do not understand the motives of studying ICT.

The second survey showed the following results: professional and value motives (25%) have growth dynamics, which shows the positive impact of the "Informatics 1" course, social motives are also preserved mainly with 15.1%. Traditional-historical motives get 13% out of 100, and cognitive ones show a decrease. A low percentage of responses also remains for status-positional and utilitarian-cognitive motives.

The results of the third survey, before studying the course "ICT in professional activity", showed that professional value motives (39%) received the highest percentage of all, and traditional-historical and social motives moved to the second place with 12%. Social motivation says that students do not separate the acquired knowledge from their benefit to society.

The fourth survey showed a trend of increasing indicators in the professional value (48.4%) and social (13.2%) motivational categories. This indicates an increase in students'

understanding of the role of ICT in their future professional activities and that the courses conducted were not without results. Low indicators in the utilitarian-cognitive and unconscious category of motives. The reduction of unconscious motives is a positive result for us, as the number of students who do not understand why they study ICT is reduced.

Thus, it has been proven that the motivation of students to study ICT has a dynamically growing character, which is caused by the developed courses on the formation of readiness to use ICT in professional activities in compliance with the identified pedagogical conditions.

The second stage of the research is "Self-Assessment", where students evaluate their knowledge before and after the courses. The groups were divided into experimental (EG) and control (CG).

The table of results for the experiment shows the initial level of knowledge and skills in information technology in two groups (CG and EG) since the results of the two groups were combined and it is as follows: Table 1

Table 1. The result of the self-test of the CG and EG groups

	CATEGORY OF QUESTIONS	A	B	C	D
1	Skills of working in the operating system	58,4	18,4	8,9	14,2
2	Checking the ability to work with a text editor	40	20	17,1	22,9
3	Skills for working with electronic spreadsheets	29,2	20	16,7	35
4	Skills of working with presentation programs	27,7	19,2	16,9	36,2
5	Database skills	13,3	8,3	6,7	71,7
6	Internet skills	20	12,5	13,3	54,2
7	Work with images	19	15	12	54
8	Construction of sites	10,7	7,1	2,9	79,3

Source: Own elaboration

It can be seen from the table that in the first two categories, students rate their knowledge quite well, and the categories below have poor results, most rate their knowledge of skills in working with databases, images, and building sites very low. This means that the emphasis in course design and teaching should be on these categories.

Comparison between the two groups after the experiment.

In the control group (CG), students consider themselves weak in the following categories: spreadsheet skills, database skills, working with images, and building websites. The highest percentage of the answer i.e. "I don't know" (54.2%) is observed in the category "skills for working with electronic spreadsheets", since the usual computer science course does not provide an in-depth study of this topic, only a small number of functions that are necessary for calculations are studied.

Significant changes are observed in the EG group. The percentage of students who believe that they do not have the skills to work with spreadsheets is equal to 3.3%, and those who know completely, 47.1%. Problem categories of questions, in our opinion, were "Skills for working with databases" and "Construction of websites", to which, before studying the developed course, a large number of students answered "I don't know" and the percentage of those who did not know reached 71.7% (skills for working with databases) and 79.3% (site construction). After studying the course, these figures dropped to 15.7% (database skills) and 20.7% (building websites). A table comparing the two groups can be viewed below: Table 2

Table 2. Comparison between the two groups after the experiment

CATEGORY OF QUESTIONS	BEFORE THE EXPERIMENT	AFTER THE EXPERIMENT	
	IN BOTH GROUPS	CG	EG
Skills of working in the operating system	58,4%	60,1%	68,2%
Checking the ability to work with a text editor	40%	41,3%	63%
Skills for working with electronic spreadsheets	29,2%	31,1%	53,1%
Skills of working with presentation programs	27,7%	41,3%	69,4%
Database skills	13,3%	20,5%	45%

Internet skills	20%	29,2%	57,1%
Work with images	19%	32,3%	51,6%
Construction of sites	10,7%	17,3%	50,5%

Source: Own elaboration

Quantitative indicators are given only for answer category A (of course I know and can teach) because this answer category gives more accurate data about students' opinions about their skills and abilities to work with information technologies.

The table shows that the percentage of those who believe that they know how to work with an operating system, who know how to work with databases and images, and who know how to create web pages has increased in both groups, but in the EG group the percentage has increased significantly. For example, while the percentage of those who knew and were able to work with electronic spreadsheets was 29.2%, after the computer science course in the control group the percentage was 31.1%, and in the experimental group 53.1, which is 22% higher.

The experiment showed the indisputable dynamics of growth in the development of students' knowledge and skills. Thus, it is safe to say that the developed Informatics course is educational and contributes to the deep mastering and learning of ICT.

To study the abilities and skills of using ICT in solving professional tasks (formation of the activity component), students were offered educational and professional tasks. They represent tasks of a professional nature, but the ways of solving these tasks can be different, from performing them on paper to solving them with the help of professional programs. The percentage of students who correctly solved educational and professional tasks is presented in Table 3.

Table 3. Use of ICT tools by students to solve professional problems tasks

TASKS THAT NEED TO BE SOLVED WITH THE HELP OF...	BEFORE THE EXPERIMENT		AFTER THE EXPERIMENT	
	CG	EG	CG	EG
text editors	82%	79%	91,5%	98%
electronic spreadsheets	4,5%	4,1%	21,4%	60,3%
graphic editors	2,3%	3,5%	22,5%	45,1%
professional programs	0%	0%	5,9%	32%
Internet	45%	46,4%	57,1%	79,9%

Source: Own elaboration

A component of the specialist's professional training is the practical mastery of all elements of professional activity using ICT. Therefore, observation of students' practical activities ensured the study of the peculiarities of professional skills, personal qualities, creative attitude to professional activities, and theoretical training.

According to the results of the final diagnosis, it was found that there is a positive trend in the use of ICT tools to solve professional tasks.

The category of tasks, that had to be solved with the help of text editors and the Internet, had good results before the experiment, but after the experiment, they rose to a higher level. Tasks, the solution of which required knowledge of electronic spreadsheets, were solved before the experiment in CG by 4.5% of students, and in EG by 4.1%. After the experiment, the percentage of people who can use spreadsheets increased by 15.4% in CG, and by 60.3% in EG. As for the category where it is necessary to solve with the help of professional programs, there was a zero result before the experiment, because the students had no idea about using the above-mentioned programs before the experiment because they were not studied at all. After teaching the developed courses, the percentage of those able to solve professional tasks with the help of professional programs rose by 5.9% in CG, and by 32% in EG, which indicates good results.

It can be concluded that the activity component of the readiness of students of the faculty of agricultural technology to use ICT in professional activity can be considered fully formed, since during the experimental study it was revealed the presence of a structure of professional action that developed with the help of ICT (the ability to solve problem situations arising in the process of professional activity using ICT, the ability to organize work using ICT capabilities).

In the course of expert measures to determine the initial level of formation of students' readiness to use ICT of control and experimental groups, we obtained the following results: the developed course contributes to the formation of students' readiness to use ICT in professional activities.

Thus, elective courses make it possible to supplement the specialist's professional training opportunities. We are sure that elective courses contribute to readiness for self-realization in the labor market, as well as the above-mentioned courses aimed at improving the quality of training of specialists in higher education, in turn, provide an opportunity to choose and draw conclusions from the results obtained.

CONCLUSIONS

The role of information technologies in the high-quality training of specialists needed in the modern global space is clarified.

The informatization of the education system aims to increase the flexibility of education, its accessibility and quality, as well as the development of information technologies with high-quality training of specialists, and information culture of the individual because of the complexity of all components of the educational process and the systematicity of the educational world space.

The didactic advantages of new information technologies during high-quality training of specialists are shown; the priority tasks of education facing the modern educational space are highlighted; in the system of training specialists, the main functions performed by modern information technologies (modernizing, improving, rationalizing, modifying the traditional educational process, transforming) are singled out; the principles of using information technologies in the training of specialists for quality training are highlighted (multimedia; systematic and consistent; expediency; clarity; accessibility; strength of knowledge; individualization; connection of theory with practice; interactivity); the conditions for high-quality training of specialists using information technologies are named.

The modern process of education allows students to observe the transition to virtual reality, the value of which is constantly increasing and becoming more and more necessary for the educational sector. The information society in the training of future specialists led to the need for the growth of virtual communications, therefore the need for their influence on education is shown.

The role of media education in the preparation of future specialists and the role of self-education in the formation of an individual's desire for self-realization and self-development in the information society are revealed.

Our experiment was conducted, the purpose of which was the practical implementation of the theoretical foundations of preparing students for the use of ICT in future professional activities. At the same time, the task was to ensure as complete as possible compliance with the final profile of readiness for professional activity with the use of ICT in professional activity.

The main signs of the positive impact of information technologies on the educational process are highlighted.

Further research is needed to find out the main signs of the positive impact of information technologies on the educational process.

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