

включає репозитарій освітнього контенту, оцінювально-діагностичні механізми, аналітичні ресурси тощо; установлення єдиної форми та централізації спрямовується на підтримку персоналізації як варіант на всіх рівнях організації; не може бути абсолютно однаковим для будь-яких ЗО; агрегаційний хмарний простір, у якому всі суб'єкти освітнього процесу можуть створювати своє автентичне середовище безпосередньо за допомогою самостійно обраних додатків.

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## **PROFESSIONAL FOREIGN LANGUAGE COMPETENCIES OF PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF DIGITALIZATION**

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In today's information society, the requirements for professional foreign language competence of primary school teachers are growing, who

must not only speak a foreign language at a professional level, but also improve digital literacy using information and communication technologies in professional activities. In higher education in most developed countries in the United States, Europe and Asia, digital technology has become an integral part of the professional training of future teachers. Terms such as digital literacy, digital competence, ICT competence, ICT literacy, etc. are widely used by foreign scholars. In modern education, it is not enough for a teacher to have only basic skills in digital resources. The use of information and communication technologies in foreign language professional communication in primary school involves the use of computers as an innovative technology for multimedia playback to complement the pedagogical approach of the teacher. This is primarily due to the development of motivation of primary school teachers to improve their own professional and pedagogical and general communicative level, the formation of general cultural and professional education.

Today's challenges are shaping the demand for teachers with a high level of digital literacy and professional foreign language competence, motivated to learn throughout life (LLL principle) and to improve. The concept of the New Ukrainian School (NUS) has identified a list of key competencies, including language competence, namely the ability to communicate freely in foreign languages at the level of state and information-digital competence. In my opinion, professional mastery and synergy of the above competencies, language and digital, is a condition for professional development and development in the profession of modern teachers in primary school.

The importance of the issue is actualized in state legislative documents: Law of Ukraine "On Education" (2017), Law of Ukraine "On General Secondary Education" (2020), Concepts of implementation of state policy in the field of reforming general secondary education "New Ukrainian School" (2016), Branch Concepts of development of continuous pedagogical education (2013), Decree of the President of Ukraine "On the national strategy for the development of education in Ukraine until 2021" (2013) and others.

Professional and pedagogical communication is an integral component of quality activities of primary school teachers, for the implementation of which in modern conditions a necessary aspect is the possession of foreign language skills. Foreign language communicative competence is a set of knowledge, skills and abilities, as well as experience in their use, which allow teachers to effectively and productively use a foreign language for professional activities. It should be noted that the purpose of the teacher is to create conditions for the transition of education

to a new quality level, which allows to create comfortable and harmonious conditions for student development during classes, based on modern requirements for teaching subjects in digitalization. The information culture of an elementary school teacher is his system characteristic, which allows him to effectively participate in all types of work with information.

Continuous improvement of the education system of Ukraine, the transition to the New Ukrainian School – these are factors that indicate the need for new pedagogical thinking. In order to meet the conditions and needs of NUS creative, highly intellectually and comprehensively developed teachers are looking for ways, methods and means of developing these qualities. Teachers must be able not only to transfer educational material, but also be able to organize the cognitive activity of students, develop their independence and creativity through the use of modern means of information and communication technologies. That is why there is a question of continuous improvement of digital literacy of teachers – a quality, the formation of which allows teachers at a high professional level to use electronic educational resources (ESR) to search, logical selection, systematization, use of educational material and organization of effective educational process. Thus, it should be noted that in the context of digitalization of education and the formation of NUS, only a continuous increase in the level of foreign language and digital competencies of teachers will allow them to respond quickly and adequately to all changing progressive conditions of their professional activities.

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