

безпечити принципово нову якість: обмін інформацією між студентом і технічною системою відбувається у діалоговій формі, за нерегламентованим сценарієм, який кожного разу сприймається студентом по-новому, а сама комп'ютерна технологія органічно вписується в класичну систему, надає реальну допомогу практичному впровадженню дистанційної форми позиціонування навчального матеріалу.

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SYSTEM OF CONTINUOUS EDUCATION OF PEDAGOGICAL WORKERS DEVELOPMENT IN THE CONDITIONS OF DIGITALIZATION

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Continuous professional development of research and teaching staff of higher education institutions (HEI) is seen as one of the key areas of education reform in the context of European integration. "Continuous improvement of the system of training and retraining of scientific-pedagogical and pedagogical workers is due to the changing role of man in the modern

world, vision of the ideal of human education and new requirements for the quality of human capital in accordance with cultural, spiritual, socio-economic and technological transformations, as well as global, European, national, regional and local challenges. Teaching and advanced training of scientific-pedagogical and pedagogical workers is considered as an important prerequisite for the modernization of education on the basis of understanding the national and foreign experience" [2].

In the conditions of permanent informatization of the society and constant saturation with information it is necessary to prepare pedagogical workers who are capable of continuous training and advanced training. Education reform involves providing teachers with learning opportunities adapted to their needs and lifelong opportunities, so that they can make the most of opportunities for decent self-realization in society, in their work, and in their family life [1]. To this end, opportunities for lifelong learning should be aligned with the needs of the labor market with a variety of flexible and high-quality professional services that provide lifelong learning and professional development of teachers.

Modern scientific research is the basis of a new theory and practice of training teachers for employment. Raising the level of pedagogical workers training problems consideration in the direction of development of professional competence, pedagogical skills, information culture, computer literacy, etc. demonstrates that their solution does not exhaust the solution in the conditions of permanent informatization of society and constant saturation of information. We are talking about digitalization as a basis for continuity of professional training of modern, competitive teachers.

In our opinion, the experience of foreign countries can be taken into account in the process of forming the competitiveness of teachers in Ukraine. Therefore, we highlight the direction of development of pedagogical education in Ukraine, due to informatization of society and relevant reforms in education, as the promotion of new technologies and methods in teaching: active technologies (micro-teaching, modeling, role-playing games, etc.) and Web technologies, Web trainings, Web quests, etc.), etc.

Digital competence as a key priority is the continuity of the formation of this quality of teachers and students in joint activities; developing web databases to help teachers.

Thus, the insufficient level of readiness of the pedagogical worker to use information technologies and the need for continuous improvement of the level of theoretical and practical skills of IT application in the educational process of educational institutions.

Continuous use of IT, in turn, affects the continuity of the development of readiness for their use. That is, we can say about the inter-

dependence of these processes, which requires the creation of new educational approaches, and in general the updated conceptual approaches.

The study of scientific works allows us to identify methodological approaches that ensure the continuity of the process of formation of readiness to use IT: systemic, which includes the study of the process of formation of readiness to use IT as a pedagogical system with all its specifics and patterns; activity – enables the development of professionally oriented content, improvement of ways of forming the readiness of teachers to use IT, identifying areas for its practical improvement; personality-oriented – providing and supporting the process of self-knowledge and self-realization of the individual, the development of personal qualities and characteristics of the pedagogical worker; competence – it determines the updating of the content of lifelong learning, the direction of the educational process on the formation of methodological competencies required for successful professional activity, the solution of practice-oriented tasks related to the use of IT. Complementarity and interconnection of approaches enable, in our opinion, the continuity of the process of forming the readiness of teachers to use IT in various aspects, ensuring its integrity and efficiency.

The development of a teacher's readiness to use IT is a continuous, dynamic process – it is closely related to the development of informatization of education. After all, the use of IT in PS affects the effectiveness of learning, encourages the emergence of fundamentally new ways of learning, directs students to consciously acquire knowledge in the process of performing educational tasks, forms the independence of each.

An important step in solving the problem of continuous development of professional competence of teachers is the fact that today a priori is the introduction of information technology in the system of professional development. This phenomenon undoubtedly significantly expands and enriches the possibilities of presenting educational materials, adds the opportunity to increase the arsenal of means of their effective saturation, visualization and accessibility.

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