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OPPORTUNITIES OF INFORMATION TECHNOLOGIES FOR THE TRAINING OF SPECIALISTS

The ability to effectively use the possibilities of information technology in one's work becomes an integral indicator of the qualification of a modern specialist, his professional competence. In order to accurately assess the effectiveness of the use of information technologies in the educational process, it is necessary to create a scientifically based system for determining the quality of education and build knowledge assessment procedures on its basis. After that, you can evaluate the impact of technologies on the learning process and calculate their effectiveness. To date, the most acceptable method for such assessments is properly constructed and globally accepted testing systems. In particular, studies [1, 2] are devoted to this issue.

The environment in which pedagogical measuring materials are placed should ensure: formation and introduction of a bank of test tasks; authentication and identification of the tested person; input, correction and deletion of test tasks; formation of tests based on a bank of test tasks; flexible grading scale for each test; implementation of all possible parameters of the testing process: limitation of testing time (one task and the entire test as a whole), arrangement of various test options from available test tasks by the teacher or the system; implementation of the algorithms of the presented test tasks in a strict sequence, in a random order, according to increasing complexity or in accordance with the knowledge control algorithm; formation and storage of an administrative bank of test tasks, initial forms of test results; collection and processing of statistical information based on the results of testing.

On the website <https://khmnu.edu.ua>, in the section of the modular learning environment (MEL), there is a teaching methodology for the disciplines of the information block, which is based on the formulation of requirements for the level of training of students in a diagnostic form. One of the sections of the MEL is a system for computer interactive testing, which is built on client-server technology; an internet browser is used as a client. The client workplace can be any computer connected to a computer network with a browser installed on it.

The testing subsystem is an important part of the MEL, as it partly takes over the functions that in the traditional system are performed by the teacher. The interactive system allows you to create one of the following types of test questions in the Word editor based on a special template: statements (Yes/No); on the correspondence between the elements of two lists; short answer (changing the status of the answer from correct to incorrect and vice versa is carried out using the Correct/Incorrect answer button); numerical question (answer in the form of a number); multiple choice (the question can allow both one and several correct answers; if there are several correct answers, weighting coefficients are set: positive for each correct answer and negative for each incorrect

answer); with the missing word (students see underscores on the screen; their task is to enter the missing word in the sentence correctly).

The editor of test tasks allows you to insert graphic objects and formulas into questions. The main criteria for creating a test shell: a test containing questions on one or more pages; question bank, which stores copies of all questions grouped into categories; random order of questions – a student receives different questions at each test attempt, different students may receive different questions.

The test package consists of several software modules: editing parameters and the test itself; viewing the test (possibility of change); assessment management; additional parameters (possibility of creating backup copies, importing data from other courses, restoring parameters).

The purpose of tests and testing systems is to act as a tool for managing the learning process, an element of feedback that makes it possible to analyse the learning process and make adjustments to it. In this case, the educational process can be defined as a system of continuous monitoring and self-monitoring of students, which makes it possible to improve the quality of education in general.

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ДИСТАНЦІЙНЕ НАВЧАННЯ ЯК ЗАСІБ РЕАЛІЗАЦІЇ ІНДИВІДУАЛЬНОЇ ТРАЄКТОРІЇ ПРОФЕСІЙНОГО ЗРОСТАННЯ ПЕДАГОГА В УМОВАХ ПІСЛЯДИПЛОМНОЇ ОСВІТИ

The theses state that the implementation of individual trajectories for professional growth of educators in postgraduate educational institutions is extremely relevant, with active realization taking place through distance learning tools. It is emphasized that at the Donetsk Regional Institute of Postgraduate Pedagogical Education (Kramatorsk, Ukraine), individual professional development trajectories are being introduced through the following stages: diagnostic, cognitive (using platforms like Moodle, Google Meet, Zoom, etc.), activity-based, and summarizing (utilizing online survey services such as Google Forms, Survey Monkey, Survio, Mentimeter, Jotform, etc.).

Одним із принципів державної політики в галузі вищої освіти є «сприяння сталому розвитку суспільства через підготовку конкурентоспроможного людського капіталу та створення умов для освіти протягом життя» [3]. У процесі розв'язання зазначеного