The use of digital technologies in the process of teaching humanities in general secondary schools

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Annotation. In the context of the computerisation of education, it is imperative to develop new teaching tools that organize students' work in a unified information and educational space to enhance the quality of education. These tools comprise digital educational resources that contain graphic, textual, photographic, video, and other digital materials to achieve contemporary educational goals and objectives. Multifunctional digital educational resources enable the storage of vast amounts of information, facilitate quick access to necessary sources, and provide objective assessments of students' knowledge. They also allow for the visual presentation of complex concepts and processes, using a variety of graphic designs, and the delivery of information in various visual, audio, and other formats. To ef ectively implement informatisation of the educational environment, it is crucial to train future humanities teachers in the use of digital technologies and designing the educational process with digital resources. Humanities teachers play a significant role in shaping the educational environment. Educators have a responsibility to transfer knowledge and develop critical thinking, creativity, and social skills in students. The use of digital technologies can significantly enhance their ef ectiveness and make learning more engaging and comprehensible for contemporary students. This work aims to identify the main scientific approaches to training future humanities teachers in professional activities. The goal is to improve the quality of education for both teachers and students. The study emphasizes the importance of continuous professional development and the introduction of new tools into the learning process, making a valuable contribution to education. Keywords: digital technologies, education, innovative education, ICT, humanities, learning optimisation, teacher's professional activity, ef ective teaching, professional activity.

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Використання цифрових технологій у процесі викладання гуманітарних дисциплін у ЗЗСО

Анотація. В умовах інформатизації освіти виникає потреба у створенні нових засобів навчання, спрямованих на організацію роботи студентів в єдиному

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інформаційно-освітньому просторі з метою підвищення якості освіти. До таких інструментів належать цифрові освітні ресурси, які містять графічні, текстові, фото-, відео- та інші матеріали в цифровому форматі для досягнення сучасних освітніх цілей і завдань. Багатофункціональні цифрові освітні ресурси дають можливість зберігати великий обсяг інформації, швидко знаходити та отримувати доступ до необхідних джерел, об'єктивно оцінювати знання учнів, наочно представляти складні поняття та процеси, використовувати різноманітні графічні оформлення та отримувати інформацію в різних форматах візуальному, аудіо тощо. У зв'язку з цим ефективна реалізація інформатизації освітнього середовища вимагає підготовки майбутніх учителів гуманітарних дисциплін до використання цифрових технологій у своїй професійній діяльності, а також до методів проектування освітнього процесу з використанням цифрових освітніх ресурсів. Викладачі гуманітарних дисциплін відіграють важливу роль у формуванні освітнього середовища. Вони відповідають не лише за передачу знань, а й за розвиток критичного мислення, креативності та соціальних навичок учнів. Використання цифрових технологій може підвищити ефективність їхньої роботи та зробити навчання більш цікавим і зрозумілим для сучасних учнів. Метою роботи є визначення основних наукових підходів до підготовки майбутніх учителів гуманітарних дисциплін до професійної діяльності. Метою є підвищення якості освіти як для викладачів, так і для студентів. Дослідження підкреслює важливість безперервного професійного розвитку та впровадження нових інструментів у навчальний процес, роблячи цінний внесок в освіту.

Ключові слова: цифрові технології, освіта, інноваційна освіта, ІКТ, гуманітарні дисципліни, оптимізація навчання, професійна діяльність вчителя, ефективне навчання, професійна діяльність.

Introduction

In today's world, digital technologies play a key role in all spheres of life, including education. Teachers of humanities need to be prepared to use digital tools to improve the learning process and student development.

Digital technologies are penetrating all aspects of learning and are becoming an integral part of modern education. They can greatly facilitate the learning process and make it more effective. Curricula, online resources, virtual classrooms - all of this is becoming available thanks to digital technologies.Humanities teachers play an important role in shaping the educational space. They are responsible not only for imparting knowledge but also for developing students' critical thinking, creativity, and social skills. The use of digital technologies can increase the efficiency of their work and make learning more interesting and understandable for modern students.

Problem statement. In the context of informatization of education, there is a need to create new learning tools aimed at organizing students' work in a single information and educational space in order to improve the quality of education. Such tools include digital educational resources that contain graphic, text, photo, video, and other materials in digital format to achieve modern educational goals and objectives.Multifunctional digital educational resources allow you to place a large amount of information, quickly find and access the necessary sources, objectively assess students' knowledge, visually represent complex concepts and processes, use a variety of graphic design and receive information in various formats: visual, audio, etc.In this regard, the effective implementation of informatization of the educational environment requires the training of future teachers of humanities to use digital technologies in their professional activities, as well as mastering the methods of designing the educational process using digital educational resources.

The object of the research is a process of forming the professional competence of future teachers of humanities in the use of digital technologies in their pedagogical practice. The subject of the study is pedagogical methods and technologies aimed at training future teachers of humanities to effectively use digital tools in their professional activities. *The aim of the research article* is to identify scientific approaches to the training of future teachers of humanities in professional activity

The analysis of research and publications. Digital technologies are becoming increasingly prevalent in education, revolutionizing the learning process. From curricula to virtual classrooms, these technologies are making education more accessible and effective. Humanities teachers, who are responsible for developing critical thinking, creativity, and social skills in students, play a crucial role in shaping the educational landscape. Incorporating digital technologies into their work can enhance their efficiency and make learning more engaging for students [1]. Various researchers, including N. Azimov, O. Andreev, V. Bykov, L. Melnyk, L. Panchenko, and S. Hiltz, have studied the topic of preparing future humanities teachers for the use of digital technologies in their profession. Their findings contribute to the understanding of how to effectively train educators to utilize digital tools in the teaching process.

Results

Research highlighted that the use of digital technologies in teaching humanities subjects can improve students' critical thinking and analytical skills. Digital platforms, such as online discussion forums and interactive e-books, provide opportunities for students to engage with course materials in a more interactive and dynamic manner. This engagement can lead to deeper understanding and retention of the subject matter. Moreover, the use of digital technologies in teaching humanities subjects allows for the compilation and analysis of large amounts of data, which can support more in-depth research and analysis in areas such as literature review and historical research .

Furthermore, integrating digital technologies into humanities education can improve personalized learning experiences for students. Studies indicate that digital tools allow educators to adapt their teaching approaches to cater to individual students' distinct requirements and learning styles. This adaptability can promote customized instruction and provide students with chances for self-directed learning at their preferred pace. Conversely, there are also inquiries raising issues about how digital technologies affect student performance in humanities disciplines. According to research, students scored 15% higher in face-to-face teaching compared to online teaching formats. While digital technologies can expand the resources available for humanities education, it is important to consider their impact on student performance. Online archives, virtual museum tours, and multimedia presentations provide students with access to a broad range of primary and secondary sources, enhancing their learning experiences and promoting a deeper understanding of the subject matter. Additionally, the integration of digital technologies in humanities education can facilitate collaborative learning and foster a sense of community among students.

Today, digital technologies are firmly embedded in our lives and have had a significant impact on all areas of human activity, including work. They help to speed up and simplify many processes, provide more accurate data and information, and enable faster communication and collaboration with colleagues around the world, which ultimately leads to increased productivity and efficiency. In the late XIX - early XX centuries, scientists attached great importance to the problem of willingness to act. This problem began to be studied more actively in the second half of the XX century. Today we have a considerable theoretical and experimental material on the structure of personality readiness for various types of activity, the concept of readiness for professional activity has been formulated, its content, structure, main parameters and conditions influencing its dynamics and stability have been determined. The development

of pedagogical science has contributed to the spread of the concept of "readiness". The main impetus for this process were the stages of formation of activity theory and development of personal approach. However, there is no consensus among researchers on the meaningful analysis of the concept of "readiness for activity". The approaches of researchers can be summarized in three main ways: first, the definition of readiness as the presence of certain personality abilities; second, as a quality of personality; third, as a state of personality.

Teachers' readiness for pedagogical activity is determined by a number of characteristics and qualities: - Psychological readiness, which is manifested in the formed (to varying degrees) attitude to pedagogical activity and attitude to work at school. - Scientific and pedagogical readiness, which implies the necessary amount of knowledge (socio-political, psychological, pedagogical and special) required to carry out pedagogical work. - Practical readiness, which includes the availability of appropriate prerequisites for pedagogical activity, the mastery of a specific teaching speciality and the formation of professionally significant personality qualities. - Physical readiness, which means that the state of health and development meets the requirements of activity and professional performance. Readiness is defined as a complex personal formation that includes moral and professional and pedagogical beliefs, orientation of mental processes towards professional goals, self-control, pedagogical optimism, readiness for pedagogical activity, ability to overcome difficulties, evaluate the results of own work and the need for professional self-improvement to achieve high results. The most important aspect of a teacher's readiness is the moral and psychological aspect, which is a complex personal formation that determines a strong desire to engage in pedagogical work, readiness to act in pedagogical situations in accordance with moral and professional principles, initiative, independence and perseverance in solving pedagogical tasks, as well as creative use of professional knowledge, skills and attitudes as regulators of professional behavior.

Kondrashova emphasizes that "readiness is the identification of the essence of the properties and state of the individual. Readiness is an indicator of the essence of personality". In her research, she also emphasizes the need to form students' moral and psychological readiness for professional activity, considering it from the point of view of a personal and activity approach, where important components are a high level of pedagogical thinking, pedagogical, communicative and organizational skills. The problem of readiness for teaching is researched with sufficient breadth, but the analysis of scientific sources shows that only certain aspects of this activity have been studied. For example, the readiness to give lectures, organize extracurricular activities, teach lessons in secondary schools (such as music, labor training, literature) and others were analyzed. At the same time, we can note a specific approach to determining readiness in the field of teaching, depending on the diversity of pedagogical specialities, which does not take into account other aspects of pedagogical science and practice. Thus, the question arises whether it is possible to limit oneself to one general definition of readiness for teaching, or whether each pedagogical speciality should define readiness taking into account its specific tasks and characteristics[2].

A. Linenko understands readiness as a qualitative readiness of a subject to carry out pedagogical activities. On the one hand, this readiness is personal, including emotional, intellectual, volitional and motivational aspects, such as interest in the activity, sense of responsibility, confidence in success, motivation to perform tasks at a high level of professionalism, management of own emotions, mobilization of forces and overcoming uncertainty. On the other hand, readiness has an operational and technical aspect, which includes the teacher's toolkit, such as professional knowledge, skills, abilities, methods and means of pedagogical influence[3].

According to these authors, the readiness under study has several positive characteristics:

– It is based on experience and can be easily adapted to current needs.

- It is stable and does not require constant reformation due to unexpected pedagogical situations.
- It is dynamic, amenable to development and can reach higher levels of effectiveness.

All researchers confirm that the motivational component of readiness is a prerequisite for the effectiveness of other structural components of teachers' readiness for professional activity. The personal significance of certain motives is studied on the basis of the analysis of the goals of the teacher's activity, his/her actions in the implementation of these goals, as well as the analysis of changes in his/her motivational sphere, self-assessment and attitude to professional activity[4]. The content component of readiness to use modern pedagogical technologies includes the system of personally realized knowledge of the pedagogical university student about the technologicalisation of the pedagogical process at school, self-organization and self-improvement in future professional activities based on the acquired knowledge and concepts such as “humanisation of education”, “pedagogy of human development”, “developmental learning”, “personality-oriented education: learning and upbringing”, “technological approach in education”, “educational technologies”, “pedagogical technology”, “personality”.

The prospective teacher should have a strong grasp of general pedagogical disciplines and be familiar with established and emerging educational technologies. These may include modular learning, group activities, research-based learning, project-based learning, collaborative creative education, and creating a conducive environment for success. The content component of teaching readiness encompasses knowledge from psychological and pedagogical disciplines that explain the technological aspects of content. The operational component of teaching readiness includes a set of skills and abilities for designing and modeling educational activities in a modern school. General technological skills are required for formulating the goals and objectives of pedagogical activity, determining the content, and selecting the means of implementation. These skills contribute to the development of new forms and methods of teaching and educational work. Personal and professional qualities that improve the quality of the educational process are also necessary. Practical skills and abilities in designing and self-designing in a specific subject and pedagogical activity are essential[6].

The theoretical analysis of the studied problem allowed us to identify the main components of readiness for pedagogical activity in general and readiness for the introduction of interactive technologies in particular: motivational, cognitive and operational. The motivational component aims to foster a positive attitude towards pedagogical activity through the use of interactive technologies, emphasizing their significance and importance in professional training. The cognitive component focuses on developing the necessary knowledge for successful implementation of interactive technologies. This theoretical training provides specialized knowledge of pedagogical activity and the organization of interactive learning. The operational component involves mastering skills acquired during the study of professional disciplines and the ability to apply this knowledge and interactive technologies in practice. It is crucial to highlight the interconnection between all components of readiness, which is dependent on students' ability to use educational technologies, including interactive ones. The concept of 'readiness' is somewhat developed in scientific literature, but the formation of future teachers' readiness to use interactive technologies in the educational process is still under-researched.

In summarizing various approaches to defining a teacher's readiness for professional activity, it has been identified that the concept of 'future humanities teacher's readiness to use interactive technologies' is a comprehensive and sustainable means of professional and personal development. This is considered a prerequisite for effectively organizing the educational process using interactive technologies and is the result of professional and pedagogical training, due to the specific nature of the humanities teacher's activity [5].The

readiness of future teachers to use interactive technologies in education is a multifaceted construct with interrelated and interdependent components. It is important to note that interactive teaching methods necessitate active student participation in the learning process.Organising the training of future humanities teachers using interactive technologies requires attention to their unique characteristics. It is important to consider their figurative way of assimilating information, the need to process a large amount of contradictory information in limited time, and their insufficient level of mastery of innovative technologies.

When working with future teachers of humanities, it is important to consider their unique characteristics, such as their thinking style, cognitive logic, value attitudes towards the object, unclear boundaries of the object, reflective nature of humanitarian perception, and laws of humanitarian knowledge acquisition. The training of future teachers of humanities should be based on humanistic principles that emphasize the importance of individual development and support for each student. This passage emphasizes the significance of integrating interactive technologies into the educational process. Interactive technologies offer students the chance to engage actively, foster personal growth, critical thinking, and collaboration, which aligns with humanistic learning principles. This approach aims to develop teachers who can effectively work with students and create a positive learning environment for their growth and development.

A future humanities teacher should possess the ability to express their point of view logically and concisely during dialogue with students. It is important for them to have good communication skills and use appropriate language structures and means of influencing the audience while maintaining politeness and respect for their interlocutors.

Preparing future humanities teachers for their professional activities requires a comprehensive approach based on scientific methods and theories. One scientific approach that can be applied in this process is:

- Constructivism. This approach suggests that students actively construct their knowledge through their own experiences and interactions with the environment. It is recommended that future humanities teachers be given the opportunity to actively engage with digital technologies, as this can aid in the development of their skills.
- The sociocultural approach recognises the significance of social context in learning and development. It is important for future humanities teachers to explore the impact of digital technologies on social interactions and cultural practices, and how this can be utilized The integration of knowledge is an approach that supports the idea that learning should be connected to real-life situations. In order to make learning more effective and engaging, it may be beneficial for future humanities teachers to learn how to integrate digital technologies into their lessons and programmes
- The integration of knowledge is a proven approach that supports the idea that learning should be connected to real-life situations. To enhance the effectiveness and engagement of learning, it is imperative for future humanities teachers to acquire the skills to seamlessly integrate digital technologies into their lessons and programmes.
- The differentiated approach takes into account the individual needs and characteristics of each student. Future humanities teachers must learn how to use digital technologies to create individualized curricula and methods that cater to the needs of diverse learners.
- Active learning. This approach is based on the idea that students learn best when they are actively engaged in hands-on tasks and collaborating with others. Future humanities teachers should explore how digital technologies can be used to organize active learning and facilitate student collaboration. These scientific approaches will aid in developing a training programme for future humanities teachers to incorporate digital technologies into their professional activities. This will ensure effective and innovative teaching that meets modern educational requirements.

Conclusions

In the face of modern challenges in education, society and the economy, the need for digital transformation in all areas of human activity is becoming increasingly urgent. It is particularly important to develop digital literacy in future humanities teachers. The effectiveness of this process is ensured by the continuity, systematicity and integrity of the preparation for digital transformation. Future humanities teachers should understand the capabilities of computers and mobile devices and the role of the digital learning environment. They should be able to analyse information, design and create learning environments, work in online pedagogical communities and take online courses to improve their skills. Preparing future humanities teachers to use digital technologies in their professional activities is an integral part of modern teacher education. This requires a comprehensive approach that includes the integration of digital technologies into the educational process, specialized courses and seminars, practical applications and placements in modern schools. This is the only way to ensure quality education that meets the demands of the modern world.

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