E-LEARNING AS MEANS OF DIGITAL TECHNOLOGIES USED IN EDUCATION IN CONTEMPORARY CIRCUMSTANCES

Берестoк Ольга Володимирівна

старший викладач кафедри іноземних мов

Сумський національний аграрний університет, м. Суми, Україна

berestok.o@gmail.com

The use of digital technologies in education is a topic that is now gaining attention due to the advancement of information technologies and the shifting demands of the contemporary labor market. High-quality training of highly competent specialists is ensured by educational information technology.

An essential component of the contemporary educational process is e-learning. E-learning technology is one of the educational means used in the higher education systems, aiming at promoting the holistic development of the individual.

One method of training that uses information and communication technology to carry out the educational process is called electronic learning technology. In addition to assimilating the outcomes of scientific knowledge and the system of knowledge, the objective of electronic training is to form the students' cognitive activity and foster their creative abilities during the process of attaining these outcomes.

By arranging various student activities in a collective manner, differentiating the educational process, developing new electronic educational tools, utilizing innovative teaching aids and information techniques, and creating new ways to evaluate the outcomes of the learning process, electronic learning technology contributes to higher educational quality.

The primary goal of electronic learning approaches is to empower students to autonomously plan their activities and accurately complete assignments utilizing information and communication tools.

There are several ways to use electronic learning technologies:

Electronic Project. The goal of the electronic project approach is to help students establish targeted behaviors for accomplishing tasks with a professional focus. Examples of educational projects include: information and analytical projects, specialist practice-oriented projects, simulation and gaming.

Programmed Tasks. The method of programmed tasks represents specific pieces of educational material, which are presented in the form of questions and corresponding answers.

Discussion Approach. The discussion approach entails discussing potential answers to the given tasks in order to illustrate a sample of research.

Business Computer Game. The goal of the business computer game approach is to help students develop their professional conduct. Business games help students develop and reinforce their abilities to work independently, think professionally, solve problems, manage a team, make decisions, and plan their implementation.

Case Study. Analysis and resolution of particular circumstances that are provided in the "case" are the goals of the case-based learning approach. Cases typically resemble actual issue scenarios. The following guidelines apply for gathering cases: an issue scenario has to be explained; a particular problem scenario shouldn't have a clear-cut answer; certain information is offered to enable problem-solving.

Electronic Portfolio. A collection of electronic evidence gathered and maintained by the user, typically online, is known as the student's electronic portfolio technique. Entrance exams, electronic data, pictures, multimedia, blog posts, and hyperlinks are examples of this type of electronic evidence. An electronic portfolio may be thought of as a sort of study of documents that serve as concrete proof of the user's accomplishments. The electronic testing method is a way to regulate the knowledge that students have gained while studying a certain subject.

Technical tools, such as a personal computer and other electronic devices, are also crucial in the organization of e-learning. The following can be mentioned in addition to a student's personal computer: e-mail; instructional computer games; chat messages between students and the teacher; an electronic textbook; an electronic board that takes the place of a chalkboard in the classroom; an operational communication system; scientific, popular science, methodological, fiction, and general educational electronic journals; audio-visual conferences; file archives enabling students to repeat, consolidate, and expand their knowledge; a notice board, registration forms, and tests.

Thus, e-learning allows both to independently study new educational material and consolidate the knowledge acquired in an educational institution.

The Internet makes it possible to arrange and guide students' perceptions, improves the objectivity of the content, serves as a source and a gauge of educational information in its entirety, promotes students' cognitive interests, taking into account specific circumstances, enhances emotional attitude toward educational activity, and permits operational control and self-control of learning outcomes.

Therefore, e-learning enables the consolidation of knowledge gained in an educational institution as well as the independent study of educational material.

Students' motivation and enthusiasm in taking new approaches should be one of the requirements for the organization of e-learning. Numerous e-learning methods are designed to help students develop holistically and build the skills they need. The unique features of e-learning technology enable the new structural components to be added to the learning process, particularly when establishing the framework for e-learning technology deployment.

References:

1. Haleem, A., Javaid, M., Qadri, M., Suman, R. Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275-285. 2022. ISSN 2666-4127. https://doi.org/10.1016/j.susoc.2022.05.004.

2. Wang, X., Maeda, Y., Chang, H. Development and techniques in learner model in adaptive e-learning system: A systematic review. *Computers & Education*, 225, 105-108. 2025. ISSN 0360-1315, https://doi.org/10.1016/j.compedu.2024.105184.