

## TECHNOLOGIES FOR DEVELOPING STUDENTS' INDIVIDUALITY THROUGH ELECTRONIC EDUCATIONAL TOOLS USING DIGITAL TECHNOLOGIES

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**Annotation:** The article discusses the possibilities of electronic educational tools based on digital information technologies in higher education.

**Keywords:** digital technology, blended learning, electronic educational tools, asynchronous.

A number of reforms are being carried out in our country to ensure the implementation of the tasks set in the Law "On Education" and the National Program for Training Personnel, to educate a fully mature younger generation, and to instill national values in our youth. The adoption of the Strategy of Actions for 2017–2021 to ensure the continuity of this process is another fair policy of our Government aimed at fundamentally renewing the education system alongside all other sectors of the national economy. The Strategy identifies tasks such as improving the quality and effectiveness of education, introducing modern teaching methods and technologies, strengthening and modernizing the material and technical base of educational institutions, equipping them with modern academic laboratories and ICT facilities, and training qualified specialists for all sectors of the economy in accordance with international standards. [1, p. 40]

Today all the necessary conditions have been created in our country to ensure the implementation of these tasks. In particular, modern ICT facilities have been introduced to involve gifted students in scientific activities and encourage them, leading specialists have been engaged, and educational institutions have been widely provided with advanced educational resources, scientific literature, and databases. In higher education institutions, a contradiction exists between the large volume of professional and general cultural knowledge required for professional activity and the limited time allocated for higher education. This contradiction may be resolved by developing appropriate methodological support and introducing electronic learning tools into the educational process. Thus, electronic learning tools help develop students' computational thinking, support the practical and developmental application of acquired knowledge, and create an information environment that fosters independent learning.

Therefore, two "parallel teaching methods" that enhance the role of independent learning and create conditions for mastering the material in a short time are proposed:

1. Traditional education
2. Education based on electronic learning tools

Electronic learning tools can increase the speed of mastering educational materials by 10–15 percent, save up to 35–45 percent of learning time, optimize teachers' workloads by up to 30 percent, and improve the overall quality of lessons. Despite their advantages, electronic learning tools still have certain drawbacks when compared to traditional face-to-face teaching.

Using both traditional and electronic learning tools and complementing the shortcomings of each proves effective. This, in turn, allows the use of blended learning technologies, which aim to develop independent learning, teamwork, and collaboration skills. The use of blended learning technologies expands the range of didactic tools depending on the specifics of the taught subject. Three major aspects are crucial in organizing blended learning:

- **Administrative:** the presence of an electronic learning tools development strategy supported by the relevant regulatory documents within the educational institution;
- **Technological:** providing the learning process with software-methodological and technical tools;
- **Pedagogical:** developing interactive teaching methods for specialized subjects using electronic learning tools.

Blended learning technologies have several advantages:

- students can conveniently acquire knowledge and skills;
- there is an opportunity to understand learning needs and plan the expected outcomes;
- the process can be constantly supported with effective management tools;
- time and financial expenses are reduced without losing the advantages of traditional instruction;
- pedagogical technologies and teaching methods are enriched and complement one another;
- active social interaction between students and teachers;
- near-constant teacher presence;
- learning is possible regardless of time and place;
- diversity of didactic approaches;
- improved quality of education (including through more effective learning tools);
- individual control over activities;
- natural development of students' modern work and communication skills;
- priority of independent student activity. [2, p. 22]

Thus, blended learning requires electronic learning tools to preserve the scientific nature, systematic presentation, and structural integrity characteristic of traditional educational materials. At the same time, they should consider students' cognitive characteristics, increase visualization and interactivity, provide non-linear learning, support differentiated learning, and allow flexible educational trajectories. This, in turn, places high demands on professors and teachers to develop students' technological competencies, create educational resources, and organize the learning process based on students' individual characteristics.

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