

THEORETICAL BASES OF INTRODUCTION OF INTERNET TECHNOLOGIES IN THE CONDITIONS OF DIGITALIZATION OF INSTITUTIONS OF HIGHER EDUCATION

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INTRODUCTION

Over the last decade of the XX century. the Internet has become an integral component of public relations and individual communication practices in the countries of the "first world". In Ukraine, the development of the Internet is facing serious obstacles - outdated telecommunication networks, low level of computerization, low incomes of the population. Nevertheless, the inclusion of large and medium-sized cities in the "World Wide Web" took place, every year the volume of the Internet audience is growing. The more familiar and everyday practices of virtual interaction become, the more relevant will be the study of the Internet as one of the resources that determine the dynamics of various social variables: from society as a whole to individual local communities and groups.

The development of the Ukrainian sector of the World Wide Web was closely related to the use of the material, technical and personnel base of institutions of higher professional education, and first of all, classical universities. Telecommunication networks were created on the basis of these universities, large Internet centers were opened in them, the first classes of public access to the Internet. All these arguments allow us to confidently assume the existence in classical Belarusian universities of a group of students and teachers who are constantly and actively working in the virtual information space. The possibilities offered by

the Internet to the subjects of the educational process are also obvious. At the same time, questions about the usefulness of educational Internet practices in the implementation of the social functions of the university, as well as about possible alternatives for the development of the information infrastructure of the university, considering the limited material resources and available information about the applicability of certain Internet resources in educational or research work.

The expansion of the field of application of new information technologies in the field of education directly depends on the constantly increasing requirements for the quality of university training. In the context of a limited resource base, a low level of accessibility of central Belarusian and foreign library funds, the timely development of Internet resources can be considered as a strategic direction for the development of a regional university, despite the possible risks inevitably arising in the development of innovative practices.

In the period from the end of the 90s. within the framework of the republican program "Informatization of the educational system" Internet technologies began to be considered by the administrations of universities as an alternative to aging library funds and the possibility of expanding their sphere of influence through electronic publishing. A significant number of Internet education technologies - from the publication of curricula to the organization of video conferencing - have already been tested in some regional universities.

However, it is also obvious that the huge potential of the Internet in improving the quality of regional university education today cannot be fully used due to a number of objective and subjective factors. The most significant ones include the limited material and technical resources of universities, as well as the lack of development of managerial strategies for optimizing the processes of using Internet technologies in resolving educational and research tasks of universities. As a result, university administrators, as a rule, set exclusively the task of increasing the availability of communication facilities and workplaces equipped with computers, as well as publishing the maximum number of web resources. At the same time, increasing the availability of Internet technologies for students and teachers causes obvious difficulties associated with the lack of development of pedagogical and managerial methods for coordinating and increasing the effectiveness of interaction between the subjects of the educational process (IASECHKO, M., IASECHKO, S., SMYRNOVA, I., 2021).

The goal is to investigate the pedagogical foundations of the creation and implementation of educational Internet technologies at the university.

THE INITIAL PRESUPPOSITIONS

In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

METHODS

Informatization of higher education is currently a priority of Belarusian education. The main task of higher educational institutions that exist in modern society is to prepare graduates for the opportunity to navigate the information space and master the information culture. The full development of the system of higher professional education today is practically impossible without the use of Internet technologies, which can be used both in the educational process itself and in the management system of an educational institution and structural units.

In the era of globalization, the idea of building an "information society" replaced the idea of a "welfare state", which had a huge impact on the development of higher education. One of the most powerful tools for the globalization of higher education today are modern information technologies (IT), which led to the emergence and rapid development of the global computer network, the Internet, which made it possible to create not only global research networks, but also global teaching networks. "The newest electronic means of communication are changing the face of the educational process, its computerization in every way contributes to the development of projects of distance and continuous" lifelong "education." The widespread use of Internet technologies in the educational process is primarily due to a significant increase in the amount of available information and facilitation of access to it, as well as the possibility of constructing a flexible (not limited by space-time connections) training schedule.

Internet technologies in the educational process of higher professional education provide an opportunity to use distance learning; to conduct distance olympiads; participate in teleconferences; to create methodological associations of the teaching staff of the university; receive information about participation in various competitions and opportunities for obtaining grants. The use of Internet technologies in the management work of the university allows you to create a unified management infrastructure; create and provide access to unified library catalogs.

Internet technologies in modern education provide an opportunity to receive information resources for personal self-education of students. In modern society, a student, a professional in any field of activity, is required not so much the ability to use the acquired knowledge in solving problems, but the ability to independently acquire new knowledge and skills, as well as to use previously acquired knowledge in a real and specific economic situation (HARRIS, S., SUTTON, R., 1986).

The main principle of working in an interactive mode is the most complete, deep study of the material, the organization of the required number of internal and external connections, a convenient interface that allows students to use the educational material most effectively.

Currently, an integrated approach to the use of information technologies is needed in order to accelerate the introduction of Internet technologies into the educational process for the formation of a specialist in a new information society and preparation of its implementation in the modern information environment.

Being, in essence, an immense information space, the use of which opens up hitherto unprecedented opportunities for teachers and students to organize the educational process, the Internet nevertheless acts as a barrier on the way to in-depth knowledge, for overcoming which it is necessary to develop certain skills and abilities of an independent student. work. It should be noted that training does not consist only in the transmission of information and that the competence of a specialist is not limited to having a good memory and skills in working in a computer network. A number of problems arise for teaching in this situation, and first of all, the use of information received via the Internet, without the slightest creative "processing" leads to teaching "the art of compilation" instead of creative assimilation and individual processing of any incoming information. This process leads to the mechanical accumulation of knowledge, replacing true education with a simple process of preparing for tests and other (superficial) methods of testing knowledge. The main skill has always been, is and will be the ability to respond to an unexpected situation, developed by the skill of creativity. The consequence of this skill is rewarding experience. In a situation of uncontrolled increase in the amount of available information, the effectiveness of the learning process cannot consist in obtaining additional information. It comes from a new organization of data, which actually constitutes "creative processing". Such a new organization is most often obtained by including in a series of data that were previously considered independent. This ability to combine data that was not previously combined can be called "creative imagination." If teaching should ensure not only the reproduction of competencies, but also their progress, then it is accordingly necessary that the transfer of knowledge is not limited to the transfer of information, but would teach all procedures that contribute to an increase in the ability to articulate knowledge, which on the Internet represent an immense array of fragmentary, raw, in to no small degree of conflicting facts and countless hypotheses (YIP, 2004).

Characterizing the situation in modern society, "any position, starting from which it was possible to take logical actions when choosing life strategies: work, profession, partners, models of behavior and etiquette, ideas about health and disease, worthy values and tried-and-tested ways to acquire them - all such the positions that once allowed us to orient ourselves in a stable manner now seem to be unstable. " This instability of modern society requires from a highly qualified specialist, which a graduate of a university should become, quickness of reaction and a high degree of responsibility for the decisions he makes, therefore, the most urgent task for teachers in various fields of knowledge is the development of teaching methods not only in the skills of using the resources of global computer networks, but also the ability of students to critically comprehend the information received, to find non-traditional ways to solve complex scientific and social problems, to develop the skills of "creative imagination". The Internet itself in this situation can become an irreplaceable assistant not only as a source of knowledge, but also as an object of deep and comprehensive research. Its structure, mechanisms of work, possibilities and disadvantages should be comprehensively studied in the process of its use. While developing the skills to search for the necessary information, it is necessary to develop the ability to make its comprehensive assessment, to identify the conditions that limit its use, to link with existing knowledge, to determine both its positive and negative aspects. The latter, first of all, must be attributed to inaccuracy, incompleteness, untimely, inability to use it in the task at hand.

The most important consequence of the inclusion of global computer networks in the educational process is their impact on the teaching of the necessary knowledge and skills, which necessitated more flexible structures and methods of teaching. It should be noted that an important role in this situation should be played by the teacher's ability to critically comprehend reality, his professional and general educational competence, skills and abilities in the field of IT. All this requires both students and teachers to constantly strive for self-

education, finding and researching new sources of knowledge, in which the Internet is an indispensable assistant today (IASECHKO, M., IASECHKO, S., SMYRNOVA, I., 2021).

The Internet is a global telecommunications network of information and computing resources that unites users from various organizations, government agencies, and private users. The networks included in the Internet are based on a common set of network protocols (TCP / IP) for all of them.

The prototype of the Internet was the experimental network of the US Department of Defense. The network was overseen by the Defense Advanced Research Project Agency (DARPA). The main directions of research were the search for new principles of network architecture and network maintenance. The largest universities and research centers in the United States, between which computer communication lines were laid, became the testing ground for testing such principles.

The first non-departmental national computer was named ARPAnet, and its implementation took place in 1969. The experience of this network has shown that the ideas underlying ARPAnet turned out to be quite justified and reasonable.

Further development of the global network was due to the connection of new regional networks that recreate the general architecture of ARPAnet on a regional and local scale. The main task of ARPAnet was to coordinate the work of various teams on a single scientific and technical project, and the main purpose was the exchange of e-mail and files with scientific and design documentation.

In 1983, there were fundamental changes in the software for computer communications. The problem of a significant increase in the stability of the global network was solved by the introduction of the TCP / IP protocols that underlie the World Wide Web to this day. The Transmission Control Protocol (TCP), closely related to the Internet Protocol (IP), provides a reliable, error-free computer delivery channel. According to the TCP protocol, the data sent by different routes is divided into small packets, which are marked in such a way that they contain the data necessary for the correct assembly of the document on the recipient's computer, as well as for controlling the received data. IP protocol provides targeted delivery of specified packets.

The birth of the TCP / IP protocol, which allowed users to easily connect to the network using a regular telephone line, coincided with another event - the separation of ARPAnet. From a single network, several scientific networks were formed, including the famous NSFNet, which became the progenitor of the Internet. For the higher education system, NSF created a network of high-speed trunk communication channels and allocated funds to connect American universities to it, provided that they provided access to the network for all trained users. In the mid-1980s, academic and scientific networks of other countries began to actively connect to the NSFNet network.

In the second half of the 1980s, the World Wide Web was divided into different areas (domains) according to the principle of belonging. The .gov domain was funded by the government, the .edu domain was funded by the education system, and the .com domain was funded by users' own resources. National networks of other states began to be considered as separate domains, for example .uk - the domain of Great Britain, .by - the domain of Belarus. After the Domain Name System (DNS) took shape and became operational, the US National Science Foundation lost control over the development of the network. Then the modern concept of the Internet appeared as a self-developing decentralized hierarchical structure that did not have a single power and a single management system. Each autonomous network within the Internet has its own individual rules and regulations that correspond to generally accepted standards called protocols. Thanks to common protocols on the Internet, computers of different models can interact with different operating systems, different programs and connected to a common Network by a variety of communication channels.

However, at that time, there remained a very significant factor holding back the development of the Internet. There was still the technological complexity of mastering the Internet for the average person. Access to the Internet for him was not closed, but he required a fairly serious special education (YIP, 2004).

A decisive step in the creation of such a World Wide Web - the World Wide Web (WWW) technology was made by Tim Berners-Lee, who worked in the Laboratory of Particle Physics of the European Center for Nuclear Research (CERN). He proposed his project, which included the initial hypertext transfer protocol that controls the flow of information on the Web, the universal resource locator as a unified addressing system that combined most of the search and communication technologies on the Internet, and the hypertext markup language HTML.

Thus, the phenomenon of Internet technology, which caused the rapid breakthrough of the mass user to the Internet, is that the web technology, firstly, relies on the most natural way for a person to use the information he needs, and secondly, it provides an intuitively clear tool for accessing the Internet. information of an ordinary person and, thirdly, is the most universal approach to the integration of all world information resources.

In the modern sense, the Internet is an extremely complex technical complex - the World Wide Computer Network, consisting of heterogeneous networks that include millions of different computers that have colossal information resources in aggregate and are interconnected by various communication lines: telephone wires, fiber-optic cables, satellite channels and etc. The structural components of the Internet include hardware, software, and information resources.

The hardware of the Internet is represented by computers, communication lines and devices that provide mechanical and electrical docking between computers and communication lines. All the hardware of the Internet can operate on a single Network on a permanent or temporary basis. Physical failure or temporary disconnection of sections of the Network, as well as inoperability of individual computers of the Network, does not affect the ability of the Network itself to function. Internet hardware also includes the backbone networks to which Internet service providers (ISPs) are connected.

Well-coordinated and joint work of technical equipment is achieved thanks to programs running on computers included in the Network. They allow data to be transformed so that it can be transmitted over any communication channel and reproduced on any computer. Programs monitor compliance with unified protocols, ensure the integrity of transmitted data, monitor the state of the Network and, in the event of detection of affected or overloaded areas, promptly redistribute data streams.

Web software has many different functions. Among them are the functions of storing information, searching for it, collecting and reproducing it. Functions related to web security are very important. Program resources of the Network are represented by programs functioning as part of network equipment. The user's work on the Web is served by thousands of programs through which the user's requests to information providers pass.

Information resources on the Internet are represented by network documents stored on computers connected to the Network or included in the Network. These documents can be of any type: text, graphic, audio, video. Depending on the relationship to property, information resources can be open or closed. In the latter case, you must show your rights to access them; this usually happens by announcing your login name and password. To define the concept of "Internet technologies" it is necessary to reveal the essence of the concept of "learning technology" in accordance with the original meaning of the concept of "technology", since the first is derived from the second. The content of the original concept of "technology" includes:

- firstly, the process of processing and transformation, as a result of which a finished product is obtained;
- secondly, the normative aspect of this process, which determines how and what should be done in order to implement the necessary transformation processes.

In accordance with this, in the famous American report "To Learning", published in 1970 in New York and London, for the first time two definitions of this definition are given: in the first, learning technology is characterized as a set of methods and means of communication (communication) between people arising as a result of the information revolution and used in didactics, in the second, teaching technologies are considered as something more significant than just a set of pedagogical methods and means.

In technical sciences, technology is understood as the way people implement a specific complex process by dividing it into a system of sequential interrelated procedures and operations that are performed more or less unambiguously and are aimed at achieving high efficiency. A procedure is understood as a set of actions (operations) through which one or another main process (or its separate stage) is carried out, expressing the essence of a particular technology, and an operation is a direct practical solution to a problem within the framework of this procedure, i.e. a homogeneous, logically indivisible part of a specific process. Technology (technological process) is characterized by the following three features:

1. Division of the process into interrelated stages;
2. Coordinated and phased implementation of actions aimed at achieving the desired result (goal);
3. Unambiguous implementation of the procedures and operations included in the technology, which is an indispensable and decisive condition for achieving results that are adequate to the set goal.

Any scientifically based technology is an intermediate link between a certain science and the corresponding production. The well-known truth about the need for such an intermediate link, unfortunately, is completely ignored in the education system. It is clear to anyone that the laws of physics cannot be directly used in production, bypassing their technologization. Meanwhile, in hundreds of works on education problems, as well as in official documents, we are talking about the direct implementation of research results (including laboratory ones) into teaching practice, although this is basically impossible to do. There should be a number of intermediate links between theory and practice, and one of them is teaching technology. It is, as it were, a projection of the theory of learning on the activities of teachers and students.

RESULTS AND DISCUSSION

Most researchers also agree that teaching technology is associated with the optimal construction and implementation of the educational process, taking into account the learning objectives. Thus, the technological approach to teaching aims to design the educational process, starting from the given initial attitudes (social order, educational guidelines, goals and content of training).

In accordance with this, the following stages are distinguished in it:

- setting goals and their maximum clarification, the formulation of educational goals with a focus on achieving results;
- preparation of training materials and organization of the entire course of training in accordance with the training objectives;
- assessment of current results, correction of training, aimed at achieving the set goals;
- final evaluation of the results.

Summarizing what has been said, it can be argued that pedagogical technology is a systemic integrity of methods and means aimed at guaranteed achievement of didactic goals, development of the student's personality, and through this - at the formation of his intellectual, behavioral and professional statuses.

Thus, the technology of teaching is a sequence (not necessarily strictly ordered) of procedures and operations that together make up an integral didactic system, the implementation of which in pedagogical practice leads to the achievement of the guaranteed goals of education and upbringing. The procedures that make it up, generally speaking, cannot be interpreted as links of an algorithm that describes in detail the way to achieve one or another required pedagogical result. Rather, these procedures should be viewed as supporting didactic tools that, in the aggregate, ensure the movement of the learning subject towards the set goals (IASECHKO, KHARLAMOV, SKRYPCHUK, FADYEYeva, GONTARENKO, SVIATNAIA, 2021).

The arrival in universities of new hardware and software that increase the capabilities of a computer, the transition to the category of anachronism of understanding it as a computer, gradually led to the displacement of the term "computer technology" by the concept of

"information technology". The latter are understood as the processes of accumulation, processing, presentation and use of information using electronic means. They are characterized by the environment in which they are carried out and the components that it contains:

- technical environment (type of equipment used to solve basic problems);
- software environment (a set of software tools for the implementation of Internet technologies);
- subject environment (content of a specific subject area of science, technology, knowledge);
- methodological environment (instructions, order of use, performance evaluation, etc.).

Following this terminology, some researchers propose to consider Internet technologies as a set of electronic means and methods of their functioning used to implement educational activities. They include hardware, software and information components in the composition of electronic means, as well as methods of their application, which are indicated in the methodological support of information technologies of education (IASECHKO, SHELUKHIN, MARANOV, 2021).

A meaningful analysis of the above definitions shows that currently there are two explicit approaches to the definition of IT. In the first of them, it is proposed to consider it as a didactic process, organized using a set of fundamentally new means and methods of data processing (teaching methods) that are introduced (embedded) into training systems, representing the purposeful creation, transfer, storage and display of information products (data, knowledge, ideas) at the lowest cost and in accordance with the patterns of cognitive activity of students. In the second case, we are talking about the creation of a certain technical learning environment in which the used information technologies play a key role. Thus, in the first case, we are talking about information technologies of teaching (as a learning process), and in the second case, about the use of information technologies in teaching (as the use of information tools in teaching).

In scientific, methodological and popular literature, the term new information technologies is often found. This is a fairly broad concept for various practical applications. The adjective "new" in this case emphasizes innovative, that is, fundamentally different from the previous direction of technical development. Their implementation is an innovative act in the sense that it radically changes the content of various types of activities in organizations, educational institutions, everyday life, etc.

For the effective use of Internet technologies in higher education, knowledge about existing educational media products, the ability to create your own materials of this type, find intersection points of student information flows, take into account the pedagogical aspects of using Internet technologies in the educational process are relevant. Among the latter, the following are highlighted:

- improving the perception and memorization of material through the creation of optimal functional states that increase the ability of the brain to assimilate information;
- activation of new opportunities for the implementation of the didactic principle of visualization of teaching (multimedia allows you to use all the senses, hypertext technology activates previously acquired knowledge, promotes the development of logical thinking, etc.);
- stricter consideration of the ergonomic requirements for educational materials (the student himself determines the most ergonomic characteristics of the information being studied);
- focus on the individualization of training within the framework of a single educational process;
- the use of rich educational opportunities: Internet technologies develop attention, flexibility of thinking, the ability to plan their activities, stimulate creativity;
- the formation of students' research motives.

The task of the teacher is to direct students to independent acquisition of knowledge, to competently, expediently, carefully organize the interaction of students with Internet technologies, to ensure the implementation of the educational and didactic potential of the pedagogical tools used. Despite the experience of communicating with electronic media, Internet technologies and the desire to use these technical means in studies, students do not have clear knowledge about the broad educational opportunities of Internet technologies, specific ways of their application for educational purposes. To solve this problem, not only good technical equipment of universities is important, but also the willingness and desire of teachers of various academic disciplines to use Internet technologies and their didactic potential in their work.

Modern informational conditions make new demands on the personality of the teacher, his professional qualities, change his role in the educational process. Due to their specific characteristics, Internet technologies, to a certain extent, can simulate the activities of a teacher, however, they are unlikely to be able to completely replace him, giving him only the role of an observer-consultant, in the foreseeable future. The theoretical development of the issue of using Internet technologies in education and our own diagnostic research formed the basis for the classification of Internet technologies as the following means of use in the educational process:

1. A tool with which traditional tasks are processed in a special form (first of all, this covers the field of information retrieval).
2. Learning assistant (work with electronic Internet dictionaries, encyclopedias, Internet portals on certain subjects).
3. A means of communication (thanks to the connection of computers in a local network or around the world, most often in the form of e-mails (e-mails) or videoconferencing, children and teachers can communicate across any boundaries and distances).
4. A tool for modeling reality (electronic media through the construction of artificial worlds open a new plane in research) (YIP, 2004).

When solving the main tasks of experimental work, the university is called upon to equip students not only with a certain amount of educational information, but also to form their ability to independently acquire knowledge and operate with them, the desire to delve into the area of the studied, having persistent cognitive motives, the main of which is cognitive interest. Internet technologies occupy an important place in the everyday life of students, especially in the field of leisure. However, students also express their readiness to use modern technical means in practical classes, with self-preparation. This initial interest is a powerful motivational component, the further implementation of which is based on the fact that the main sources of increasing cognitive activity are the content of the educational material, the learning process itself and the personality of the teacher. The use of Internet technologies in the educational process is aimed at three aspects:

- increasing cognitive activity and independence, the desire to participate in the discussion of various topics, expressing one's own point of view, completing additional creative tasks, the desire to apply the knowledge gained in various situations, share the acquired experience with others, participate in organizing classes;
- improving academic performance;
- work on individual assignments using Internet resources.

Thus, the means of using electronic media and Internet technologies in the educational process, taking into account their specific characteristics and pedagogical aspects of use in education, make it possible to create a course for university students, including classes in various disciplines using electronic media and Internet technologies; practical implementation of the developed special course.

CONCLUSION

The implementation of the goals and objectives of training modern specialists is due to the need of the region for highly qualified personnel in all spheres of socio-economic and spiritual life and is provided by the creative educational environment of the university. This environment

significantly enhances the intellectual and sociocultural characteristics of the region, constantly exerting an intense influence on it.

The strategic goal of education is to bring the national education system to a level that meets international standards. The priority character of the development of education, its focus on the needs and values of the future, is of particular importance for Ukraine during this period. In this regard, the content and technologies of teaching and upbringing should be aimed at developing the creative qualities of the individual, his abilities for independent actions and decisions, for the continuous updating of knowledge and improvement of professional competence.

It is necessary to organize joint work of teachers of educational institutions and university teachers in the field of research activities, technical creativity and scientific education of students, including:

- attracting students to the implementation of scientific research, design developments, technical projects at the departments;
- planning and organizing joint scientific and educational events (scientific seminars, conferences, exhibitions, e-mail seminars, internet conferences);
- development and implementation of specialized educational programs to familiarize students with the achievements of modern science and technology, with the history of the development of national scientific thought, technical culture and scientific schools;
- approbation and publication of the results of research activities of students.

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Theoretical bases of introduction of internet technologies in the conditions of digitalization of institutions of higher education

Bases teóricas para a introdução de tecnologias de internet nas condições de digitalização das instituições de ensino superior

Bases teóricas de introducción de tecnologías de internet en las condiciones de digitalización de las instituciones de educación superior

Resumo

O artigo revela os fundamentos científicos e teóricos, estruturas, classificação e tipos de tecnologias da Internet no ensino superior; destacam-se as características das orientações e atitudes dos sujeitos da formação universitária sobre o uso das tecnologias da Internet nas condições modernas; estudou-se a audiência de usuários da Internet nas universidades da Ucrânia; revelou os aspectos substantivos e processuais da atividade pedagógica conjunta do professor e dos alunos na criação e implementação de projetos de Internet; Foram elaboradas recomendações metodológicas para a implementação de recursos da Internet nas atividades práticas do professor.

Palavras-chave: Ensino inovador. Ensino superior. Tecnologia de ensino.

Abstract

The article reveals the scientific and theoretical foundations, structures, classification and types of Internet technologies in higher education; the features of orientations and attitudes of subjects of university education on the use of Internet technologies in modern conditions are highlighted; studied the audience of Internet users in the universities of Ukraine; revealed the substantive and procedural aspects of the joint pedagogical activity of the teacher and students in the creation and implementation of Internet projects; methodological recommendations were developed for the implementation of Internet resources in the teacher's practical activities.

Keywords: Innovative teaching. Higher education. Teaching technology.

Resumen

El artículo revela los fundamentos científicos y teóricos, las estructuras, la clasificación y los tipos de tecnologías de Internet en la educación superior; se destacan las características de las orientaciones y actitudes de los sujetos de la educación universitaria sobre el uso de las tecnologías de Internet en las condiciones modernas; estudió la audiencia de usuarios de Internet en las universidades de Ucrania; reveló los aspectos sustantivos y procedimentales de la actividad pedagógica conjunta del docente y los alumnos en la creación e implementación de proyectos de Internet; Se desarrollaron recomendaciones metodológicas para la implementación de recursos de Internet en las actividades prácticas del docente.

Palabras-clave: Enseñanza innovadora. Educación superior. Enseñanza de la tecnología.