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INTEGRATION OF DIGITAL EDUCATIONAL RESOURCES INTO THE PROFESSIONAL TRAINING OF FUTURE MASTER'S STUDENTS IN PRIMARY EDUCATION

The article analyzes current trends in the digitalization of education in Ukraine and identifies the role of digital educational resources in the professional training of future master's students in primary education. It has been established that their use contributes to the development of key professional competencies, enhances the motivation of higher education students, and fosters the formation of independent learning skills. The study includes an analysis of theoretical approaches to the use of e-learning, interactive technologies, tools for collaborative work, and learning analytics.

Particular attention is paid to summarizing the experience of the Faculty of Pedagogy, Psychology and Social Work of Yuriy Fedkovych Chernivtsi National University, where the use of LMS Moodle, online platforms, virtual laboratories, and educational advisory spaces contributes to intensifying the educational activity of future Master's students in primary education, developing their digital competence, and forming skills of both independent and collaborative learning.

The advantages of using digital educational resources for organizing a flexible educational process and ensuring accessibility of digital content are revealed. Prospects for further research are outlined regarding the development and testing of innovative models for integrating digital technologies into the educational process of higher education institutions, which will contribute to improving the quality of education and forming a competent, competitive, and creative teacher of the New Ukrainian School.

The purpose of the article is to substantiate the effectiveness of integrating digital educational resources into the professional training of future master's students in primary education and to determine their impact on the development of key competencies, digital literacy, and readiness for innovative pedagogical activity.

At present, significant transformational processes are taking place in the system of professional training of future primary school teachers, driven by the implementation of digital technologies and the updating of educational standards. It is worth noting that the Concept of the "New Ukrainian School" (2016) emphasizes the necessity of training a new type of teacher who possesses the ability to act effectively in conditions of dynamic

innovative changes in the educational environment and to respond promptly to contemporary challenges.

Special attention is focused on the preparation of teachers who carry out their professional activities based on the principles of partnership pedagogy, creativity, and innovation, and who are capable of forming a harmoniously developed personality of the learner in the context of the digital transformation of society. Thus, the professional training of future teachers should be aimed at developing readiness for the effective use of digital technologies as an important tool of innovative pedagogical activity.

The relevance of the problem is determined by a number of factors. Firstly, digital educational resources provide access to interactive learning content, which contributes to improving the quality of professional training. Secondly, the formation of digital competencies is an integral component of the professional readiness of future Master's students in primary education, ensuring their ability to adapt to the conditions of digital transformation in education and to apply innovative teaching methods. Thirdly, the insufficient systematic use of digital educational resources in professional training determines the need for scientific substantiation of effective methodological approaches and models for integrating digital technologies into the educational process.

The problem of using digital educational resources in the professional training of future teachers is the subject of active scientific inquiry by Ukrainian scholars, including N.Bakhmat, V.Bykov, M.Borysonok, T.Vakaliuk, T. Vasyutina, O. Semenikhina, T. Olefirenko, M. Paguta, I. Pidhoretska, L.Khoruzha, O. Tsiuniak, S.Yatsiuk and others. At the same time, despite a significant number of scientific works, the issue of systematic integration of digital educational resources into the professional training of future Master's students in primary education requires further comprehensive research, taking into account the transformations of higher education, digitalization processes, and the challenges of wartime.

The digitalization of education in Ukraine is progressing rapidly. In October 2022, the international innovation program "Digital Pedagogy Transformation" was launched, within which Ukraine became the 17th participating country. The program was developed with the participation of the Harvard Graduate School of Education and the University of Michigan and is implemented through the partnership of the Hewlett-Packard Innovation and Digital Education Academy (HP IDEA) in Ukraine and the public organization "EdCamp Ukraine".

The analysis of scientific sources, regulatory documents, and the experience of the Faculty of Pedagogy, Psychology and Social Work of Yuriy Fedkovych Chernivtsi National University confirms that digital educational resources are an important factor in modernizing the professional training of future Master's students in primary education. Their use contributes to improving the quality of the educational process, ensures access to diverse learning content, activates cognitive activity, creates conditions for organizing individual educational trajectories, and promotes the development of digital competence, critical thinking, creativity, the ability for self-education, and effective professional activity in a digital educational environment.

Prospects for further research are seen in the development and testing of innovative pedagogical models and methods for the application of digital educational resources aimed at increasing the level of research competence formation of future primary school teachers.