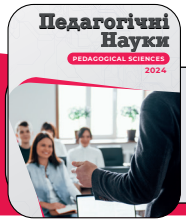

UDC 378.018.43:004]:[378.04:8
DOI: 10.33989/2524-2474.2025.1.46

Journal homepage: https://pednauki.pnpu.edu.ua
PEDAGOGICAL SCIENCES
Vol. 85, 2025

Article's History: Received: 02.02.2025 Revised: 03.05.2025 Accepted: 29.05.2025

Oleksii Orlov*
PhD in Pedagogical Sciences, Associate Professor
Poltava V.G. Korolenko National Pedagogical University
36000, 2 Ostrohradskyi Str., Poltava, Ukraine
https://orcid.org/0000-0002-2338-118X

The integration of digital management platforms in teacher training: A practice of students

Abstract. The widespread introduction of digital educational platforms in higher education creates conditions for the modernisation of the educational process, increasing its interactivity and individualisation, which is of particular importance in the development of digital competence of philology students as a necessary component of their professional training. The purpose of the study was to analyse the results of monitoring the centralised educational platforms New Knowledge and Eddy by philology students during their teaching practice through their interaction with teachers and secondary school pupils. The methodology included a structured assessment of the functionality, usability, security, and other criteria of the platform using a questionnaire and a test programme, in which teachers, students, and pupils (134 people in total) participated. The survey results allowed comparing the assessments of the New Knowledge and Eddy educational management platforms by different user groups. The most significant differences were found in the assessments of the educational and communication capabilities of the platforms: for New Knowledge, the difference between teacher assessments and student assessments was 1.6 points, and for Eddy, it was 1.3 points. This is explained by students' desire to have a digital educational environment with various feedback channels. The criteria of reliability and ease of use of the Learning Management System (LMS) were identified as priorities for teachers. The technical capabilities of the New Knowledge platform were rated by teachers and students at 3.4 and 4.2 points, respectively. The reliability of the Eddy platform was rated significantly higher by teachers, 4.5 points. As Ukraine transitions to centralised management of secondary education, feedback from teachers and students on specific management platforms will help to identify optimal solutions for managing the educational process

Keywords: digitalisation; digital competence; teaching practice; Learning Management System; Eddy platform; New Knowledge platform

INTRODUCTION

Modernisation of the education system at all levels is impossible without changes in the training of future teachers, without them possessing real professional competencies, the improvement of which is directly related to the quality of university and school education. Quality education is one of the international sustainable development goals. Despite some progress, critical issues such as teacher shortages, limited professional training, and the need to improve students' reading skills remain unresolved, which highlights the importance of better teacher training. S. Lytvynova *et al.* (2024) analysed the All-Ukrainian Online School and determined that it provides video lessons, testing materials, and independent work resources covering 18 school subjects for grades 5-11. Researchers emphasised that this platform plays a critical role in maintaining access to education during emergencies, including the pandemic and ongoing wartime disruptions. Report on the Results of Studying the Issue of the Organised Start of the 2022/2023

Suggested Citation:
Orlov, O. (2025). The integration of digital management platforms in teacher training: A practice of students. *Pedagogical Sciences*, 85, 46-53. doi: 10.33989/2524-2474.2025.1.46.

*Corresponding author

Academic Year in Preschool, General Secondary, and Out-of-School Educational Institutions (2022) examined the E-School platform as a centralised school management system. Approximately 5,000 schools nationwide use this tool, despite the presence of more than 10 similar systems, highlighting both its importance and its limitations compared to more popular platforms.

V.G. Kremen *et al.* (2023) investigated the challenges of Ukrainian higher education under martial law and recovery. The study emphasised the mismatch between graduate qualifications and labour market requirements, while also pointing to artificial intelligence as a promising area for improving teaching and learning quality. A. Bozkurt (2025) analysed the risks of over-digitalisation in education. The researcher warned that learning may be reduced to the management of automated tasks, which could leave students unprepared to meet the demands of a complex, critical, and constantly changing environment. A. Tkachenko (2024) analysed the advantages and risks of digital transformation in traditional education. The analysis included the use of MOOCs, augmented reality, and interactive platforms, showing that such tools increase motivation and accessibility but also require balanced implementation. M. Marienko & A. Sukhikh (2022) investigated the role of digitalisation through the lens of individualised learning. They concluded that digital tools allow tailoring of education to students' personal needs, thus enhancing cognitive motivation and student-centred approaches. M. Zhenchenko *et al.* (2022) examined open educational resources as a factor in the modernisation of the educational process. Their study showed that such resources contribute to equity in education, broaden access to quality materials, and support the development of global thinking skills.

A. Dagtas *et al.* (2024) emphasised the concept of "job crafting" in teacher education. Their research highlighted how adjustments in practices during professional training help to align future teachers' competencies with the expectations of both institutions and stakeholders. R. Sun & P. Du (2023) focused on the role of practice in fostering teacher creativity. Their study demonstrated that creative engagement during internships enhances the educational environment and directly contributes to the professional growth of future teachers. G. Wu *et al.* (2023) examined principals' motivational styles and their impact on preparing future teachers for work. The researchers found that supportive leadership significantly improves the work preparation climate, which is essential for effective integration of digital tools in education. Considering these aspects, it is clear that the integration of advanced digital learning tools into the pedagogical processes of universities is one of the pressing issues of contemporary education. Research confirms that centralised educational platforms and learning management systems (LMS) contribute to the development of information and digital competencies, global thinking, communication culture, and motivation for cognitive activity among students.

The purpose of this study was to examine the experience of philology students in using the centralised educational platforms New Knowledge and Eddy during their teaching practice, with an emphasis on assessing functional and technical characteristics of the systems and on differences in perception between teachers, pupils, and student interns.

MATERIALS AND METHODS

New Knowledge (n.d.) and Eddy (n.d.) platforms were analysed and characterised based on their official websites and functionalities as part of the AICOM system for centralised management of educational institutions. To evaluate the effectiveness of the New Knowledge and Eddy educational platforms, a survey method (Creswell & Creswell, 2022) was used, based on the assessments of teachers and students at schools and universities. The survey of users of educational platforms was descriptive and exploratory in nature, as all questions focused on the priority characteristics proposed by scientists in their research:

- dialogicity as the interaction of participants in the educational process in synchronous and asynchronous modes;
- interactivity of the educational process as a team activity during which there is an active exchange of thoughts, ideas, and suggestions (Morse *et al.*, 2021);
- atmosphere of educational cooperation, motivation to complete homework assignments, ease and success in mastering educational material (Kartashova & Plish, 2020; Illiashenko *et al.*, 2022):
- functional suitability, reliability, productivity, ease of use, security, compatibility, ease of maintenance, and portability (Ouadoud *et al.*, 2021).

To analyse the LMS used in schools in the Poltava Oblast, educational and technical characteristics were selected from the official websites of the New Knowledge and Eddy platforms, including criteria developed by the aforementioned researchers, which were used to create a questionnaire for subject teachers, administrators, students, and pupils. 26 school teachers, 15 university students, and 93 students of secondary general education institutions (grades 5-7) took part in the survey. Two academic groups of students (15 people) who were studying in the second educational semester of the 2024-2025 academic year were involved in preparing for the survey, and two teaching methodologists who helped to process and systematise the assessment results. During their internship at Poltava Secondary School No. 23 and Scientific Lyceum No. 3, philology students acquired skills in working with the platform and conducted anonymous individual surveys of teachers and students. The survey was conducted in writing in accordance with ethical standards for working with children (United Nations, 1948; Code of Academic Integrity of the V.G. Korolenko Poltava National Pedagogical University, 2022). Questions for teachers, pupils, and university students are listed in Table 1.

Table 1. Test programme for evaluating the educational platform for centralised management of an educational institution

1.	Evaluate the functionality of the educational platform for managing an educational institution:						
	➤ organisational	**0**	**1**	**2**	**3**	**4**	**5**
	➤ educational	**0**	**1**	**2**	**3**	**4**	**5**
	➤ communicative	**0**	**1**	**2**	**3**	**4**	**5**
	➤ analytical	**0**	**1**	**2**	**3**	**4**	**5**
2.	Evaluate the productivity of the digital platform in comparison with non-digital means of learning, assessment, analytics, communication	**0**	**1**	**2**	**3**	**4**	**5**
3.	Evaluate how compatible the school management platform is with other educational programmes for learning, knowledge testing, communication between students, and with parents	**0**	**1**	**2**	**3**	**4**	**5**
4.	Evaluate the ease of use of the educational platform for managing an educational institution	**0**	**1**	**2**	**3**	**4**	**5**
5.	Rate the reliability of the school educational platform with points from 1 to 5	**0**	**1**	**2**	**3**	**4**	**5**
6.	Rate the level of security of the educational platform in the educational process and educational work	**0**	**1**	**2**	**3**	**4**	**5**
7.	Evaluate the capabilities of the educational platform in terms of repair ability	**0**	**1**	**2**	**3**	**4**	**5**
8.	To what extent does the school educational platform meet the portability criterion	**0**	**1**	**2**	**3**	**4**	**5**
9.	Evaluate the platform as a whole on a five-point scale	**0**	**1**	**2**	**3**	**4**	**5**

Source: compiled by author

The survey results were analysed by the internship supervisor, and the responses of students and teachers were counted by university students. The effectiveness of educational software was measured on a five-point Likert scale with the following options: disagree, somewhat disagree, somewhere in the middle, somewhat agree, agree.

RESULTS

Platforms New Knowledge and Eddy have many standard features and are part of the Automated Information Complex for Education Management (AICOM). The New Knowledge LMS and Eddy are described in Table 2. This electronic education management system is designed to create a single integrated electronic environment that ensures uninterrupted electronic document flow in reporting, communication, notification, polling, voting, and data collection processes. Currently, 5 educational platforms are connected to the AICOM system for centralised management of educational institutions: New Knowledge, HUMAN School, Eddy, Unified School, and My School. The survey results for the New Knowledge platform are shown in Figure 1.

Table 2. Characteristics of educational management platforms for educational institutions selected for educational practice bases

No.	Title	Content	Users
1.	**New Knowledge** **NZ.UA**	Information and communication platform for centralised management of the institution. Electronic document flow. *Educational resources*: lesson creation, distance learning, feedback, and communication. Analysis of student, class, and school performance.	7,000 educational institutions in Ukraine (AIKOM)
2.	**Eddy**	Centralised institution management platform. Electronic document management. *Educational resources*: tools for distance and blended learning, creation of online courses, own online lesson module.	3,000 educational institutions in Ukraine (AIKOM)

Source: developed by the author based on Eddy School (n.d.), New Knowledge (n.d.)

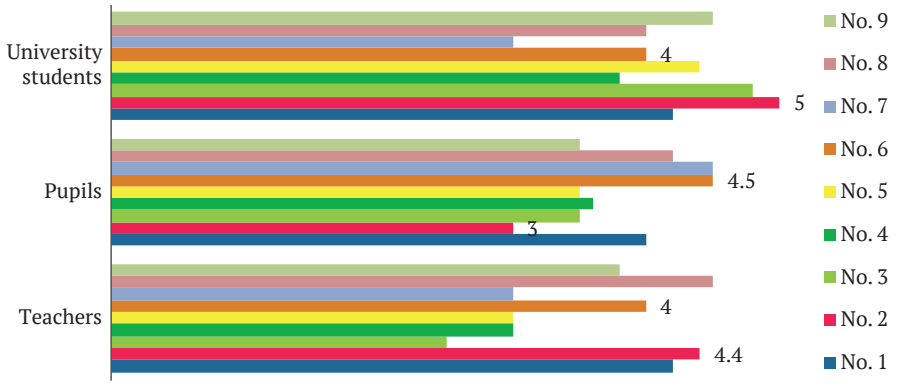

Figure 1. Monitoring results of the centralised management platform New Knowledge

Source: developed by the author

The functionality (organisational, educational, communicative, and analytical) of the New Knowledge platform was rated 4.2 by teachers, 4 by pupils, and 4.2 by student interns. Weighted average score for the functionality of LMS New Knowledge was 0.2 points higher among the organisers of the educational process than among its participants. Student interns were only theoretically familiar with the platform's functions, but they highly rated its organisational, educational, communicative, and analytical functions. Respondents' assessments of the productivity of the digital platform compared to non-digital means of teaching, assessment, analytics, and communication varied greatly. Teachers gave a score of 4.4, indicating the advantages of digital teaching tools over traditional ones, while university students gave the highest score of 5. Notably, digital management platforms are a completely new system for higher education students, which did not exist when they were in school. Therefore, the teachers consider the introduction of LMS to be a striking example of the digitalisation of education. Only 3 points were given for student perception of the advantages, which is explained by greater teacher and parental control over learning compared to previous years.

The compatibility of LMS New Knowledge with other educational programmes for learning, knowledge testing, and communication between students and parents was assessed by respondents with discrepancies: teachers – 2.5 points, university students and pupils – 4.8 and 3.5 points, respectively. Such large discrepancies are conditioned by the greater awareness of students, especially those in higher education, of digital educational platforms. The compatibility of the centralised school management platform with other educational resources was rated highly – 4.8 points, as the New Knowledge LMS has connections to interactive textbooks, distance learning platforms, competitions, projects, webinars, etc. Figure 2 shows the capabilities of the systems in terms of their potential for use in distance learning, and other multimedia platforms.

The ease of use, reliability, security, maintainability, and portability of the platform characterise the technical capabilities of the New Knowledge LMS. School teachers rated it 3.2 points, pupils – 4.5, and student interns – 4. The overall rating of the platform was: 3.8 points from teachers; 3.5 from pupils; and 4.5 from student interns. The reasons for the differences in the assessment results can be explained by the different levels of awareness of the functional and technical features of the platform among teachers and students, and the desire of students to have more diverse content for learning and communication within the LMS. The New Knowledge platform received more complaints about reliability, as its operation was often interrupted due to heavy loads on the system and external conditions related to military operations. In addition, teachers were more aware of these difficulties with grading and writing homework assignments than students, so technical problems with the platforms were rated lower by teachers than by students. The survey results for the Eddy platform are shown in Figure 3.

Figure 2. Interfaces of the New Knowledge and Eddy platforms

Source: developed by the author based on Eddy School (n.d.), New Knowledge (n.d.)

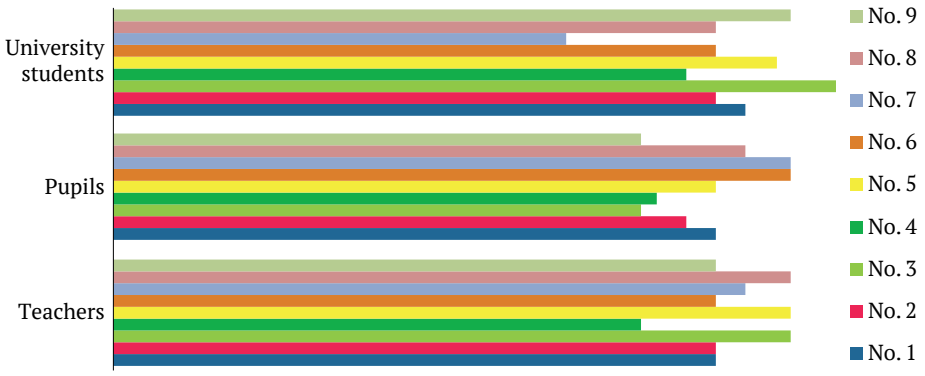

Figure 3. Monitoring results of the centralised management platform Eddy

Source: developed by the author

Monitoring of the Eddy platform differed in some respects from the New Knowledge platform, with most indicators deviating by an average of 0.4 points. Thus, the functionality (organisational, educational, communicative, and analytical) was rated 4.2 points by teachers and student interns and 3.8 points by students. The summary results of the survey on New Knowledge and Eddy are presented in Table 3.

Table 3. Summary table of LMS New Knowledge and Eddy monitoring results

		New Knowledge			Eddy		
		Teachers	**Pupils**	**University students**	**Teachers**	**Pupils**	**University students**
1.		4.2	4	4.2	4	4	4.2
2.		4.4	3	5	4	3.8	4
3.		2.5	3.5	4.8	3.5	3.5	4.8
4.		3	3.6	3.8	3.5	3.6	3.8
5.		3	3.5	4.4	4.5	4	4.4
6.		4	4.5	4	4	4.5	4
7.		3	4.5	3	4.2	4.5	3
8.		4.5	4.2	4	4.5	4.2	4
9.		3.8	3.5	4.5	3.8	4	4.5

Source: developed by the author

Using a questionnaire that assessed the functional characteristics of LMS, the degree of correspondence between the technological capabilities and educational prerequisites for learning on the New Knowledge and Eddy platforms was measured. The monitoring results demonstrated the greater reliability of the Eddy platform, which was rated 4.5 points against 3 for the New Knowledge platform in terms of convenience. Accordingly, in terms of ease of use, the score was 3.5 against 3; in terms of maintainability, 4.2 against 3. These results provide tools for higher education teachers and school administrators to select and develop programmes that improve learning management and LMS integration. The results also provide a strong rationale for conducting longitudinal studies aimed at examining the long-term impact of teaching practices on student learning outcomes.

DISCUSSION

While researching digitalisation processes, ways to integrate secondary and higher education through the use of LMS were identified. The study focused on two aspects: practical activities of university students and the analysis of centralised learning management systems. These aspects are often considered separately in scientific research, without being combined. In this study, points of contact were found between the integration of teaching practice and digital learning tools, as practical activities provide students with direct interaction with educational institution administration, teachers, and pupils. Such interactions not only support professional development but also allow for the practical testing of educational platforms in real educational environments.

The principle of relationships was considered essential to ensure that educators could respond effectively to changes in the educational environment, as highlighted by I. Kunnari *et al.* (2021). This approach is particularly relevant in teacher training programmes, where the ability to adapt to change constitutes one of the primary objectives. In this study, student teachers followed these principles while conducting surveys and interacting with teachers and pupils, which helped them to understand the dynamics of school environments and teaching practices. B. Dreer (2023) emphasised that teacher training programmes define the professional role of future specialists, and optional work constitutes a meaningful component of general education, reinforcing the importance of practical experience in forming professional competencies.

During the evaluation of centralised management platforms, N. Dhanpat (2022) highlighted the growing importance of professional training in adapting to technological changes in the workplace. The study emphasised that optional work allows future professionals to develop practical skills that correspond to 21st-century demands. In this study, student teachers' activities demonstrated that structured practical tasks help to strengthen professional competencies while simultaneously fostering the ability to navigate changes in educational environments. The influence of psychological factors such as self-efficacy and motivation was also evident, supporting X. Huang *et al.* (2023), who noted that engagement in practical activities increases structural resources and reduces obstacles when responding to changes in educational contexts. L. England (2023) explored the intersection of professional activity and higher education through analyses of educational programmes and interviews with teachers, current students, and graduates. The study addressed issues such as measuring success in professional careers, graduate outcomes, development of creative and technical skills, and engagement in professional development. These findings align with this study's results, which show that practical activities combined with

digital tools provide opportunities to develop both professional and digital competencies, an area often underrepresented in existing research.

A.V. Khomenko (2025) argued that integration of digital innovations into pedagogical practice supports a competency-based approach. Various educational technologies were examined, including LMS, MOOCs, AI tools, VR/AR, digital assessment and proctoring systems, blockchain technologies, learning analytics, mobile and microlearning tools, collaborative platforms, gamification, and simulations. In this study, LMS and related tools were applied in practical tasks, demonstrating how digital integration optimises learning, improves teaching effectiveness, enhances knowledge assessment, and supports the development of both general and professional competencies. Nonetheless, A.V. Khomenko noted that specific implementation strategies for educational platforms in secondary and higher education institutions remain underexplored, which this study partly addresses by examining student interactions with platforms in practice.

Digitisation processes in general secondary education were analysed by O.V. Ovcharuk (2023), who used surveys of teachers and educational specialists to identify popular digital tools, available resources, teachers' needs, self-assessed digital competence, and the specifics of organising education under challenging conditions. While O.V. Ovcharuk provided a broad overview of the educational environment, the study did not analyse specific LMSs in terms of their perception by teachers, student teachers, and pupils. This study extends those findings by evaluating both the use and perception of educational platforms in practical training. V.Yu. Bykov (2022) proposed an analysis of digital platforms in Ukrainian education, including types of learning management, content management, and communication/collaboration tools. V.Yu. Bykov highlighted difficulties with content importation and the lack of anti-plagiarism control, showing that platform evaluation often emphasises content rather than management functionality. In this study, attention was given not only to content but also to the effectiveness of platforms in supporting practical teaching activities and the quality of interaction between participants in the learning process. The implementation of digital literacy initiatives and monitoring of educational platforms at Poltava National Pedagogical University during the second academic year demonstrated that a comprehensive introduction of platforms in practical activities significantly improved student performance. Students showed higher levels of learning, independence, and creativity in presenting monitoring results.

CONCLUSIONS

Research into the integration of LMS into the teaching practice of students at pedagogical universities has demonstrated new approaches to pedagogical education, highlighting the importance of the interaction between the digitisation of education and the activities of secondary and higher education institutions. The results indicate that the development of digital competencies among student teachers is mediated by resources and databases of practices that will serve as students' workplaces in the future. The study also highlights the need to develop teacher training programmes through the monitoring of digital learning tools, in particular LMS. The integration of digital management platforms into the practical activities of higher education demonstrates practical ways of implementing professional skills through interaction with teachers and secondary school pupils. During a comprehensive introduction to educational platforms in practical activities, students achieved significantly better results, reflecting their learning outcomes, thorough independent work, and creative approach to presenting monitoring results.

The comparative monitoring of New Knowledge and Eddy platforms showed that although both systems provide basic organisational, educational, communicative, and analytical functions, Eddy demonstrated greater reliability, convenience, and maintainability. However, New Knowledge remains more widespread and better integrated into the centralised AICOM system, which explains its continued dominance in Ukrainian schools. The discrepancies in evaluations among teachers, students, and interns confirm the need for differentiated approaches to training future teachers in the effective use of digital platforms. Further research on this topic is planned, focusing on the quality of students' knowledge in learning, writing term papers, and scientific research, among other areas, with a particular emphasis on the use of various types of open educational resources in independent and practical activities. The topics of master's theses were also developed based on the implementation of educational platform resources in the theoretical and practical training of students.

ACKNOWLEDGEMENTS

None.

FUNDING

None.

CONFLICT OF INTEREST

None.

REFERENCES

[1] Bozkurt, A. (2025). Algorithmically manufactured minds: Generative and agentic AI in a time of PostTruth, reconfiguration of student agency and death of critical pedagogy. *Open Praxis*, 17(2), 206-210. doi: 10.55982/openpraxis.17.2.792.

[2] Bykov, V.Yu. (2022). Digitalization of education – an imperative for Ukraine's integration into the global information space. *Education and Society*, 10-11, 6-7.

[3] Code of Academic Integrity of the V.G. Korolenko Poltava National Pedagogical University (2022, October). Retrieved from https://surl.li/pjywci.

[4] Creswell, J.W., & Creswell, J. (2022). *Research design: Qualitative, quantitative, and mixed methods*. USA: SAGE Publications.

[5] Dagtas, A., Zaimoglu, S., & Tokoz, F. (2024). Exploring the landscape of job crafting in teacher education: A systematic review. *Advanced Education*, 12(25), 179-199. doi: 10.20535/2410-8286.313936.

[6] Dhanpat, N. (2022). A systematic review of job crafting in the South African context. *Journal of Contemporary Management,* 19(1), 242-259. doi: 10.35683/jcm21061.146.

[7] Dreer, B. (2023). Creating meaningful field experiences: The application of the job crafting concept to student teachers' practical learning. *Journal of Education for Teaching,* 49(4), 711-723. doi: 10.1080/02607476.2022.2122707.

[8] Eddy School. (n.d.). Retrieved from https://eddy.school/sign-in.

[9] England, L. (2023). Crafting professionals: Logics of professional development in craft higher education. *Arts and Humanities in Higher Education*, 22(2), 128-147. doi: 10.1177/14740222231156895.

[10] Huang, X., Wang, C., Lam, S.M., & Xu, P. (2023). Teachers' job crafting: The complicated relationship with teacher self-efficacy and teacher engagement. *Professional Development in Education*, 51(4), 625-642. doi: 10.1080/19415257.2022.2162103.

[11] Illiashenko, S.M., Shypulina, Yu.S., & Illiashenko, N.S. (2022). Digital transformation of educational activities in higher education institutions of Ukraine in war conditions. In *Higher education according to new standards: Challenges in the context of digitalization and integration into the international educational space: Materials of the international scientific-methodical conference* (pp. 7-10). Kharkiv: Kharkiv National University of Radio Electronics.

[12] Kartashova, L.A., & Plish, I.V. (2020). Digital agenda for the development of education: Focus on the formation of digital competencies. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 6(1), 157-165. doi: 10.52534/msu-pp.6(1).2020.157-165.

[13] Khomenko, A.V. (2025). Integration of digital technologies into the pedagogical practice of a higher education teacher: A competency-based approach. *Image of a Modern Teacher*, 4(223), 31-39. doi: 10.33272/2522-9729-2025-4(223)-31-39.

[14] Kremen, V.G., *et al.* (2023). *Higher education of Ukraine in the conditions of martial law and post-war reconstruction: challenges and answers: Scientific and analytical report*. Kyiv: Naukova Dumka. doi: 10.37472/NAES-IHED-2023.

[15] Kunnari, I., Tuomela, V., & Jussila, J.J. (2021). Teacher-facilitators' job crafting: Making meaning and relevance in authentic learning environments. *International Journal of Management, Knowledge and Learning,* 10, 115-126. doi: 10.53615/2232-5697.10.115-126.

[16] Lytvynova, S., Sukhykh, A., & Melnyk, O. (2024). Use of the platform for distance and mixed learning "all-ukrainian school online": Analysis of the results of the all-Ukrainian survey. *Information Technologies and Learning Tools,* 104(6), 31-52. doi: 10.33407/itlt.v104i6.5658.

[17] Marienko, M., & Sukhikh, A. (2022). Organization of the educational process in the ZZSO using digital technologies during martial law. *Ukrainian Pedagogical Journal*, 2, 31-37. doi: 10.32405/2411– 1317-2022-2-31-37.

[18] Morse, N.V., Vasylenko, M.V., & Smirnova-Trybulska, E.M. (2021). Some results of research on the digital competence formation of secondary school teachers. *Open Educational e-Environment of Modern University,* 10, 149-165. doi: 10.28925/2414-0325.2021.1013.

[19] New Knowledge. (n.d.). Retrieved from https://nz.ua/.

[20] Ouadoud, M., Rida, N., & Chafiq, T. (2021). Overview of e-learning platforms for teaching and learning. *International Journal of Recent Contributions from Engineering, Science & IT (iJES)*, 9(1), 50-70. doi: 10.3991/ijes.v9i1.21111.

[21] Ovcharuk, O.V. (2023). Monitoring the readiness of teachers to use digital tools during the war in Ukraine. *Information Technologies and Learning Tools*, 98(6), 52-65. doi: 10.33407/itlt.v98i6.5478.

[22] Report on the Results of Studying the Issue of the Organized Start of the 2022/2023 Academic Year in Preschool, General Secondary, and Out-of-School Educational Institutions. (2022, November). Retrieved from https://sqe.gov.ua/wp-content/uploads/2022/11/Dovidka_pochatok_2022-2023_ZDO_ZZSO_ZPO_SQE-2022.pdf.

[23] Sun, R., & Du, P. (2023). How does job Crafting impact on career commitment of rural teachers? *Best Evidence in Chinese Education*, 14(1), 1752-1755. doi: 10.15354/bece.23.ar055.

[24] Tkachenko, A. (2024). Innovations in higher education: New approaches and teaching technologies. *Economic Analysis,* 34(3), 110-121.

[25] United Nations. (1948, December). *Universal Declaration of Human Rights*. Retrieved from https://www.un.org/en/universal-declaration-human-rights/.

[26] Wu, G., Zhang, L., Liu, X., & Liang, Y. (2023). How school principals' motivating style stimulates teachers' job crafting: A self-determination theory approach. *Current Psychology,* 42, 20833-20848. doi: 10.1007/s12144-022-03147-2.

[27] Zhenchenko, M., Melnyk, O., Prykhoda, Y., & Zhenchenko, I. (2022). Ukrainian e-learning platforms for schools: Evaluation of their functionality. *The International Review of Research in Open and Distributed Learning*, 23(2), 136-150. doi: 10.19173/irrodl.v23i2.5769.

Олексій Орлов
Кандидат філологічних наук, доцент
Полтавський національний педагогічний університет імені В. Г. Короленка
36003, вул. Остроградського, 2, м. Полтава, Україна
https://orcid.org/0000-0002-2338-118X

Інтеграція платформ цифрового управління в підготовку вчителів: практика студентів

Анотація. Широке впровадження цифрових освітніх платформ у вищій школі створює умови для модернізації освітнього процесу, підвищення його інтерактивності та індивідуалізації, що набуває особливої значущості у формуванні цифрової компетентності студентів-філологів як необхідної складової їхньої професійної підготовки. Метою дослідження був аналіз результатів моніторингу централізованих освітніх платформам New Knowledge та Eddy студентами-філологів під час педагогічної практики через їхню взаємодію з учителями та учнями середніх шкіл. Методологія включала структуровану оцінку функціональності, зручності використання, безпеки та інших критеріїв платформи за допомогою анкети та тестової програми, участь в яких брали учителі, студенти, учні (усього 134 особи). Результати опитування дозволили зіставити оцінювання освітніх платформ управління New Knowledge та Eddy різними групами користувачів – учителями, учнями шкіл та студентами університету. Найсуттєвіші розбіжності було виявлено в оцінках навчальних та комунікативних можливостей платформ цифрового управління навчальними закладами: для платформи New Knowledge відхилення між оцінками вчителів з одного боку та учнів і студентів – з другого, становило 1,6 балів, водночас для Eddy – 1,3 бали, що пояснюється бажанням учнів шкіл та студентів університету мати сучасне освітнє середовище з різноманітними каналами зворотного зв'язку. Критерії надійності та зручності користування системою управління навчанням (СУН) було визнано пріоритетними для вчителів: технічні можливості платформи New Knowledge, включаючи ремонтоздатність та портативність, була оцінена учителями, учнями шкіл та студентами університету в межах 3,4 та 4,2 балів відповідно. Надійність платформи Eddy була оцінена вчителями значно вище – 4,5 балами. Оскільки Україна переходить до централізованого управління середньою освітою, відгуки вчителів та учнів щодо конкретних платформ управління допоможуть визначити оптимальні рішення для управління навчальним процесом

Ключові слова: цифровізація; цифрова компетентність; педагогічна практика; система управління навчанням; платформа Eddy; платформа New Knowledge