лабораторні заняття, консультації, які здійснюються за допомогою різноманітного відеозв'язку (Zoom, Skype; Meet та ін.). Усе це підвищує зацікавленість майбутніх фахівців документно-інформаційної галузі в отриманні знань, а отже безпосередньо впливає на якість їхньої професійної підготовки [2].

Варто також зазначити, що під час активного використання в освітньому процесі інформаційних технологій як засобів навчання, увагу варто акцентувати на освітньому потенціалі майбутніх фахівців документно-інформаційної галузі. Специфічність дистанційного навчання уможливлює отримання знань студентами у зручний для них час і на значній відстані від закладу освіти.

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DIGITAL TECHNOLOGIES IN EDUCATIONAL BUSINESS

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The digitalization of the education system cannot be limited to the creation of a digital copy of standard textbooks, the digitization of workflow and the provision of high-speed Internet connections for all schools. It's like starting a new home by wallpapering the wall and choosing a chandelier instead of thinking about the foundation. The very approach must change, what and how to teach.

There are different criteria for developing digital literacy. For example, according to Henry Jenkins, digital literacy is working with a computer like with hardware (that is, it is necessary to understand how a person interacts with digital technology), understanding the structure and distribution of digital information (for example, with the ability to work with DT), should

include an understanding of the structure of the online community and the characteristics of social media.

Doug Belshaw identifies eight elements of digital literacy, among which the understanding of the cultural context of the Internet environment, the ability to communicate in online communities, the creation and distribution of content, and the use of digital technologies for self-development are of particular importance.

The authors of various concepts of digital literacy agreed on one thing: only an understanding of how digital reality works can teach a person to control "information noise" and make development with digital technologies a source of development, not stress.

Digital technologies, entering the education system, make it possible to individualize the educational process both in the process of mastering new material and at the stage of managing individual results. To do this, projects such as the "Mobile e-school" – a system of educational and methodological support for the educational process, which is a social network with educational content, local assessment and feedback systems for teachers, students and parents, create an opportunity.

Digital technologies provide tools to promote blended learning, overcome the limitations of the classroom system with the same curriculum and learning time for everyone. True, such opportunities are rare in a public school. The digital economy will radically change the labor market, where a computer can replace a person, it will definitely replace a person. Self-employment is an opportunity for people who have lost their jobs, especially since digital technologies open up new opportunities for creating and growing businesses. In addition, regular career changes will become common in the near future, and being in the same professional environment will require an increasing willingness to learn. The concept of lifelong learning suggests that a person's life is not divided clearly for study (before receiving a diploma) and working time, and study is a lifelong process.

In order for lifelong learning to become the norm, the structure of online education must develop and the attitude of society towards education must change. If the first task is directly related to the development of online platforms, software, content digitization, then the second is the development of a person's desire for internal learning. Research in adult education has shown that the main reason they don't start learning something new is because they don't have an inner need.

The digital economy requires an integrated approach that sets new goals, changes the structure and content of the educational process, and not the

"digitization" of individual processes from the educational system. To do this, the leaders of education themselves should not be afraid of the future.

The emergence of new information and communication technologies and their "integration with educational technologies" have led to fundamental changes in the field of education:

Firstly, learning tools based on the involvement of information technology in education began to be used: Blackboard, online courses, simulators, simulators, online worlds, etc.

Secondly, information technology has individualized learning, in which the learning process and content are adapted to the needs of students and their individual characteristics (reading speed, preferred form of reading, etc.).

Thirdly, game forms of education began to be actively introduced, allowing to effectively and comprehensively master the subjects studied in education.

Fourthly, education is becoming more subject-based and practical, especially for university students and adults; such projects as a start-up, business project, business plan are placed in the educational center.

This is a continuous process that accompanies a person throughout his life. These changes are associated with the beginning of the information society and the information or digital economy.

The information economy is defined as the economy of information and communication technologies and information goods. After the emergence of the concept of the information economy, more and more researchers were inclined to believe that no information can be a mechanism for economic growth, but only information that allows the introduction of new knowledge and technologies.

These processes have led to the emergence of a "knowledge economy" or "knowledge economy". The difference between the information economy, the knowledge economy and the digital economy lies only in the interpretation of the benefits offered. If the first two definitions refer to the "spiritual" structure of the benefits provided, and not to the material one, then the benefits provided in digital form are of a material nature.

Technology development programs such as Industry 4.0 or the National Technology Initiative have been developed in a number of European countries, Japan and the United States.

They are aimed at determining how educational technologies are developing and how they affect the processes taking place in society and the state.

According to the results of the study, it is planned to increase the competitiveness of the national economy through the strategic interaction of business with high-level and high-tech education.

State educational institutions and business structures should create the same "incubators" that can participate in the creation of high-tech products. Analytical studies note the requirements for the formation of new types of qualifications and educational standards of the new economy.

The current education system does not have sufficient capacity to train the necessary specialists. There is a demand for the use of new methods and technologies in education, which forms the basis of the national model of education. In addition, an understanding of global trends makes it possible to focus the educational model on both global and regional markets. It is important to understand how educational institutions develop over time and how they affect the training of highly qualified personnel who can be quickly rebuilt in accordance with the requirements of a new stage of the scientific and technological revolution.

The introduction of modern information and communication technologies into the educational process has led to the creation, in addition to traditional teaching methods, of a new form of education – distance learning.

In distance learning, the student and the teacher are in constant communication with the help of specially created training courses, control forms, electronic communications and other Internet technologies, while being separated from each other. Distance education based on the use of Internet technologies provides access to the global information and educational network, performs a number of important new functions based on the principle of integration and interaction.

Data analysis shows that the establishment of scientific and educational systemic interactions, taking into account the specifics of network activities, takes place in the implementation of the above principles.

In general, the development of the scientific and educational network should solve the following tasks:

1. Develop an innovative infrastructure of network communications that provides a technological corridor for the passage of innovations through responsibility centers, creative laboratories for educational problems, creative teams of temporary teachers, centers for the collective use of network communications for coordination.

2. Create conditions for organizing a review of the intellectual products of the network participants, form an electronic data array of organizations of the innovation infrastructure of the scientific and educational network,

interregional, national and international network participants to increase the efficiency of using network resources. scientific potential through participation in innovative exhibitions, salons, conferences, forums, seminars, participation in republican target programs of innovative projects, republican and international grant reviews of funds.

3. Widespread dissemination of the positive results of innovative activities of participants in network interactions in the central and regional press, carrying out inspection activities aimed at identifying promising innovative projects, assistance in providing information support to innovative activity entities. increase the innovative culture of participants in network interactions and develop the information environment by systematically informing the public and interested participants about the policy pursued in the field of innovative development.

Below are the main conditions that ensure the effectiveness of network interactions in the system "Education-Science-Production":

− development of strategies for the development of subjects of the scientific and educational network based on the integration of education, science and production;

− monitoring of existing knowledge and experience in the field of innovation and human capital development in selected areas;

− formation of a culture and policy of relations between the participants of the scientific and educational network;

− Involvement of subjects of interaction interested in the process of creation and development of the scientific and educational network;

− Creation of network structures and development of practical recommendations for their effective operation based on existing best practices;

− creation of an information and communication system for solving the set tasks;

− creation of a control center for the development of the scientific and educational network;

− Availability of a suitable regulatory framework governing the relationship of entities.

Over the past 20–30 years, there have been huge changes in technology in the world. The development of technology requires changes in the profession of economists.

Modern technologies for training personnel for the economy are characterized by:

− openness to the future;

− integration of all ways of mastering the world by man;

− to develop synergetic ideas about the openness and completeness of the interaction of the world, man, nature and society;

− free use of various information systems, the global Internet, cloud technologies, which today play an important role in personnel training, but can never replace a teacher (these technologies provide a virtual repository for storing information, processing data, they are accessible from anywhere in the world and from any device);

− personal orientation of personnel training technologies for a specific student, a specific group of students, a specific teacher;

− game character of personnel training technologies;

− the student's psychological focus on an important task: self-development, adaptation of the personality to communication, in connection with this, the technologies for training personnel for the economy are in the process of constant changes, constantly forming new goals and objectives;

− changing the role of the teacher: transition to joint actions with students in new, non-standard situations, in the conditions of network interactions.

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ON THE POSSIBILITIES OF USING ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION

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Artificial intelligence is rapidly transforming the world, changing our daily lives, from the way we communicate to the way businesses operate. AI is revolutionizing all areas of society, including higher education, and the question of whether AI will affect learning is no longer on the table: it is about how, when and to what extent.

Artificial intelligence is fundamentally changing people's attitude to information, AI is an attempt to create machines that can learn, process information and behave like people. While AI has been around for decades,