

The main point to be noted from the above said is that higher educational institutions in their constant search and process of improvement might be missing one of the most vitally important things, skills that are to be acquired by every participant of educational process, including the personnel who is delivering education (lecturers, trainers, teachers e.t.c.) and the recipients (students).

Great deal of success depends on our ability to negotiate and this is something we learn how to do mostly out and beyond the walls of any classroom. Which to our opinion is a normal state of life conditions, still we see huge potential, hidden in revelation of this fact. And huge opportunities to improvement and uplifting the quality of specialists leaving the walls of the institutions, that move towards realization of the idea “to include soft skills development in their students” to give them better starting cite for their future professional life.

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DIGITAL EDUCATION: FOR AND AGAINST

No matter whether we want it or not, our life has become digitalized. The digital divide has proved to be the gap between those who have access to a device and internet and those who do not.

The educational process does not differ from any type of human activity and never stops changing. Information has become more accessible and one can study from anywhere at any time. However, access to technology means nothing if we fail to take into account skills, uses and outcomes. Only taken together, these factors help us realize if students are getting the benefit of education technology. The obstacles to skills and uses may differ from those to access.

One of the barriers to a device may be an urban-rural divide, where access to internet is a usual state of things for those living in cities and, on the contrary, an invincible obstacle for people living in rural areas. A recent EdTechHub report suggests that educational authorities should combine high, low and no technology ways out to give the opportunity for children go on learning in emergencies.

Another urgent issue of teaching online is how to embed digital skills in the curriculum. Digital education should focus not only on teaching students to use basic software, but educators need to place emphasis on cross-cultural digital competence. Digital competencies are a set of knowledge, abilities, character features and ways of behavior that are necessary for a person to use digital technology to pursue their goals in their personal or professional life. Digital

competence should be understood not only as knowledge related to technical skills, but also as knowledge, that is more focused on the cognitive, social and emotional aspects of work and life in the digital environment.

The global pandemic, COVID-19, shook the world and has changed the way education is perceived. Whether it is virtual tutoring, video conferences, or online learning software, there has been a significant increase in usage of these tools since COVID-19. Many online learning platforms that are offering free access to them can be considered to be a gift of this global pandemic as they would destroy physical barriers for providing quality education to far away places. If online learning and teaching technology can be valuable here, why not make use of its full potential. Online learning is the future and will undoubtedly accompany, if not replace, traditional learning. What has been proved to be clear through this pandemic is the importance of transmitting knowledge across borders, companies, and all parts of the society. If online learning technology can play a role here, it is incumbent for all of us to explore its full potential.

Literature

1. https://www.researchgate.net/publication/318449152_Determinants_of_Internet_Skills_Uses_and_Outcomes_A_Systematic_Review_of_the_Second-_and_Third-Level_Digital_Divide
2. <https://edtechhub.org/edtech-and-covid-19-10-things-to-know/>

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НАУКОВА МОВНА КУЛЬТУРА – ОСНОВА ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ МАЙБУТНЬОГО ЮРИСТА

Культура є складним і багатогранним явищем, і поза людиною воно існувати не може. Освічена людина повинна не тільки володіти дисциплінарними знаннями, але і бути готовою до широкого сприйняття світу, до його розуміння на основі поваги до людської особистості. Становлення і розвиток людини-особистості – найважливіше завдання культури й освіти.

Професійна мова юриста – це основа його ділової компетенції. Юридична практика сприяє виникненню умов, що вимагають прийняття відповідного рішення у процесі міжособистісної взаємодії, тому розвиток мови у правознавців є необхідною умовою розвитку професійних навичок. У своїй діяльності юристу необхідно не тільки професійно-грамотно ставитися до роботи, але й прекрасно володіти нормами сучасної української літературної мови, оскільки йому, за родом занять, доводиться бути в ролі оратора і пропагандиста законів і правових знань, грамотно оформляти ділові