# ABSTRACT

Nowadays, the development of society is characterized by dynamic changes in all areas of activity, including the automotive industry. Of particular importance is the problem of forming the professional competence of future specialists, which necessitates changes in professional education. Educational institutions are faced with the task of training a specialist who can meet the demands of today's digital society. Therefore, the intensity of the educational process and the intensification of cognitive activity of students need other forms of education that will allow in a short time to master a significant amount of educational material.

The increase in the demand for motor transport specialists is progressing intensively, and accordingly, the demands of the labour market become a defining reference point for improving the training system of certified specialists, and thus set the basic requirements for their knowledge, skills, and abilities. This is dictated by the fact that the constant improvement of car design to save fuel, increase power, improve environmental performance, and the level of comfort of vehicles operation requires qualified maintenance and repair.

This problem is reflected in the following regulations defining the strategy for the development of professional education: The Law of Ukraine on Education (2018); The Law of Ukraine on Higher Education (2014); Law of Ukraine on Vocational Pre-Tertiary Education (2019); Law of Ukraine on Vocational (Vocational and Technical) Education (1998); National Strategy of Education Development in Ukraine for 2012–2021 (2013); Project of the Strategy of Innovative Development of Ukraine for 2010–2020 in the Context of Globalization Challenges (2011); The Resolution of the Cabinet of Ministers of Ukraine On Approval of the National Qualifications Framework (2011) and others.

The problem of professional training of motor transport specialists is relevant and is in the centre of attention of scientists working in various fields of scientific knowledge. The general issues of the formation of professional competence are investigated in the works of the following scholars: Kremin (2014), Zymnia (2009), Ziaziun (2003), Khutorskyi (2003), Marushchak (2006), Sydorchuk (2015), Ovcharuk (2004), Lokshyna (2007), Luhovyi (2009), Pometun (2004), Hluzman (2009), Nychkalo (2000),

Anishchenko (2011), Buchynska (2014), Koval'chuk (2007), Yahupova (2007), Kozlovskyi (2013), Sushentseva (2012), Stadniychuk (2014); formation of competencies of future specialists by means of information technologies – Lavrynenko (2011), Koziar (2014), Hurevych (2014), Hevalo (2002), Karmazina (2014), Mukan (2018).

The problems of information technology in the educational process were studied by Andrushchenko (2003), Boliubash (2010), Hurevych (2005, 2012, 2014), Polat (2007), Radul (2008), Zhabolenko (2007), Kochevyi (2005), Kademiya (2011), Bykov (2013), Dementiyevska and Morze (2005), Osadcha (2013), Karmazina and Konoshevskyi (2014), Patarakin (2007), Danylenko (2005), Noskova (2017), Kalinina (2013), Mukan (2017), Lavrynenko (2011), Lishchynska (2017).

The topicality of the study is due to the innovative requirements of employers to the content and quality of training in the field of motor transport. On the other hand, the relevance of the study is confirmed by the objectives defined in the strategy of the national educational policy, as well as the needs of the educational process, improving modern technological and methodological support for the training of future transport professionals, based on information technology.

The relevance of the topic of the research is due to the need to overcome the contradictions between modern requirements for professional training of motor transport specialists and insufficient level of their provision; increasing requirements for innovative professional activity of motor transport specialists in the labour market and insufficient level of the use of information technologies in the training process; the need to intensify the latest information technologies for the professional competence formation of future specialists in the field of motor transport and the lack of appropriate models and pedagogical conditions for their implementation.

The first chapter – Theoretical Bases of Professional Competence Formation of Future Experts of Motor Transport Profile by Means of Information Technologies – analyses the state of the theory and practice of professional competence formation of future specialists of motor transport profile using information technologies as a pedagogical problem; defines the main goals of professional competence formation of future specialists of motor transport profile by means of information technologies in the context of modern requirements of the labour market.

The second chapter – Model of Professional Competence Formation of Future Specialists of Motor Transport Profile by Means of Information Technologies and Pedagogical Conditions of Its Implementation – defines basic competencies of future specialists in the automotive industry, and substantiates the pedagogical conditions for implementing the model in practice on the basis of sound methodological approaches (personality-oriented, competence-oriented, practice-oriented, systemic, integrative, activity-oriented) and principles, according to which the corresponding model has been built.

The third chapter – Experimental Research of Pedagogical Conditions of Professional Competence Formation of Future Specialists of Motor Transport Profile by means of Information Technologies – presents the planning, organization, and stages of the experiment of training future specialists in the field of motor transport using information technology, the analysis of the results of the experimental research; implements the ascertaining and forming stages of the experiment and carries out the analysis of the obtained data; performs the statistical check of the reliability of the results of the experimental study.

The prospects of further pedagogical researches are defined.

Key words: professional competence, motor transport specialist, information technologies, vocational (vocational and technical) education, vocational pre-tertiary education, higher education.