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DIGITALIZATION OF HIGHER EDUCATION AS A TOOL FOR IMPROVING HUMANITARIAN SECURITY

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ABSTRACT

Digitalization of the educational process provides access to quality knowledge and affects the development of thinking. The combination of the foundations of humanitarian security and digital technologies affects the consideration of the characteristics of modern society. The aim of the study is to determine the effectiveness of digitalization of higher education as a tool for strengthening humanitarian security. The research employed the following methods: analytical comparison, survey, observation, Likert scale, SWOT analysis, Student's t-test. Digitalization of the educational process provided for the involvement of the Open edX application for the development of theoretical knowledge; the use of the Zoom platform to expand students' pedagogical skills; the use of the Graasp platform to develop students' creative abilities. It was established that the use of digital technologies in the educational process most contributed to the manifestation of such humanitarian security components as the ability to acquire academic knowledge (98%), the development of creative skills (97%). The results showed that after the study, students were able to achieve the development of critical thinking (98%), digital literacy (99%), emotional and psychological resilience (97%). The established indicators contribute to the development of humanitarian security. A SWOT analysis showed the advantage of strengths from involving digital technologies in the educational process to maintain humanitarian security. The practical significance of the article is the identified effective tools for implementing interactive learning for future teachers to improve humanitarian security. The research prospects are aimed at comparing traditional and digital approaches to education in order to determine their impact on the development of humanitarian security.

Keywords: *Digital Applications, Creative Opportunities, Self-Control, Educational Goals, Social Responsibility, Digitalization, Humanitarian Security.*

1. INTRODUCTION

The higher education system should preserve the rights and responsibilities of all participants in the educational process and contribute to the achievement of educational goals, the development of professional skills. Therefore, it is necessary to ensure the use of high-quality approaches to the digitalization of education for improving humanitarian security [1, 2]. This is why ensuring systematic and consistent support for the

digitalization of education is a relevant area of research.

Humanitarian security is a concept that includes the preservation of values, traditions, and culture of an individual or people, which ensures the observance of the rights, freedoms, and responsibilities of people of different nationalities, genders, religions, etc. [3]. Improving humanitarian security in the educational process implies improving approaches to making the educational materials are accessible. Attention should be paid to ensuring universal conditions for acquiring not only professional skills, but also the development of students' consciousness [4, 5]. The use of digital technologies in the educational process contributes to the observance of the foundations of humanitarian security, as it expands the ways of perceiving information, using creativity to expand educational opportunities. The digitalization of education is aimed at using creative approaches in learning, which contributes to personal development and intercultural communication. Digitalization of education can also take into account psychological and pedagogical ideas and motivate students to develop independence [6]. Conducting the educational process based on digitalization of education provides a combination of various components that contribute to the logical perception of information. The digital technologies used make it possible to provide mobile learning, which enables students to study remotely [6].

The use of digital technologies contributes to the continuous improvement of the educational process, eliminating limitations in the perception of information and achieving greater efficiency [7]. So, it is possible to ensure the achievement of a balance in the perception of information, the preservation of humanistic values in the educational process. This increases performance, competence, and expands the use of the acquired knowledge [8]. The humanization of learning under the influence of digital technologies is formed on the basis of preserving the main content of education, ensuring individuality and expanding students' educational potential. The feedback support for students contributes to the regulation of humanitarian security in students' access to educational materials [9]. The digitalization of higher education contributes to the adherence to the purposefulness of learning, which affects the deepening of possible knowledge [10, 11]. But it also has an impact on the understanding of educational values, increased attention to certain worldview aspects, which affects the increase in the personal and cultural level. Based on the possibility of providing an individual approach to learning using digital technologies, it is possible to ensure the observance of students' social equality, which affects the detailed study of educational topics by students [12, 13].

Structural analysis of theoretical materials showed that the research gaps are related to the lack of specific educational strategies for achieving humanitarian security.

The research problem is the need for a systematic assessment of digitalization in maintaining humanitarian security norms, which involves taking into account the opportunities for students to develop skills that contribute to professional development and reflect the achievement of humanitarian security criteria. It is also related to the understanding in educational institutions of how to use digital technologies to strengthen humanitarian security. The aim of the research is to identify the features of the digitalization of higher education as a tool for improving humanitarian security. Based on this, the practical significance of the research lies in the development of pedagogical strategies to enhance educational policies, with a focus on ensuring the continuity of education and promoting digital equality. This provides the possibility of using the results not only in educational settings, but also in humanitarian international projects.

The aim involved the fulfilment of the following research objectives:

- Implement pedagogical strategies for the introduction of digital technologies into the educational process;
- Identify the humanitarian security components that can be developed during the digitalization of the educational process, focusing on the students' opinions;
- Determine the skills that were formed in students under the influence of digital technologies to improve humanitarian security;
- Identify the advantages and disadvantages of digital technologies to improve humanitarian security in the educational process based on SWOT analysis.

2. LITERATURE REVIEW

Lerch [14] noted that the humanitarian security criteria are taken into account in the educational process due to the structure of global

institutions. This enables taking into account not only the educational approach, but also cultural components, the development of new curricula, focusing on the students' interests. The use of analytical comparison and survey methods allowed us to achieve the results obtained. New sociological ideas will allow taking into account human rights and uniting students for active interaction in the educational process. However, the research gaps are based on the lack of use of specific practical ideas that facilitate the learning process [14]. Kesler et al. [15] consider more local features of humanitarian security in their study, which was implemented using survey, testing, and modeling methods. Humanitarian modelling of the educational process at the University of Minnesota stimulates students to study. Such a curriculum contributes to the improvement of students' knowledge, the speed of response to solving educational tasks. Taking into account students' opinions improves curricula, promoting further professional development [15]. However, compliance with humanitarian security standards within the framework of the study [15] was aimed at the occurrence of emergencies, but the lack of opportunities for their adaptation throughout the entire educational process. Other views of humanitarian security in the educational process were associated with the use of artificial intelligence (AI), which is considered in the study of Yun et al. [16]. Based on comparison methods, it was found that the AI use is a common tool in the educational process. However, it is necessary to focus on proven technologies, which expands the scope of use and helps to reduce ethical risks. The selection of AI-based applications should be aimed at taking into account possible errors, guiding students, and improving their professional development [16].

The features of maintaining humanitarian security in the educational process during the influence of unpredictable factors are considered in the study of Vaintraub [17]. The use of general scientific and pedagogical methods has shown that the development of professional competence under martial law is possible due to the consideration of certain requirements that contribute to ensuring security and equality of rights for all participants in the educational process. The components of professional competence are focused on taking into account the rules of conduct during wartime, preserving health, and adapting educational programmes. It is also necessary to provide moral and psychological support to students in stressful situations. Such a model will contribute to high-quality and safe learning [17]. The limitations of the study [17] are related to the possibility of observing humanitarian security during the impact of situations aimed at preserving life, which excludes their adaptation in the usual training process. Similar aspects of humanitarian security, but for internally displaced persons, are considered in the study by Seifert et al. [18]. The use of theoretical analysis methods made it possible to determine that the education of internally displaced persons should be associated with ensuring equal conditions for them with other students. The learning process should be stable, include innovations, and contribute to the formation of stability. Implementation may be associated with the inclusion of their needs and taking into account the cultural component. Technological innovations will ensure the sustainability of the learning process. The limitations of the study are related to the use of humanitarian security principles only for displaced persons affected by the adverse situation, and not for all students in general [18]. Similar aspects are also considered in the research of Abood et al. [19]. Inductive thematic analysis showed that humanitarian migrants should be provided with access to information and service systems, which will allow them to identify strategies to avoid obstacles in the perception of educational information. The use of information technologies will enable them to identify learning strategies and key mechanisms for targeted learning, but exclusively for humanitarian migrants [19].

The importance of using digital technologies in the educational process is discussed in the article by Sulym et al., using the system-historical method and the modeling method [20]. The use of information technologies (ITs) ensures high-quality informatization of education, improves the educational space on the basis of meaningful, functional learning. Digital technologies make it possible to implement distance learning and train competitive specialists, taking into account the principles of humanitarian security. However, the gaps in the research are related to the lack of the possibility of forming classroom lessons, which excludes an orientation to distance learning [20]. However, Wu et al. [21] believe that a more effective way is to adhere to consistent learning. Compliance with humanitarian conditions in the educational process can be ensured by strict consistency and selecting appropriate structural components, which was established using the analysis method. Students need to vary the duration of the educational process and use intellectual games in order to memorize the necessary information [21]. The study [21] is based

on the observance of humanitarian security rights, but the lack of ways to use interactive technologies does not allow for assessing the possibility of adapting modern tools into the educational process.

The authors Horban et al. [22] believe that first of all it is necessary to optimize educational work for oriented learning. Obtaining higher education contributes to a change in the structure of students' values, including terminal and instrumental values, which are associated with the growth of conformism during training. This ensures the development of a greater students' orientation towards acquiring professional knowledge and material well-being. Negative trends include decreased empathy, discipline, and breadth of views. Such processes can occur in case of destabilization of humanitarian security. Therefore, it is necessary to focus on optimizing educational work for the development of the individual. The research gaps are related to the lack of organization of a full-fledged training program and assessment of its relevance for maintaining humanitarian security norms [22]. The advantages of using digital technologies in the educational process are considered in the study of Dinh and O'Leary [23]. The use of digital technologies in humanitarian contexts should be associated with constant dynamics and solving internal organizational problems, which will allow achieving equivalence of educational conditions. The development of the potential of digital networks is possible based on taking into account educational nuances and involving curators [23].

The analysis of literature showed that humanitarian security is considered from the perspective of migrant training, its regulation during emergencies. Ensuring the digitalization of training for the improvement of humanitarian security are almost not considered comprehensively, which is the shortcomings of the existing studies. Therefore, it is necessary to focus on the choice of digital training processes and their impact on the expansion of the humanitarian security principles. These opportunities can be addressed by developing learning strategies that are inclusive of all students. This approach can be implemented by selecting appropriate digital technologies that support humanitarian security.

3. METHODS

3.1. Research design.

The algorithm for implementing the four stages of the study is presented in Figure 1. The first stage of the study involved the elaboration of pedagogical strategies for implementing digital technologies into the educational process to enable the development of humanitarian security. The learning process was carried out for future teachers during the study of philosophical subjects. The Open edX digital platform was used to acquire theoretical knowledge, Zoom — to expand pedagogical skills, and the Graasp digital platform — to develop students' creative abilities. The duration of the educational process was 3.5 months. The features of the implementation of pedagogical strategies are described below.

The theoretical classes taking into account the philosophical approach were delivered using the Open edX digital platform. The choice of a digital platform for learning ensured an in-depth study of theoretical material, which facilitated the use of the materials and lectures of teachers offered by the platform. The integration of video materials ensured an expanded perception of educational trends and teaching methods. Theoretical knowledge was improved by studying the features of combining distance and classroom learning, taking into account innovative approaches. This ensured the consideration of international educational practices and methods of using multimedia technologies.

Expanding students' pedagogical skills while maintaining the basics of humanitarian security involved performing practical exercises (taking tests, preparing a separate topic) and working with virtual groups. Developing practical pedagogical skills involved creating trainings and solving situational problems, taking into account not only pedagogical, but also ethical, psychological, and social criteria for conducting further classes. Attention was paid to students' understanding of the techniques of conducting classes, managing emotions and fear of speaking in front of an audience. Interaction with virtual groups was aimed at implementing active learning and developing communication skills, understanding techniques for dealing with crisis situations. Students from other pedagogical majors of different years of study were involved as virtual groups, which facilitated the educational process using Zoom.

Work on the development of students' creative abilities involved the preparation of lessons by students and the creation of curricula. This contributed to the development of students' critical thinking, understanding of the ways of using professional and interactive knowledge. The lessons

were prepared taking into account ethical norms using the Graasp digital platform. It contributed to the use of research and educational spaces for preparing the educational process. The availability of accessible interactive functions contributed to the use of existing tools for preparing the educational topic. In order to preserve the of humanitarian security principles, future specialists need to focus on taking into account the students' needs, their capabilities, and the creation of a positive psychological atmosphere in the classroom.

The educational goals of the educational process were to develop students' professional competence and compliance with humanitarian security standards. The use of digital technologies in the educational process has allowed the expansion of students' opportunities, providing better training and achieving the necessary skills to achieve humanitarian security standards.

Figure 1. Algorithm for implementing research stages

Source: developed by the authors

The second stage of the study provided for identification of humanitarian security components that were most expressed in the educational process. During the assessment of the humanitarian security components, those were selected that contribute to the development of pedagogical knowledge. The components of humanitarian security were – development of creative skills, development of self-confidence, development of self-control, achievement of educational goals, ensuring personal safety, possibility of achievement of educational knowledge, development of intellect and rationalism, tolerance to views and opinions of others. The assessment was carried out using the method of surveying students, which included combining the results before and after the study. For the assessment by students, it was envisaged to take into account the specifics of the educational process and the possibility of developing individual criteria of humanitarian security during the study of theory, expansion of practical and creative skills.

At the third stage of the study, the development of criteria that contributed to the improvement of humanitarian security was determined. The results were obtained through observation by 12 teachers. The process involved assessing the skills developed by students that contributed to the formation of humanitarian security. The emphasis on these skills was made in order to adhere to pedagogical values and pedagogical responsibility.

The fourth stage of the study was a SWOT analysis to determine the consequences of introducing digital technologies into the educational process. The SWOT analysis was developed by the authors of the article, which included an analysis of learning, the importance of digital technologies for

learning, and adherence to the principles of humanitarian security. When developing the SWOT analysis, possible risks that could affect the learning process were also taken into account. In general, the determination of strengths and weaknesses, opportunities, and prospects was based on the results obtained in the previous three stages of the study.

3.2. Sampling.

The study involved 110 students of Borys Grinchenko Kyiv Metropolitan University, who were studying to become future teachers. The sample was made among students of 2-3 years for achieving more accurate results based on the availability of basic pedagogical knowledge. Also, restrictions on the sample of students were related to the availability of Philosophy as the subject. The study involved students who had experience using digital technologies while acquiring professional knowledge. To ensure the humanitarian security principles, equal conditions were maintained for all students who were previously familiarized with the features of using digital applications.

3.3. Methods.

The research employed the following methods:

- General theoretical method of analytical comparison for the development of pedagogical strategies using digital technologies. The process consisted in an emphasis on the selection of digital technologies that became possible to include in the educational process for the development of the humanitarian security principles. Therefore, the comparison of digital platforms included determining their capabilities to achieve the set pedagogical goals, develop students' professional skills, and ensure equality of their participation in the educational process. The analysis of 70 digital technologies contributed to the selection of Open edX, Graasp, and Zoom for the implementation of pedagogical strategies.

When choosing digital technologies for learning, the first criterion was compliance with educational goals, which contributed to deep learning and tolerant interaction between students. Ease of use and quality of feedback were also taken into account (preference was given to the possibility of receiving personalized feedback). The possibility of tracking students' progress in completing educational tasks was also taken into account. Attention in the educational process was paid to the development of theoretical knowledge, the expansion of students' pedagogical skills, and the manifestation of their creative abilities;

- The questionnaire survey was used to assess the humanitarian security components that were most identified in the educational process. A survey among students was conducted before and after the study. Before the study, students were required to assess their expectations regarding the possibility of developing humanitarian security as a result of the use of digital technologies in the educational process. After the study, the students' assessment was related to ensuring the practical impact of digital technologies on the development of humanitarian security under the influence of learning. The emphasis was placed only on the humanitarian security criteria that are related to the pedagogical field. The criteria were formulated by the authors of the article, taking into account the specifics of humanitarian security and the possibilities of its adaptation to the educational process. This was aimed at understanding the ways of organizing the educational process and ensuring the rights and freedoms of all students;

- Observation was used by 12 teachers to assess the level of development of students' skills that contribute to the improvement of humanitarian security. The level of growth or decrease in certain skills of students was determined based on the tasks completed by students, participation in pedagogical situations, and interaction with virtual groups. To develop critical thinking among students, their ability to analyze educational materials, prove their position, and solve problems was taken into account. The level of development of emotional intelligence was determined based on students' abilities to manage their emotions, respond to the needs of other students, and develop social skills. The development of social responsibility involved an analysis of students' ability to consciously solve problems, their active participation in additional educational projects, and responsibility for the consequences of their actions. The assessment of emotional and psychological resilience involved taking into account students' adaptation to the educational process, their ability to cope with stress, while maintaining a positive mindset. Orientation to pedagogical values was associated with an awareness of the need for learning, which was manifested in the ways of perceiving information, expanding practical and creative skills. The assessment of the ability to work with conflicts consisted of choosing strategies to eliminate them, maintaining self-control, the ability to manage

emotions, and the development of communication skills;

- SWOT analysis allowed for a comparison of the impact (positive and negative) of digital technologies on maintaining humanitarian security in the educational process. SWOT analysis includes an analysis of four aspects that are related to determining the strengths and weaknesses of the impact of digital technologies. It also provides for determining of opportunities and threats in the development of humanitarian security from the use of digital technologies. SWOT analysis is a mechanism that ensures that external and internal influences are taken into account. SWOT analysis was used to understand the importance of digital technologies in the educational process for compliance with humanitarian security norms, choosing strategies for further development, understanding possible risks (internal and external), and finding strategic approaches to eliminate them;

- Student's t-test was used for calculations [24]. These calculations were aimed at determining the level of development of students' pedagogical skills that contribute to the improvement of humanitarian security. The Student's t-test helps to determine the equivalence or difference of indicators as a result of taking into account the critical value. The indicators equivalence of indicators is ensured when the calculated value is lower than the tabulated value.

$$t = \frac{M_1 - M_2}{\sqrt{m_1^2 + m_2^2}}$$

M_1, M_2 – average values of indicators;
m_1^2, m_2^2 – variances of indicators.

3.4. Instruments.

The students were surveyed by using an e-mail for identifying responses from all respondents. The Likert's scale was also used, which facilitated data collection. According to the scale used, each criterion must be given a score from 1 to 10. The Likert scale was used to determine the humanitarian security components that can be developed during the digitalization of the educational process.

The Minitab programme was used to perform numerical calculations. The choice of the programme is associated not only with the ability to perform calculations, but also with automatic data processing. The results obtained also make it possible to provide graphical reproduction of the results, which contributes to a better analysis.

4. RESULTS

The organization of training using the proposed training strategies involved taking into account the most expressed components of humanitarian security. Attention was paid only to those criteria that influenced the development of pedagogical knowledge. The results were obtained on the basis of the students' survey (Figure 2).

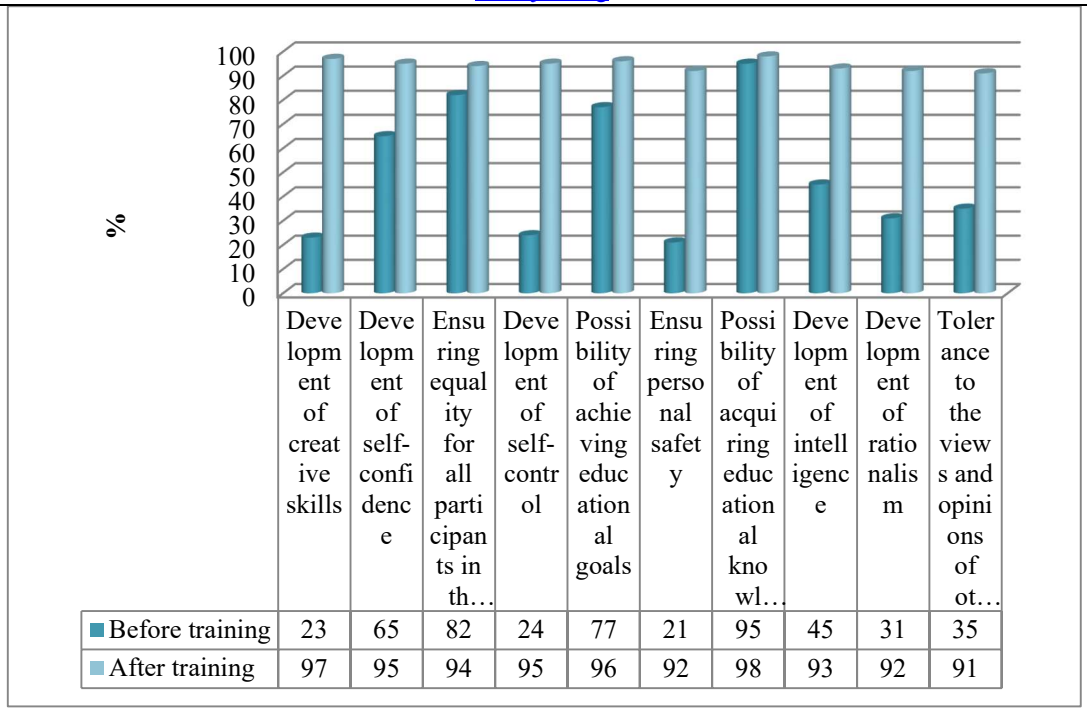

Figure 2: Humanitarian Security Components That Can Be Developed During The Digitalization Of The Educational Process
Source: Developed By The Authors

When determining the humanitarian security components that developed under the influence of digitalization of education, a high level of their expression by students after the use of digital technologies was established. This ensured the acquisition of educational knowledge by students, equality of participants in the educational process, and the development of creative skills. The educational strategies used allowed maintaining the principles of humanitarian security, which contribute to the development of professional activity. Compliance with the principles of security when using digital applications in education contributed to the observance of ethical, psychological, social, and communicative capabilities.

The next stage of the study was to determine the level of development of students' skills that contribute to the improvement of humanitarian security. The criteria are directly related to the development of professional capabilities. The results are presented in Table 1.

Table 1. Skills acquired by the students that are related to the humanitarian security components

Acquired skills	**Before training**			**After training**			**Student's t-test (table value: 2.920)**
	Percentage of students	**Mean**	**SD**	**Percentage of students**	**Mean**	**SD**	
Critical thinking development	55	0.485	0.049	98	0.739	0.078	2.948
Emotional intelligence development	59	0.493	0.05	92	0.725	0.065	2.941
Social responsibility development	67	0.502	0.071	94	0.728	0.070	2.934
Emotional and psychological resilience	-	-	-	97	0.735	0.076	-

Orientation on pedagogical values	72	0.513	0.074	95	0.732	0.073	2.915
Digital literacy	65	0.501	0.065	99	0.743	0.082	2.931
Conflict management skills	-	-	-	90	0.721	0.061	-

** «-» mean the absence or low level of such skills in students*
Source: developed by the authors

The level of development of skills that contribute to strengthening humanitarian security increased in students after the use of digital technologies. It was found that before the study, the formation of students' values of humanitarian security was manifested in an orientation towards pedagogical values and the development of social responsibility. These skills were associated with determining approaches to the pedagogical activities, the selection of effective pedagogical data to expand theoretical knowledge. However, before the study, students had the minimum level of conflict management skills, psychological and emotional stability, which contributed to interaction with students. This contributed to initiative in proposing new methods of implementing learning, and high-quality communication.

After the inclusion of digitalization in the educational process, the level of development of criteria that contribute to the improvement of students' humanitarian security was increased. The most pronounced criteria were the digital literacy and critical thinking, which contributed to the substantiated and purposeful use of the obtained knowledge. Students could use non-standard approaches to solving problems based on developed critical thinking.

Students also developed emotional and psychological resilience, which contributed to high-quality interaction with virtual groups. This affected the stability of students' behaviour regardless of the behaviour of other group members. The students had criteria for the development of social responsibility and understanding of pedagogical values, which ensured an understanding of the principles of implementing pedagogical strategies. This was associated with the use of digital capabilities, which affected the performance of various tasks and result orientation. So, the students were able to achieve higher results and consistency in learning.

Taking into account other people's needs when performing situational tasks enabled adjusting the educational process and ensure the interest of participants in the proposed training. The ability to work with conflicts allowed students to use appropriate educational approaches to regulate crisis situations. When regulating conflicts, it is important to avoid increasing tension between all participants in the educational process.

The study was intended to identify the positive and negative aspects of the implementation of digital technologies to maintain humanitarian security in the educational process. SWOT analysis was used to obtain the results, which contributed to the consideration of not only existing factors, but also the prospects for development. The conducted SWOT analysis is presented in Figure 3.

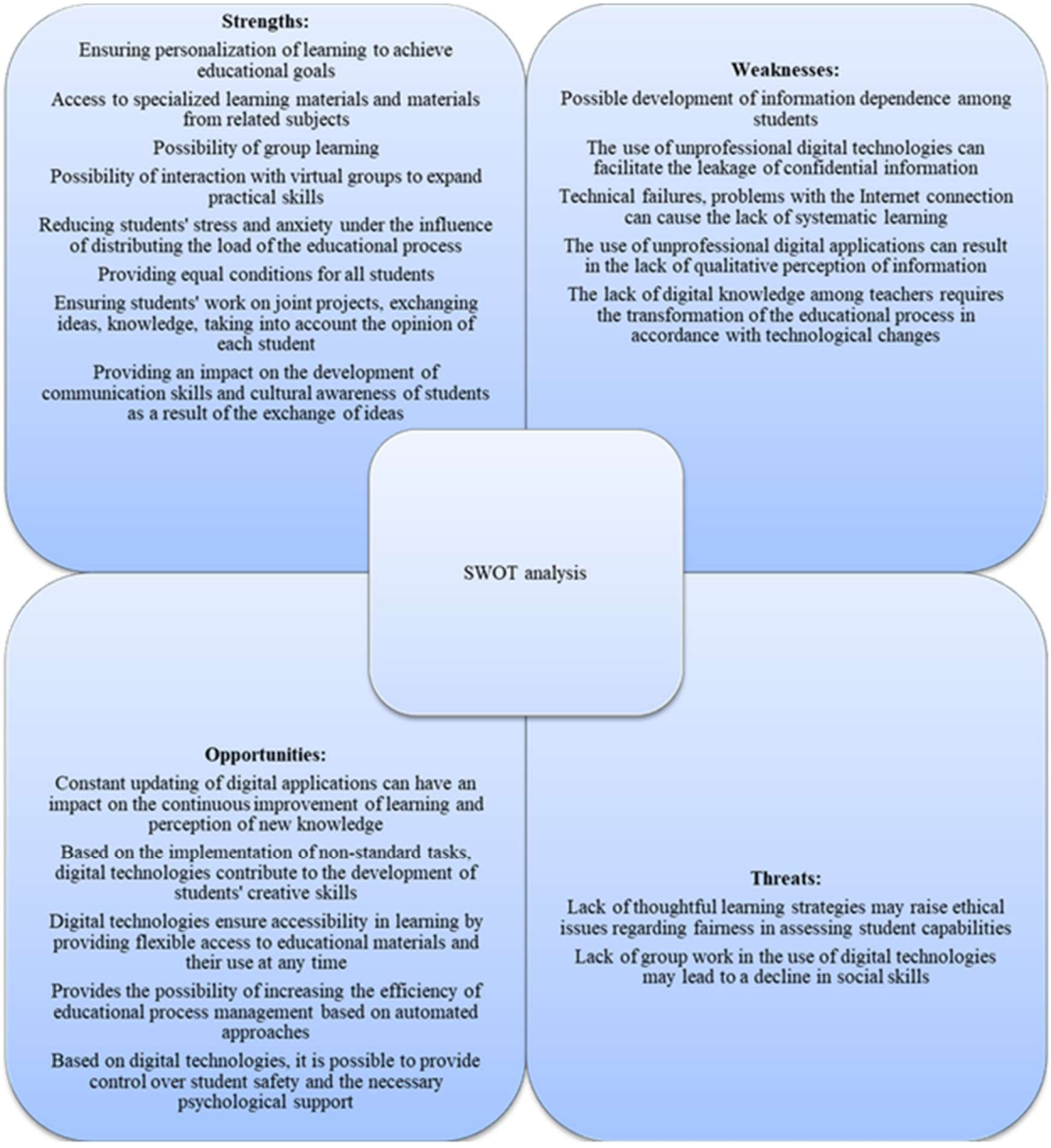

Figure 3: SWOT analysis of the impact of digital technologies on maintaining humanitarian security in the educational process

Source: developed by the authors

A comparison of the features of digital technologies used to maintain humanitarian security in the educational process showed their advantages and opportunities, which are more pronounced than

weaknesses and threats. The obtained data confirm that digital technologies are a tool for improving humanitarian security, as they ensure equal rights of students in the use of educational materials. This also optimizes the educational process to enhance student motivation. Digitalization of learning promotes the ability to freely express one's own thoughts, use of knowledge, which ensures the development of students' professional skills. Personalized feedback provides respect for students' rights, contributing to high-quality study of the subject. Weaknesses and threats can be eliminated through the development of effective pedagogical strategies.

5. DISCUSSION

The value orientations of humanitarian security are based on the implementation of strategic development that takes into account the principles of intellectual freedom, justice, and tolerance. The development of the higher education system requires the preparation of competitive specialists who have innovative thinking and can perform professional tasks under the influence of unstable circumstances. The digitalization of education helps to ensure access to important information and constant support. Teaching refugees using digital technologies provides them with direct access to any information. The process also affects the exchange of experience, which contributes to reducing stress and adapting to the education system [25]. The reviewed articles analyse the accessibility of educational information, which contributes to equal conditions for all students. Our research focuses on the application of theoretical knowledge, expanding pedagogical skills, and developing creative opportunities.

The introduction of martial law also has an impact on the education sector, which is associated not only with the danger for students, but also with a change in educational goals. Ensuring the principles of humanitarian security is possible as a result of the creation of socialization approaches, adherence to pedagogical strategies. Attention should be paid to democratic teaching methods and the use of active learning methods [26]. The educational process for refugees should be carried out with the achievement of protection and the expansion of educational opportunities. Academic success should be associated with student motivation, which can be achieved on the basis of quality management and interactive pedagogical methods [27]. In the published articles, humanitarian security is considered from the perspective of refugees, which requires ensuring equal conditions with such students. In our article, attention was paid to the provision of humanitarian security under the influence of digitalization of the educational process, which involved taking into account the components of humanitarian security for the development of pedagogical knowledge.

Digital transformation contributes to obtaining opportunities for humanitarian activities. Humanitarian innovations are related to issues of competition, impartiality of information. This allows for a better understanding of aspects of the educational process and minimizing negative impacts [28]. Digital technologies have contributed to changing the educational process, ensuring uninterrupted access to education for all students. Digital technologies contribute to ensuring the possibility of professional development, regardless of religious affiliation, field of study. They also contribute to the formation of sustainable connections between access to materials and learning outcomes [29]. Interactive technologies contribute to improving teaching methods, interaction with students, accessibility of materials. They also affect the improvement of personalized learning, individual support for students, ensuring understanding of the content of the educational process. This contributes to cultural awareness, diversity of views, digital literacy [30]. The education system should be adapted to social problems, which contributes to the development of personal fulfilment, social cohesion, and civic standing. The introduction of digital technologies into art education contributes not only to intellectual development, but also to emotional and aesthetic development [31].

Comparison of published works with our article showed the preservation of public safety by ensuring the individuality of learning, expanding access to educational materials. However, the analysed studies do not consider ways to develop humanitarian security when involving digital technologies in learning, which was considered in our article. Digitalization of the educational process was implemented using the Open edX, Zoom, Graasp applications. The study is aimed at identifying the components of humanitarian security that contribute to the development of pedagogical knowledge in learning. The skills that were developed in students under the influence of improving humanitarian security were also identified. SWOT analysis identified the advantages and disadvantages of digitalization of learning to preserve the principles of humanitarian security.

Thus, the formed teaching method is effective for preserving humanitarian security, which

was achieved on the basis of an analysis of the developed criteria of humanitarian security, skills formed by students, and scientific substantiation using SWOT analysis. Such conclusions were obtained on the basis of compliance with psychological safety, flexibility of the educational process, and the possibility of forming non-standard thinking of students. However, during the training, minor unexpected results were observed, which were associated with an increase in students' anxiety during the constant use of digital technologies. This contributed to the change of several classes and the provision of additional support by teachers to solve educational tasks.

7. LIMITATIONS

The limitations of the article are related to the identification of pedagogical factors that contribute to the development of humanitarian security through the use of digital technologies. However, the possibility of developing these factors during traditional training has not been determined. The results will be investigated in further work, which will allow for a comparison of different educational approaches to improving humanitarian security

8. RECOMMENDATIONS

Digitalization of the educational process has a positive impact on expanding students' opportunities. This affects not only the acquisition of professional knowledge, but also the ability to take into account the requirements of humanitarian security. The use of various digital technologies in the educational process promotes the development of students' potential, the expansion of practical pedagogical skills, interaction with virtual groups to develop personal resilience and the ability to resolve unforeseen crisis situations.

9. CONCLUSION

The conducted research was aimed at identifying the features of improving humanitarian security based on the digitalization of higher education. Therefore, all research activities were aimed at achieving the set goal. It was proposed to use the digital platforms Open edX, Zoom and Graasp for the digitalization of education of students of pedagogical majors. The digital platform Open edX was used to improve theoretical knowledge, which was aimed at improving teaching methods, perception of educational trends. The expansion of pedagogical knowledge became possible through working with virtual groups, which contributed to the development of communication skills, managing emotions when speaking to an audience. The digital platform Graasp was used to develop the students' creative abilities. This involved creating curricula, preparing lessons, expanding their professional knowledge.

The digitalization of the educational process contributed to the expansion of the humanitarian security components that were formed during training. First of all, this approach to training had an impact on the achievement of academic knowledge (98%) and the development of creative skills (97%). The students also developed skills that contribute to improving humanitarian security. These include the development of critical thinking (98%), digital literacy (99%), emotional and psychological resilience (97%) as the most expressed ones. The obtained skills enabled students to develop more professional approaches to performing practical tasks, performing situational pedagogical tasks.

The conducted SWOT analysis found that the digitalization of learning had a positive impact on the formation of the humanitarian security principles. The strengths of the digitalization of education are associated with ensuring the personalization of learning, access to specialized materials, expanding practical skills, reducing stress and anxiety. Work on joint projects, and the development of communication skills were also provided. Weaknesses are associated with the lack of high-quality organization of the educational process, which results in the lack of systematic training and the choice of appropriate technologies.

The practical significance of the article is the determined benefits of digitalization of higher education for compliance with the humanitarian security principles. The research prospects include determining the benefits of humanitarian security as a result of the use of digitalization approaches to education in online and offline learning.

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