Through data analysis and intelligent management, the scientific and accurate nature of education decision-making is improved [1; 4]. The development and application of intelligent education platform make personalized teaching possible, and provide customized learning programs and resources according to students' learning habits and needs, which greatly improves the learning efficiency. Secondly, the application of virtual reality and augmented reality technology in practical teaching provides students with a more intuitive and vivid learning experience, and makes up for the lack of practical conditions in traditional teaching.

In addition, the wide application of Internet technology has promoted the exchanges and cooperation between universities, and realized cross-university and cross-regional resource sharing and collaborative innovation [2]. Through online discussion, remote experiment and virtual communication, the boundary of time and space of education has been expanded.

Finally, the application of modern innovative technology in the higher education also promotes the transformation of educators 'teaching mode. Teachers are the organizers and guides of learning, stimulating students' interest in learning and innovative thinking through technical means.

In general, the deep integration of modern innovative technologies in the China's higher education system not only improves the quality and efficiency of education, but also provides a strong support for the fair and sustainable development of education.

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ICT-LED TRANSFORMATION: REINVENTING HIGHER AND HUMANITARIAN EDUCATION IN WAR-TORN UKRAINE

As the Russian-Ukrainian conflict continues, Ukrainian society and humanitarian education are facing unprecedented challenges. However, in the midst of this war, the use of ICTs offers significant transformational opportunities for higher education and humanitarian education. This paper will explore the use of ICTs in Ukrainian higher education and how they can contribute to the transformation of humanitarian education in the context of war.

In war-torn Ukraine, higher education institutions have been at the forefront of challenge and change. In this land of uncertainty, the traditional model of education has suffered unprecedented impact. However, it is against this backdrop that the introduction and application of information and communication technologies (ICTs) have injected new vigour into higher education in Ukraine and achieved an important transformation in teaching and learning methods. Firstly, the establishment of distance learning platforms became one of the key measures for Ukrainian higher education institutions to meet the challenges of war. These platforms, connected via the Internet, broke down geographical constraints and enabled teachers and students in war zones to continue teaching and learning activities from a safe location, such as their homes or shelters. This not only guarantees continuity of learning, but also provides a stable learning environment for students to maintain their pursuit of knowledge in the midst of chaos. At the same time, these distance education platforms also provide a wealth of teaching resources and learning tools. Teachers can upload courseware, assign homework, conduct online tests, etc. through the platform, while students can watch video lessons, participate in online discussions, submit homework, etc. through the platform. This flexible and diverse teaching method not only improves the efficiency of teaching, but also stimulates students' interest in learning. In addition to distance learning platforms, the application of virtual reality (VR) and augmented reality (AR) technologies has revolutionised higher education in Ukraine. During the war, many laboratories and teaching facilities were damaged, making traditional laboratory teaching impossible. However, through virtual reality and augmented reality technologies, students can perform hands-on exercises in a virtual environment, making up for the shortcomings of traditional laboratories.

In addition, virtual reality and augmented reality technologies can bring more innovative opportunities to higher education in Ukraine. Teachers can use these technologies to design richer and more varied teaching scenarios and experimental tasks to stimulate students' learning interest and creativity. At the same time, students can also use these technologies to conduct independent learning and inquiry-based learning, expanding their knowledge horizons and thinking skills.

Information and communication technologies drive the transformation of humanitarian education. In the context of war, the importance of humanitarian education has become even more pronounced. The application of information and communication technologies provides new possibilities and means for humanitarian education. Firstly, through online education platforms, educational resources from the international community can be more easily delivered to Ukrainian students, providing them with the necessary knowledge and skills. Secondly, the widespread use of social media and communication tools has also strengthened communication and cooperation in the international community, facilitating the timely and effective delivery of humanitarian assistance. In addition, big data analytics can help humanitarian organisations better understand the needs and situation in war-affected areas and provide a scientific basis for relief efforts.

Transformational Challenges and Opportunities in the Context of War. While the application of ICTs has brought transformational opportunities for higher and humanitarian education in Ukraine, it has also faced a number of challenges. Firstly, war-induced power disruptions and poor communications have limited the use of ICTs.

Secondly, cybersecurity issues have also become increasingly prominent, requiring greater protection and management of online learning platforms. However, these challenges have also prompted Ukrainian higher education institutions and humanitarian organisations to be more active in exploring and innovating ways of applying ICTs to the specific needs of the war context.

Looking ahead, it seems to me that as more and more countries call for an end to the war, I believe that in the near future, with the efforts of many international parties, the war will soon come to an end, and with the end of the war and the advancement of reconstruction work, higher education and humanitarian education in Ukraine will have new opportunities for development. Firstly, the application of information and communication technologies will continue to penetrate the field of education, promoting innovations in teaching methods and the optimal allocation of educational resources. Secondly, the international community will continue to strengthen its support and assistance to Ukraine's educational endeavours, injecting new vitality and impetus into the country's educational endeavours. Lastly, the Ukrainian Government will continue to strengthen its investment in and management of education, providing strong guarantees for the stable development and innovation of education.

In conclusion, the widespread use of ICTs has had a profound impact on the fields of higher education and humanitarian education in Ukraine, providing solid technological support for the transformation of both fields in the context of the war. In the face of the challenges posed by the war, Ukrainian higher education institutions and humanitarian organisations have demonstrated incredible resilience and innovation, actively introducing and exploring the use of ICTs in teaching, learning, resource allocation and aid delivery.

Looking ahead, the role of ICTs in the field of higher education and humanitarian education in Ukraine will become even more prominent as technologies continue to advance and their applications expand. They will continue to provide strong support and impetus for education and promote its prosperity and development. At the same time, Ukrainian institutions of higher education and humanitarian organisations will continue to strengthen their cooperation and exchanges with the international community in order to jointly meet the challenges and difficulties posed by the war and to contribute more to the cause of education and humanitarianism in Ukraine.

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ІНТЕГРАЦІЯ ІНФОРМАЦІЙНИХ І ПЕДАГОГІЧНИХ ТЕХНОЛОГІЙ У ПІДГОТОВЦІ МАЙБУТНЬОГО ФАХІВЦЯ

У сучасних умовах кожен фахівець повинен володіти необхідним рівнем фахової підготовки, що дозволить йому орієнтуватися, розуміти і управляти майбутньою діяльністю, перетворювати її з метою більш ефективної реалізації професійних завдань. Вміння прогнозувати, планувати, проектувати свою