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APPLICATION OF REMOTE TRAINING TECHNOLOGY AT THE DEVELOPMENT OF ELECTRONIC COURSES PROGRAMS

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Abstract: *Didactic potential and functions of computer telecommunications provide the opportunity to organize an educational process that meets the requirements and goals of profile training and reflects the basic principles of the personality-oriented approach. Given that the profile training involves flexibility, wide variation and differentiation in both the choice of the content of the students and the forms of education, educational models based on the use of distance educational technologies become an effective resource for the implementation of profile education.*

Keywords: *didactic potential, electronic course, educational process, personality-oriented approach, profile education*

Distance learning is one of the innovative educational technologies. Modern distance educational technologies offer real prospects for improving the quality of knowledge and efficiency of the educational process, for solving various social problems related to the functioning of the institution of education.

More recently, the issue of the essence of distance learning was one of the most urgent. Discussions about whether the DO is an independent form of training or absorbed by the correspondence form of training have not been properly resolved. Analyzing the course of the experiment in the field of education, the majority of specialists agreed on the introduction of distance education that it does not oppose, but integrates very well with both full-time and part-time forms of education. At the heart of the educational process with distance learning is the purposeful and intensive independent work of the student, who can study at a convenient place and at a convenient time. With this form of organization of instruction, the student and the teacher are spatially separated from each other, but at the same time they are in constant interaction, organized with the help of special methods of constructing the training course, forms of control, methods of communication via e-mail and other Internet technologies.

The system of distance learning implies an individual approach to learning. It is based on self-education. Every person engaged in self-education can determine the direction of the content of his work himself, choose what, in what volume, with what depth and by what sources he will be engaged. At the same time, it proceeds from its own motives and needs. Freedom of choice in this case is expressed in the possibility of choosing the content study option, the variety of forms of study and control, methods and methods of teaching. The purpose of this form of self-education is to expand, deepen one's own horizons in one or another field of knowledge. The most important advantage of distance learning is the ability to determine the direction of the learner's personality development, the development of his personal trajectory of education, the selection of the most comfortable options for studying the course and training programs. In the AC, the teacher has the opportunity to optimally and rationally use the educational information, create the conditions for interaction and support with students. It should be noted that the educational process of the AC is characterized by the following properties:

- Adaptability - individualization of the curriculum and loads;
- Flexibility - a free training schedule that allows you to define your own schedule, taking into account employment and personal preferences;

- Economic efficiency - minimization of costs for regular trips, absence of separation from production, etc.

The most suitable for use in distance learning are technologies based on the use of hypertext textbooks, computer training and testing programs, computer simulators and laboratory workshops, video lectures, videoconferences.

Electronic multimedia hypertext training material is designed for self-study of the course and is focused on maximizing the activation of this process. It contains structured educational material, presented as a sequence of interactive frames with multimedia information. Using the technology of information hypermedia, provides a rapid transition from one training frame to another, and enables the trainee to choose the trajectory of learning.

The electronic reference book allows the student to quickly obtain the necessary information in a compact form. The computer test system offers the possibility of conducting both a control measurement of acquired knowledge and the ability to conduct self-monitoring for the trainee. However, the effectiveness of the use of testing tools increases, if it allows you to accumulate and analyze test results by various criteria. Moreover, this service is interesting not only for the teacher, but also for the trainee himself, for analyzing his achievements.

To consolidate knowledge, as well as refine the acquired skills, computer models, designers, simulators and laboratory practices are used. The purpose of these tools is to automate the acquired skills in situations that simulate real conditions.

Consultations using telecommunication means are a specific technology of distance learning. They can be conducted both on-line (chat) and off-line (forum, e-mail). Recently, computer telephony has been increasingly used, which makes it possible to conduct audio-consultations. A feature of the telecommunication consultation is the possibility of its recording, which gives valuable material for analysis.

In Ukraine, distance learning technologies are a relatively new phenomenon: they were first talked about in the early nineties of the last century. In the West, distance learning has proven itself for a long time, since the use of such technologies has made it possible to solve a number of important tasks, such as reducing the cost of training (no costs for renting premises, trips to the place of study, for students and teachers, P.); Training more people; Improving the quality of education through the use of modern tools, voluminous electronic libraries, etc .; Creation of a unified educational environment (especially relevant for corporate training).

At the present time, the capabilities of personal computers, as well as software, are rapidly growing. The open educational space has become accessible to the general public. More and more schools are now actively working with e-mail, using remote access to information bases and educational resources of the Internet, creating their own websites, participating in inter-school and international projects, courses, and Olympiads. Modern schoolchildren know the means of modern communications quite well. Therefore, it is necessary to use this in order to gain knowledge through distance learning.

Along with the undoubted advantages of this form of training, you can also isolate the obvious disadvantages:

1. Lack of full-time communication between students and the teacher. That is, all the points related to individual approach and upbringings are excluded. And when there is not a person around who can emotionally color knowledge, this is a significant disadvantage.

2. The need for a number of individual psychological conditions. For distance learning, a rigid self-discipline is necessary, and its result depends directly on the student's independence and consciousness.

3. The need for constant access to information sources. We need good technical equipment, but not everyone who wants to learn has a computer and access to the Internet.

4. Typically, students feel a lack of practical training.

5. There is no constant control over the students, which for the Russian people is a powerful incentive.

6. Training programs and courses may not be well developed due to the fact that there are not so many qualified specialists capable of creating such training aids.

In distance education the basis of training is only written. For some, the lack of the opportunity to present their knowledge in verbal form may present certain difficulties.

Evaluation of learning outcomes is not so often and thus makes it difficult to adjust the training program for a particular student.

Distance education support is one of the effective mechanisms for the profiling of school education. With a huge workload of students of specialized classes, you can use similar technologies. Distance learning in the process of studying the programs of elective courses will create additional and expand the available opportunities to increase the accessibility, quality and effectiveness of profile training, and can contribute to the formation of a socially competent, mobile, adaptive and competitive personality, clearly aware of their rights and responsibilities, , The available opportunities and resources that can successfully function in a particular social space .

The use of information and communication technologies in the educational process in the context of the profile training of students makes new demands on the educational and methodological support of educational programs, and therefore the issues of creating and using distance educational resources for the general education system are becoming priority.

With the introduction of profile training, there is a shortage of educational and methodological developments both in the organization and implementation of various models of profile training, and in content-methodological support of core general subjects and elective courses. Distance support can facilitate the solution of such problems by expanding the access of teachers to scientific, scientific, methodological, information and analytical materials on topical problems of science development (by branches of knowledge) and education, the author's educational and methodological materials that can be useful for forming Educational and methodological kits on basic, specialized general subjects and for the development of elective courses. Using computer networks, participating in discussions, Internet conferences, forums, it is possible to discuss current problems of profile training and share experiences through networking with both education specialists and with fellow teachers, administrators, parents and all stakeholders. Work with Internet resources in an educational institution can be organized in two main ways: the work of students directly at the lesson and the organization of extracurricular activities of students.

The work of the students directly in the lesson can involve the use of resource fragments as demonstrations in a lesson for the entire class or for the organization of a front-line student survey. They can be engaged in a computer class that has access to the global Internet and work independently with the information resource.

The role of the teacher is to provide students with brief information on the theory and organization of practical activities, reflecting the content of the Internet resource (in the form of printed materials) and assignments. Then they go to the appropriate page on the Internet and perform specific tasks. And of course, at the final stage, a report on the studied information material is compiled, containing: a summary of the theoretical material, drawings, tables, answers to the questions posed, and so on.

The work of students with Internet resources as a part-time activity can be reduced to finding information for the preparation of reports, abstracts, messages on a specific topic before and during its study to obtain additional materials on the topic for use in the lesson; Addressing students to certain sources while studying the topic; Preparation of various types of creative work; Search for audio-visual aids on the topic. You can attract students to the creative work on the material of the Internet resource and the presentation of its results (for example, on Web pages); To get consultations from specialists in the network, at the end of the Internet resource there is a section where you can ask questions of interest.

In addition to the didactic potential of networked educational resources and distance educational technologies, in the context of profile training, their organizational capabilities can also be used. When teaching, you can use mixed forms of mastering educational programs: full-time, part-time, external, when part of the subjects the student is studying in the internal mode, while others, at his choice, he can study remotely. For example, a student of a humanitarian profile can master non-core disciplines at an accelerated pace, such as - physics, chemistry, biology, thereby freeing up the hours for studying profile training courses or appropriate elective courses. Using such a combination of forms of education will help to increase the learner's motivation to consciously plan his educational activity, increase the intensity of the educational process in order to allocate additional time resources for the mastering of core subjects and elective courses, and create opportunities for project and research activities within the chosen profile.

Didactic potential and functions of computer telecommunications provide the opportunity to organize an educational process that meets the requirements and goals of profile training and reflects the basic principles of the personality-oriented approach. Given that the profile training involves flexibility, wide variation and differentiation in both the choice of the content of the students and the forms of education, educational models based on the use of distance educational technologies become an effective resource for the implementation of profile education.

ВПЛИВ ВИКОРИСТАННЯ ІКТ НА ПРОФЕСІЙНУ ДІЯЛЬНІСТЬ ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ ПНЗ

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***Анотація.** Стаття присвячена питанням використання інформаційно-комунікаційних технологій в професійній діяльності педагогічних працівників професійних навчальних закладів і дослідженню їх впливу на неї. Стаття написана на матеріалах досліджень кафедри технологій навчання, охорони праці та дизайну Білоцерківського Інституту неперервної професійної освіти Університету менеджменту освіти*

***Ключові слова:** інформаційно-комунікаційна компетентність, інформаційно-комунікаційні технології, професійний навчальний заклад, педагогічні працівники.*

Процес підвищення кваліфікації педагогічних працівників ПНЗ відбувається в умовах серйозних змін в сфері освіти. Невід'ємною складовою цих змін є інформатизація освітньої сфери. Для підвищення ефективності процесу інформатизації освіти, для того, щоб цей процес був результативним, потрібен зворотній зв'язок зі споживачем освітніх послуг. В даному випадку такими споживачами є педагогічні працівники ПНЗ. Зворотній зв'язок потрібен в першу чергу для того, щоб організація, яка проводить підвищення кваліфікації усвідомлювала, чого саме потребують слухачі курсів, яка інформація, знання, вміння, навички їм потрібні для вдосконалення в своїй професійній діяльності.

Актуальність. Проблемам упровадження й ефективного застосування ІКТ у професійній освіті присвячено чимало теоретичних та експериментальних праць вітчизняних і зарубіжних педагогів, психологів, дидактів, методистів, фахівців з комп'ютерної техніки, практичних працівників. Це наукові дослідження Б.С. Гершунського [1], В.Ю. Бикова [2], В.П.Безпалька [3], В.Г.Кременя [4], В.В.Олійника [5], А.Ф.Верляня [6], М.Ю. Кадемії [7], В.М.Кухаренка [8], Ю.І. Машбиця [9], І.В.Роберт, [10], С.О. Сисоєвої [11]. Але переважна більшість робіт написана понад 10 років тому і поступово втрачає свою актуальність, в основному в роботах радянських, українських та російських дослідників розглядаються загальні питання інформатизації освіти, основна увага дослідників приділена загальній середній, а не професійній освіті, питання розвитку інформаційної компетентності педагогічних працівників професійних навчальних закладів засобами інформаційно-комунікаційних технологій взагалі і впливу використання ІКТ на професійну діяльність педагогічних працівників ПНЗ залишаються не дослідженими.

Метою дослідження є визначення, як використання ІКТ впливає на професійну діяльність педагогічних працівників ПНЗ

Об'єкт дослідження – професійна освіта України.

Предмет дослідження – процес підвищення кваліфікації педагогічних працівників ПНЗ.

Основна гіпотеза полягає в припущенні, що використання ІКТ в цілому позитивно впливає на професійну діяльність майстрів виробничого навчання та викладачів професійно-теоретичної підготовки ПНЗ незалежно від їх віку, стажу, місця проживання. Різним є лише вплив використання ІКТ на види роботи з учнями на заняттях.

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