

*T.K. Semibratova,  
Tomsk Polytechnic University*

### **Modern technology in kindergarten**

New information technology has become a promising tool for the development of children. Computers and many gadgets are always around us, which open up new learning options that have not been investigated yet. They are associated with unique capabilities of modern electronics and telecommunications. Computer technologies are among the effective means of learning that are increasingly used in education. The computer is the most advanced tool for processing information. It can serve as a powerful technical tool in learning and play the role of indispensable assistant in general education and mental development of children.

Psychologists note: the earlier a child gets acquainted with the computer, the less psychological barrier between him and the machine will be because a child has almost no fear of technology. Why? Because the computer is attractive to children, like any new toy. They want to quickly discover and master it.

The communication pre-school children with a computer starts with computer games. But parents must look for what games their children spend time and how it affects their psyche.

Many computer games are trying to teach a child something to expand his horizons. Computer games are written so that the child cannot imagine a single concept or a particular situation, but can get a general idea of all similar objects or situations. Thus he develops such important operations of thought as a generalization and classification.

During the course on computers children improve their memory and attention. Children at an early age have involuntary attention, that is, they can not consciously try to remember a particular material. And unless the material is bright and meaningful child inadvertently draws attention to it. Here, the computer is simply irreplaceable because it transmits information in an attractive form for a child that speeds up memorizing of the content and makes it meaningful and long-lasting.

The communication with the computer is interesting for children, first as a play activity, and later as an educational resource. This interest is the basis of the formation of such important structures as cognitive motivation, arbitrary memory and attention, and these qualities provide psychological readiness of the child for school.

Computer games teach children to overcome difficulties, to monitor the implementation of actions to evaluate the results. Thanks to the computer training goal setting, planning, monitoring and evaluation of the self- activity of the child through a combination of game and non-game moments becomes an effective. A child enters the story games, learns the rules, subjecting them to their actions, and tries to achieve goals. Additionally, almost all games have their heroes who need help to do the job. Thus, a computer not only helps to develop the intellectual abilities of a child, but also educates the volitional qualities, such as self-reliance, self-discipline, focus, perseverance, as well as the child attaches to empathy, care of heroes of the game, thereby enriching his attitude toward the world.

## References

1. <http://detochka.ru/articles/tehnica/> (дата обращения 28.04.2014).
2. <http://kama1983.narod.ru/p19aa1.html> (дата обращения 28.04.2014).
3. N.Y. Gutareva. Modern means of expressive oral speech control. // Научно-теоретический и прикладной журнал. Современные исследования социальных проблем (электронный научный журнал), Modern Research of Social Problems, №8 (28), 2013.
4. Н.Ю. Гутарева. Компьютеризация обучения английскому языку в неязыковом вузе: проблемы и перспективы. Вестник Новгородского государственного университета им. Ярослава Мудрого. Великий Новгород: Новгородский государственный университет им. Ярослава Мудрого, 2011. С. 23-25.

*T.O. Piontkovska*

*Pavlo Tychyna Uman State Pedagogical University, Ukraine*

### **A comparative overview of teaching practice in Porto University (Portugal) and Uman State Pedagogical University (Ukraine)**

The survey is done at the Faculty of Arts (the University of Porto, Portugal)  
under the financial support of EMINENCE, ERASMUS MUNDUS

*A central aspect* of any teacher education programs is the provision of experience in schools or teaching practice to student teachers.

*The objective* of any school practice is to ensure that student's education has the essential balance between theory and practical experience.

A common feature of both teacher education programs in Portugal and Ukraine is the provision of field experience or teaching practice for student teachers, but the provision for teaching practice varies greatly between the Universities in its organization, in the amount of time devoted to it, and in how students' progress is monitored.

Generally, Ukrainian and Portuguese student teachers are provided with opportunities to visit freely the place of practice, to consult with the class teacher and to meet "the pupils", the principal and other members of staff, to spend some time on classroom observation, and to give lessons under the supervision of experienced faculty members and mentors.

On the other hand, in Ukraine students are provided by brief periods of classroom placement (5 weeks) while in Portugal they have a year-long internship (the 2<sup>nd</sup> year of master degree) with regular teaching obligations. We should also mention that places of teaching practice are quite different. In Porto University master students undertake their teaching practice in schools, in Ukraine – in higher educational establishments.

Both Universities set out detailed requirements for their students with regard to short-term (in Ukraine) or long-term (in Portugal) planning, lesson preparation, classroom performance, and pupil assessment. Students are also advised about protocols for making contact with educational establishments, dealing with pupils,