XX МІЖНАРОДНА НАУКОВА КОНФЕРЕНЦІЯ
ІМЕНІ ЗАСНОВНИКА КИЇВСЬКОГО МЕДИЧНОГО УНІВЕРСИТЕТУ
ВАЛЕРІЯ ВОЛОДИМИРОВИЧА ПОКАНЕВИЧА

«РОЗВИТОК ОСОБИСТОСТІ СТУДЕНТА – МАЙБУТНЬОГО ФАХІВЦЯ»

Матеріали XX міжнародної наукової конференції
Київ, **25 листопада 2020 року**

КИЇВ 2020

Using the distance technologies in advanced training of teachers

T. E. Onishchenko[1], O.V. Riabokon[1], V.F. Onishchenko[2], N.V. Onishchenko[1]
Zaporizhzhia State Medical University[1]
Zaporizhzhia Polytechnic National University[2]

The rapid rate of aging of knowledge and increasing flows of information encourages teachers to meet the problem of constant updating. In this regard, the problem of creating an effective system of continuing education is relevant.

An integral and important part of these processes are distance technologies. Now in Ukraine there is a new education system, which focuses on entering the global information and educational space. This process is accompanied by significant changes in pedagogical theory and practice of educational process, which is associated with adjustments to the content of learning technologies. These changes must be adequate to modern technical capabilities, and promote the harmonious entry of the individual into the information society. Distance technologies should not be "application" in education, but an integral part of a holistic educational process, which would significantly increase its effectiveness.

In conditions of constant changes in the society life, teacher must be ready for continuous improvement and training of their skills. At the same time, society must create conditions for the realization of its needs for lifelong learning and development. Students of professional development courses are professional teachers who have different levels of qualification, professional competence, pedagogical skills and professional experience, focus on the need for new knowledge, specific skills and abilities, they need a clear interpretation and evaluation the benefits of certain technologies and results of professional experience.

At the present stage of advanced training system development of employees, education, there is a need for introduction of new educational technologies that increase the effectiveness of educational process. Therefore, the problem of widespread using of computer distance technologies in education is of great interest in pedagogical science.

The educational process in the system of teachers professional development must be carried out on the basis of competency and personal development approaches integration. Each teacher in the process of professional development should create and develop their competence as a product of individual professional and creative selfdevelopment. The motive for mastering competent activity is self-development, the creation of oneself as a professional who is able to consider the effectiveness of solving professional problems through the prism of their own growth [1, c.20].

The implementation of the competence approach in education in information society is under the rapid influence of the widespread intrusion of information and communication

technologies in all areas of professional activity. In "Memorandum of Continuing Education" of the European Association of Education as key positions in the development of education in modern conditions were identified innovative methods of teaching and learning that develop personal motivation, critical thinking and learning skills. The current level of information and communication technologies development allows realizing the motto of UNESCO: "Education for all throughout life".

One of the technologies for implementation of these tasks is distance education as a set of educational technologies in which student-teacher interaction is carried out regardless of their location using modern information and communication technologies and is part of the information educational environment of open education. Innovative development of training professional education system implies using of distance educational technologies. Continuous distance learning, based on the latest advances in computer and telecommunications technology, reflects current trends in the development of education as a holistic system at a qualitatively new level. It is maximally aimed to comprehensive disclosure of individual creative potential, because general cultural and professional training depends not only on the quality of human himself life, but also to a large extent the socio-economic progress of society [2].

Distance educational programs are aimed at developing the competence of teacher according to scope of his professional activity. Using of network technologies in process of professional development expands the opportunities for improving personal and professional competencies of the teacher through: informal networking with individuals and organizations working on similar topics for professional exchanges; various forms of cooperation, partnership, communication in order to develop new types of services, implementation of joint projects; participation in networks for the purpose of exchange between organizations representatives which are engaged in advanced training and consumers of educational services; establishment of network exchanges with sectors from which new ideas and new knowledge applied in the system of advanced training come; strengthening the potential of network working, information and telecommunication technologies used in its framework, which, in turn, require the use of a network approach for their fullest disclosure [3, c.104].

Independent choice of distance learning courses offered by various organizations and specialists allows the teacher to choose and improve their level of knowledge in a particular area, to form a willingness to effectively design educational programs based on individual educational needs of students; designing the educational environment in accordance with modern requirements of the changing information environment [4, c. 118].

Important tasks for developing the elements of distance learning by teachers are mastering one of distance education platforms, understanding and application in practice of techniques and means of organizing distance learning process; study to organize an electronic discussion, forum, chat; study to monitor and evaluate the results of distance learning; develop and test your own distance learning course [5].

Using distance education technologies, advanced training takes place in a short time and with minimal costs, which is especially important in today's conditions of financing the education system. Distance technologies make the learning process not only economical, but aiso flexible, creative and easy.

Teleconferencing, electronic textbooks, electronic libraries, Skype and webinar technologies, online courses can be used as distance learning technologies. The use of distance technologies allows involving in educational process specialists from different fields of knowledge, as well as specialists from other cities and countries.

Another technology solution that expands the capabilities of distance learning technologies is Google's network services. Google Docs has a free online office that includes a word processor and spreadsheet, a presentation service, and an online cloud storage service with file-sharing features.

Teachers may be interested in such in-service training programs as "Cloud technologies in education", "Electronic content management", "Fundamentals of electronic educational resources development" and others. Each course contains lecture material in text mode or video format, intermediate and final testing.

The organization of a distance education course should begin with formulation of tasks, choice of methods and technologies that meet the objectives, creation of various learning situations, such as: pedagogy of cooperation; traditional teaching; educational tasks and practice; interactive discussions; modeling; demonstrations; discovery; games; solving tasks/problems; mentoring.

Distance education technologies are divided into interactive and non-interactive. Interactive technologies are audio conferencing, video conferencing, electronic conferencing via e - mail, online services, etc. Non - interactive are printed materials, audio cassettes, video cassettes, one - way satellite and microwave communication, television and radio programs, diskettes, CD - ROMs.

Distance education is carried out by means of system, for example, a television course in combination with printed materials sent by mail, etc. The Internet is very successfully used in such a systematic, mixed approach to distance education, combining all the advantages, using images, text, search and real communication.

Independent choice of in-service training program and the means of its mastering give teachers the opportunity to acquire new knowledge, practice at a convenient time and at a convenient pace, and also to obtain a document on the refresher courses.

Thus, using of distance technologies in the process of teachers professional development allows continuous learning, self-development, increasing the level of specialists knowledge, mass exchange of information and experience, regardless of spatial and temporal boundaries, equal chances for self-realization of participants. Currently, there is growing number of alternatives to modern models of training qualified teachers, which creates conditions for them to build individual educational trajectories, maximum individualization of the educational process.

References

1. Белянин В.В. Дистанционное обучение как неотъемлемая часть образовательной среды / В.В. Белянин. О.Б. Кузьмин, С.В. Сердюк [и др.] // Педагогические и социологические аспекты образования; материалы Междунар. науч.-практ. конф. (Чебоксары, 24 апр. 2018 г.) / редкол.: Л.А. Абрамова [и др] - Чебоксары: ИД «Среда». 2018. - С. 20-22.
2. Хачев М.М., Теммоева С.А. Компетентность педагога как резерв повышения эффективности образования в КБГАУ // Современные проблемы науки и образования. - 2017. - № 4.; (URL: http://www.science- ucation.ru/ru/article/view?id=26622)
3 Флеров О. В. Дополнительное профессиональное образование в пространстве непрерывного образования личности // Педагогика. Вопросы теории и практики. 2017. № 3(7). С. 103-106.
4. Кухаренко В.М. Розвиток дистанційного навчання на сучасному етапі. - Науковий вістник Національної академії статистики, обліку та аудиту. Зб наук, праць - №2. - 2012. - с. 117-121
5. Корнеев А.Н.. Котельникова В.Е. Тенденции в области дистанционного обучения: методы и технологии // Интернет-журнал «НАУКОВЕДЕНИЕ» Том 9, №6 (2017) (URL: https://naukovedenie.ru/PDF/30EVN617.pdf).