Onishchenko T.E., c.med.sc., ass. prof.,
Riabokon O.V., doct.med.sc., prof., chief dep.,
Korniienko O.O., c.med.sc., ass. prof.
Zaporizhzhia State Medical and Pharmaceutical University
department of infectious diseases

THE USE OF INFORMATION AND DISTANCE TECHNOLOGIES IN THE CONTINUING EDUCATION OF TEACHERS

Ukraine is currently developing a new education system that is focused on entering the global information and education space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process. These changes should be adequate to modern technical capabilities and contribute to the harmonious entry of the individual into the information society. The rapid pace of knowledge obsolescence and the increase in information flows makes teachers face the problem of constant knowledge updating. In this regard, the creation of an effective system of continuing education for teachers is an urgent problem. Therefore, information and distance technologies are an integral and important part of these processes. Information and distance technologies should not become an "add-on" to education, but an integral part of the holistic educational process, which would significantly increase its effectiveness.

In the context of constant changes in the life of society, teachers should be ready for continuous improvement and professional development, and society should create conditions for the realisation of their needs for continuous learning and development.

The use of information and distance technologies during martial law has shown that this process requires further and deeper study in order to ensure Ukraine's entry into the global information and educational space, the formation of a new education system, and the increase in information flows and the rapid pace of information updates necessitate continuous professional development using distance technologies.

The educational process in the system of in-service training of teaching staff should be based on the integration of competence-based and personality-developmental approaches. In the process of in-service training, each teacher should create and develop his/her competence as a product of individual professional and creative self-development. The motive for mastering competent activity is self-development, the creation of the teacher as a professional capable of considering the effectiveness of solving professionally significant tasks through the prism of his/her own growth [1, p.93].

The implementation of the competence-based approach in education in the information society is under the rapid influence of the widespread invasion of information and communication technologies in all areas of professional activity. The European Education Association's "Memorandum on Lifelong Learning" identifies innovative teaching and learning methods that develop personal motivation, critical thinking and learning skills as key positions for the development of education in modern conditions. The current level of development of information and communication technologies makes it possible to actually implement the UNESCO motto: "Education for all throughout life" [2].

One of the technologies for implementing these tasks is distance education as a set of educational technologies in which the interaction between a student and a teacher is carried out regardless of their location, using modern information and communication technologies, and is part of the information educational environment of open education. Continuous distance learning, which is based on the latest advances in information, computing and telecommunications technology, reflects current trends in the development of education as an integrated system at a qualitatively new level. It is maximally aimed at the full disclosure of the creative potential of the individual, because not only the quality of life of the person, but also the socio-economic progress of society depends on general cultural and professional training [3, p.104].

Distance education programmes are aimed at developing the competence of a teacher in accordance with the field of his/her professional activity. The use of network technologies in the process of professional development expands opportunities for improving personal and professional competences of the teacher through: informal networking with individuals and organisations working on similar topics for the purpose of professional exchanges; various forms of cooperation, partnership, communication for the purpose of developing new types of services, implementing joint projects; participation in networks for the purpose of exchange between representatives of organisations engaged in professional development and consumers of educational services; establishing network exchanges with sectors that provide new insights and new knowledge used in the system of in-service training; strengthening the potential of networking used within the framework of information and telecommunication technologies, which, in turn, require the use of a network approach for their fullest disclosure [4, p.55].

Independent choice of distance learning courses offered by various organisations and specialists enables teachers to choose and improve their level of knowledge in a particular field, to develop readiness for effective design of educational programmes taking into account individual educational needs of students; design of the educational environment in accordance with modern requirements.

Important tasks for teachers to master the elements of distance learning include mastering one of the distance education platforms, understanding and applying in practice the methods and means of organising the distance learning process; learning to organise an electronic discussion, forum, chat; learning to monitor and evaluate the results of distance learning; developing and testing their own distance learning course.

Thanks to information and distance education technologies, teacher training is carried out in a short time and at minimal cost, which is especially important in the current conditions of financing the education system. Distance technologies make the learning process not only cost-effective, but also flexible, creative and easy. Teleconferences, electronic textbooks, electronic libraries, Skype and webinars, and online courses can be used as information and distance learning technologies. The use of distance learning technologies makes it possible to involve specialists in various fields of knowledge, as well as specialists from other cities and countries in the educational process.

Another technological solution that allows expanding the possibilities of distance education technologies is Google's network services. Google Docs offers a free online office, which includes a word and spreadsheet processor, a

presentation service, and an online cloud storage service with file sharing functions. Google's websites use wiki-technology to make information available to people who need to obtain it quickly. Google services provide additional opportunities for communication and networking. Site users can work together and add information from other Google applications. Google sites provide convenient opportunities for the formation of the final electronic portfolio of the group, which systematises and structures all the work done in the learning process [5, p.199]. Currently, teachers are offered a variety of distance learning courses for professional development, each course contains lecture material in text or video format, practical tasks, intermediate and final tests. The organisation of a distance education course should begin with the formulation of objectives, selection of methods and technologies that meet the set goals, creation of various learning situations, such as: collaborative pedagogy; traditional teaching; learning tasks and practice; interactive discussions; modelling; demonstrations; discovery; games; problem solving; mentoring.

Usually, distance education is delivered not through a single medium, but through a system of mediums, for example, a television course combined with printed materials sent by mail, etc. The use of the Internet for distance education requires more planning and preparation than all other types of education. The preparation of materials and programmes that use these materials becomes a critical component.

To solve the problems of informatisation of the in-service training system, it is proposed to create a website for training and advanced training of scientific and pedagogical staff, namely: obtaining information on various issues, advanced training, communication with other teachers, consulting with other professionals, reviewing regulatory documents. One of the main advantages of the website is the availability of a system of distance learning courses. Teachers can choose their own in-service training programmes and means of learning, which gives them the opportunity to acquire new knowledge, study at a convenient time and pace, and receive a certificate of completion.

Thus, at present, the number of modern options for in-service training of teachers using information and distance technologies is increasing, which creates conditions for them to determine their personal educational trajectories, individualise the learning process, enable continuous learning, self-development, exchange of information and experience, regardless of space and time boundaries, and equal chances for self-realisation of the participants in the process.

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Бобрик В.І., Івнєв Б.Б., П'ятницький Ю.С., Закрутько Л.І.
ПВНЗ «Київський медичний університет»

ОСНОВНІ РЕЗУЛЬТАТИ НАУКОВОЇ РОБОТИ КАФЕДР ПВНЗ «КИЇВСЬКИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ» У 2022-2023 РОКАХ

Науково-дослідна робота (далі – НДР) є одним із пріоритетних напрямів діяльності ПВНЗ «Київський медичний університет» (далі – Університет), адже поєднання науки і практики, впровадження результатів наукових розробок у практику системи охорону здоров'я й навчально-методичного процесу є обов'язковими компонентами роботи закладу вищої медичної освіти. Виконання НДР в Університеті у військовий час, навіть в умовах обмежених ресурсів, є запорукою збереження в університеті академічних традицій, а також інституційних функцій закладу вищої освіти у суспільстві та у сфері практичної охорони здоров'я.

Формування тем НДР в Університеті відбувається відповідно до Законів України «Про наукову і науково-технічну діяльність», «Про інноваційну діяльність», «Про пріоритетні напрями розвитку науки і техніки», Закону України «Про внесення змін до деяких законів України щодо пріоритетних напрямів розвитку науки і техніки та інноваційної діяльності» та сучасних потреб практичної охорони здоров'я.

НДР в Університеті не фінансується з державного бюджету України чи інших зовнішніх джерел. Формування відповідної тематики й проведення НДР в основну зосереджується на кафедрах, які виступають ініціаторами відповідних тем НДР. Тому теми НДР в Університеті є кафедральними, відкритими, прикладними та ініціативними.

У 2022-2023 роках в Університеті виконувалися 12 зареєстрованих в УкрІНТЕІ та 3 незареєстровані теми НДР згідно із затвердженими тематичними планами НДР на 2022 та 2023 роки.

Наукові результати кафедральних НДР викладені в монографіях, збірниках наукових праць та численних публікаціях у наукових фахових виданнях України, а також іноземних виданнях, у т.ч. тих, що індексуються в науковометричних базах SCOPUS, WEB OF SCIENCE. Також протягом відповідного періоду виконавці тем НДР брали участь в різноманітних наукових і науково-практичних заходах з публікацією тез доповідей чи наукових повідомлень. На окремі результати НДР у вигляді винаходів/корисних моделей отримані патенти.

Нижче в розрізі спеціальностей і кафедр наведена інформація про виконання кафедральних тем НДР у 2022–2023 роках та їх основні наукові результати.