PEDAGOGICAL CONDITIONS IN DEVELOPING VOCATIONAL AND TECHNOLOGICAL TEACHER COMPETENCIES IN THE FIELD OF TRAINING

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ABSTRACT

When distance learning teacher methodical preparation is carried out directly in the course of his employment that allows you to directly use acquired knowledge in their professional activities and resolve problems in the course of using constant contact with additional professional education institution teachers. It should be emphasized that distance education is a serious interactive work that requires innovative technologies and methodologies being developed for schools and universities and are constantly updated. Electronic educational resources are created. Distance education is not scanned textbooks and do not view the lectures on television. It is a system in which you can work at a distance with the job, communicate with a teacher, visit virtual labs, and classrooms. It is this circumstance explains the methodological requirements and increased teacher training in terms of distance learning, which is based in educational practice on the wide use of electronic educational resources information technology, resulting in the presence of a large list of skills, skills.

Keywords: Professional, technological, competence, teacher, teacher, the condition improved.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The vocational and technological competence of teachers in the field of Internet technology is enhanced and improved in the process of acquiring and building their knowledge and skills in the field of Internet technologies that are needed when addressing current Professional tasks.

Naturally, this process requires a clear and focused, specific pedagogical conditions for improving competence in the above-mentioned area, related to the terms of the distance learning system additional professional education.

Available theoretical studies the problems of improving vocational and technological teacher competencies in the field of Internet technologies allow you to set and meet the challenge of the theoretical substantiation of complex pedagogical conditions, improve competence in the above areas.

When used in teaching to the notion of "condition" can be an additional definition of "conditions of training activities-have added a set of circumstances, Wednesday in which it operates and the factors the livelihoods of its subject. Those and others are considered through the prism of the circumstances contributing to or impeding their successful implementation "[1].

Compliance with certain pedagogical conditions is the basis for achieving high levels of vocational and technological teacher competencies in the field of Internet technologies. This idea is the basis of our study.

The educational process in the theoretical pedagogy at the moment is considered as a system, dependent on its structural elements, a number of objective and subjective factors that can be grouped into several groups:-the conditions characterizing the personal qualities as learners and teachers;

-conditions of contact and interaction between teacher and learners;

-material-technical base, contributing to favourable conditions of organization of educational process.

Improvement of vocational and technological teacher competencies in the field of Internet technologies for distance learning in the course of the additional professional education is determined and any other terms and conditions not related to the system additional professional education.

In our study presented the conditions influencing the researched object.
We see pedagogical conditions as a set of measures of the educational process of the additional professional education system, aimed at improving the vocational and technological teacher's competence in the field of Internet technologies in distance learning, facilitating a higher level of competence of teachers in the field of Internet technologies.

Analyzing the essence and content of the basic categories of our study, i.e. "the competence of teachers in the field of Internet technologies, the State of the issue, we expect improving vocational and technological teacher competencies in the field of Internet technologies in distance learning process will be effective when conditions:

-Permanent and continuing professional development of teachers in the field of Internet technologies.

-Wide use of projects in the process of improving the competence of teachers in the field of Internet technologies.

-Development of block-modular structure of course training teachers using Internet technologies and taking into account the specificity of teaching the relevant subject.

By A.B.Khutorskoy, "content Farm"-is the sum of the elements of the processes that form the basis of objects and are prerequisite for the existence, development and turnover their forms "[4].

According to I.F. Harlamov, you must understand the content of the total system of scientific knowledge and practical skills that should be taught to students, contributing to the full development of their skills, abilities and intelligence [3].

We believe that forming a component of improving vocational and technological competence of teachers in various areas, including Internet technology should be guided primarily by the needs of teachers and not be based solely on the opportunities for additional professional education institutions.

Is this principle, the content that refresher will meet professional demands and needs of teachers. In doing so, we are guided by the opinion of L.V. Mozgareva [2] that "so far there is no number needed tests that determine the degree and level of the professional needs of teachers, who do not always and not in all match their professional needs. At this time the existing teachers refresher courses in traditional face-to-face learning and growing information needs of teachers unable to fully satisfy the demands of the teachers. When distance learning would be solved tasks of drafting and implementation of flexible training programmed, as well as the level of actual information needs of teachers, including individual, focusing on Internet

technology, implying This individual or collective property, which determines the degree of need for information, which corresponds to the content produced.

The need for a differentiated approach and a lot level content of teacher training is reflected in the scientific literature on the subject, which sets out the specific actual requirements content requirements the above courses:

-lighting concepts and directions in modern education, the results of scientific research humanitarian, natural disciplines, forms and directions of the improvement communication infrastructure for the implementation of educational and information technologies;

-diagnosis of the extent of the needs of teachers in information-analytical materials, modular structuring training programmed;

-study and identification of problems, queries relating to the continuation of self-education;

-modular design educational and thematic plans and programmed, the existence of invariant and variant modules;

-differentiation of approaches to formation and distribution of teachers by educational groups.

Based on the above requirements for the establishment and operation of a system of supplementary training, we offer the option of modular structures in the content process and qualification improvement of teachers in the field of knowledge and mastery Internet technologies. Under the modular program means a detailed schedule of the study unit, which includes integrating the overall objective of the study of an entire block, a list of target material and the requirements for receiving knowledge, skills and trainees, step-by-step specific objectives, specifying the type of activity of a trainee on a particular lesson, checklist and tasks for self-control, monitoring of the teacher.

We believe that the module is software and a part of distance learning, including individualized content teaching methodologies, taking into account the level of autonomy and the intensity of the training and learning the activities of students and contributes to the effectiveness of the training of teachers.

Remote modular training provides full autonomy in achieving specific objectives in the cognitive process.

In preparing the content of us as factors taken into account, illuminating perspective leading directions in the development of modern education, including the use of Internet-based technologies, advanced teaching methods, as well as self-education in the field of Internet technologies, the ability to refine and adjust the content of the training. As much as possible taken into account processes of informatization and modernization of the entire education system.

Thus, on the basis of the above, the following informative blocks: the first scientific-theoretical, providing knowledge, skills, theory and methodology of teaching using Internet technologies, advanced trends of informatization of education system and other innovations in the field of Internet technologies.

The second scientific and methodical, including mastering, development and skills training with the use of Internet technologies.

The third is practical, providing for the practical realization of the obtained theoretical and methodological knowledge.

Modular content structure contributes to this approach.
Existing research opportunities to enhance the qualifications of the teacher's composition in the use of Internet technologies in their teaching, cannot fully meet the needs, therefore, modular structure teacher training programmes in this area requires substantial modernization.

And analysis of existing courses in the field of Internet technologies suggests that teacher training basic prevails mastering user skills and the basics of networking.

Thus, when defining the content configuration process of improving vocational and technological teacher competencies in the field of Internet technologies, we focus on object-oriented component course preparation. We reasonably believe that the approach to structuring the content in conjunction with distance learning, provides teachers with the broadest possible self-governance during learning, personal and professional success, gives the possibility of a differentiated approach to the content of education by combining individual modules of training groups of information. In addition, modular basis in the content process refresher allows you to actively apply them in distance education, putting any of them as a basis when designing and developing a distance course.

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