PEDAGOGICAL CONDITIONS TO IMPROVE THE PROFESSIONAL COMPETENCE OF TEACHERS UNDER THE VIRTUAL TECHNOLOGIES IN DISTANCE LEARNING ENVIRONMENTS

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ABSTRACT

Now the teacher training opportunities in the use of virtual technology in teaching certain subjects were not adequately reflected in the scientific-pedagogical research. Therefore, the most important changes in the modular structure of the content of the training programs for teachers in the field of virtual technologies must undergo significant changes. Improvement of the professional competence of teachers by virtual technologies we associate with the introduction in educational process of copyright programs, group learning based on learning needs of teachers and track effectiveness courses conducted in the process of learning. The content of teacher training in the field of virtual technologies implemented in the course of their theoretical, methodological and practical training. Therefore, we distinguish in the modular structure of three content block: scientific-theoretical, methodological and practical activity.

Keywords: Professional, competence, teacher, virtual technology, conditions improving, qualifying.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Improvement of the professional competence of teachers by virtual technologies occurs during the process of mastering their knowledge, skills and techniques necessary for effectively addressing the professional tasks. We believe that this process should not proceed spontaneously and deliberately, which is achieved through the creation of a series of special pedagogical conditions conducive to the improvement of the professional competence of teachers virtual technologies, including distance education in continuing professional education system. Based on the results of theoretical studies on the formation and improvement of the professional competence of teachers by virtual technologies, we set the task of theoretically justify complex pedagogical conditions, contributing to the improvement of their professional competence.

So how do we use the concept of "condition" in a pedagogical purposes, then turn to the interpretation of another concept of "conditions of educational activity-the totality of the circumstances in which it takes place and the circumstances of the vital activity of its subject. Those and others are seen as factors contributing to or impeding its success "[2, 451-452].

Now in theory pedagogy of learning process is seen as a complex system, which influence its structural elements, objective and subjective factors. Factors of effectiveness of any didactic system can be divided into four groups: conditionals
    1. the terms and conditions determined by the personal qualities of students;
    2. the terms and conditions determined by the personal qualities of the teacher;
    3. conditions relating to interpersonal interaction and communication of teacher and students;

4. logistic conditions of organization of educational process.

Improvement of the professional competence of teachers on virtual technologies in the process of distance learning in continuing professional education system defines many terms, some of which are not related to the system additional professional education.

In our study we identified only those conditions which affect the researched object. Thus, we believe that the pedagogical conditions is a complex of interacting steps of the educational process in the system of the additional professional education aimed at improving professional competence virtual technology teachers in the process of distance learning, which provides a transition educator to a higher level of professional competence.

The first pedagogical condition — create a modular structure of the content of the course training, taking into account the specificity of the teacher taught the subject to improve the professional competence of teachers by virtual technologies.

Analysis of the scientific literature on the problems of improving the kVA ¬ ing of teachers suggests that there is now a need for differentiation and multilevel role-content of teacher training.

In accordance with the aforementioned requirements of additional professional education, we offer modular structuring the content of teacher training the field of virtual technologies.

We believe that education is an indispensable link module in distance learning, so as a module, which is a training program customized for content, teaching methods, the level of self-sufficiency, tempo training and learning activities of students, enhance the effectiveness of the course of training for teachers. In the process of distance learning teacher fully independently reaches the specific objectives of the training of cognitive activity in the process of working with the module.

In selecting the content of us taken into account a number of factors, namely, the coverage of the leading trends in the development of modern education (in particular, the teaching of certain disciplines, informatization of education), as well as major destinations educational activities, on the basis of virtual technologies; the ability to adjust the content of the training based on diagnosis and self-evaluation information needs of teachers; ICT training orientation to self-education.

On the basis of the above, three substantive sections: scientific-theoretical, methodological and practical activity. Implementation of this approach is possible on the basis of a modular structure the content.

Theoretical block implies, first of all, the improvement of the professional competence of teachers by virtual technologies. Involves the mastery of teachers knowledge on the theory and methodology of teaching using virtual technologies, familiarity with modern trends of informatization of education system, innovative processes in the field of using ICT tools for training, education and development of students. It includes the following Knowledge:
  • the achievements of Informatics, information and communication technologies, that can be used in the process of studying various subject areas;
  • about the peculiarities of the methodological approaches to the teaching of certain subjects in conditions of informatization of education;

• the conceptual foundations of the information society;
• about the possibilities of the use of ICT in teaching certain subjects;
• educational software;
• about the information resources of the Internet for teaching individual subjects, etc. in the context of distance learning in classroom training teachers consider important inclusion as follows: • the essence of distance education, it differs from traditional forms of education;
• principles of distance education;
• advantages of distance learning;
• possibility of using distance learning in the training of teachers;
• features of the educational process in the context of remote learning.

Methodical training of teachers in the field of virtual technologies includes a knowledge of the principles, content, rules, facts, forms and methods of education and training, provides professionally significant improvement skills and skills for teachers Organization of educational process on the lessons using virtual technologies, taking into account modern trends of informatization of education, namely:
• implementation of methodology of educational process with the use of virtual technologies;
• ability to develop or use virtual technologies in their professional activities, etc.;
• be aware of existing media and educational Internet resources, recommended for use in educational process of subject, be able to take advantage of them;
• to be able to evaluate the main pedagogical properties of electronic educational products, determine the pedagogical usefulness of their use in the educational process;
• be able to selectively apply the professional activities of various models using virtual technologies in educational process depending on the actual equipment of educational institutions, etc.

Methodical preparation in terms of distance education is carried out without discontinuing work. Therefore, the teacher has the opportunity to implement the obtained knowledge and skills directly in their professional activities. In case of problems related to the implementation of the "knowledge, teacher of the additional professional education institution has the ability to assist the teacher's advice, provide additional information, and so forth. Methodical teacher training in distance learning environments based on the use of information and communication technologies, requires teachers have the following skills and abilities:
• custom personal computer skills (use of keyboard, mouse, and other devices, to save a document to different media, copying, and deleting documents);
• the ability to create text documents in a text editor;
• the ability to work with spreadsheets;
• familiarity with multimedia information;
• the ability to find information on the Internet;
• ability to use e-mail, chat rooms and forums;
• communicative skills in specific training environment for distance learning, etc.

Since distance learning is aimed primarily at independent cognitive activity of the trainee, his effectiveness is largely determined by how well the teacher is able to organize the educational process in remote mode How exactly he plans to their time, how well he can work with educational literature. Therefore, methodical preparation of teachers, we believe it is necessary to include the following knowledge and skills:
• the ability to plan their training activities;
• ability to use various sources of information (print, oral, audio-visual, computer);

• ability to assess results and self-evaluation at the various stages of distance education;

• recording skills, presentation, quoting reference training documentation;

• ability to read, watch, listen to, taking into account the various tasks (identifying main ideas, Department Chief from the secondary, speed reading, a cursory browsing, comparison information);

• ability to solve educational problems.

Practical teacher training aimed at developing and improving the skills they have acquired during the theoretical and methodological training in practice in working with students. Distance learning like no other form of training enables them to be used in professional activity directly in the process of training. It is therefore essential that the teacher distance learning process mastered the following skills: • to use the methods of examination and estimation of knowledge of the student in the process of teaching subject;

• optimally apply organizational forms, methods and tools for teaching;

• carry out the teaching of the subject using various teaching technologies and ICT tools;

• implement the principle of differential and personality-activity approaches the learning process of students;

• use creative style subject teaching activities through the introduction of ICT tools;

• carry out self-analysis and self-assessment results activities;

• use of electronic educational products created by distance learning process in educational process.

Thus, in considering the goals and objectives of the system of training in virtual technologies in the context of problems of formation and improvement of the professional competence of teachers by virtual technologies, we believe that the development virtual technology tools should qualitatively affect not only the change in the structure of the overall professional competence of teachers, but also on quality content to its components. Should qualitatively change the entire range of theoretical and practical skills that form the basis of professional competence of teachers.

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