



Theoretical Analysis of Enhancing the Readiness of Teachers to use Virtual Environment in Credit Education

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ABSTRACT

Issues of formation of technological training of the university teacher, use of virtual educational environment with credit have been considered. The issue of readiness in modern pedagogy and psychology, educational environment with credit technology is analyzed through scientific approaches to the implementation of Bologna process parameters in higher education.

Keywords:

Information and Communication Technology, credit education technology, readiness, professional readiness, professional suitability.

Introduction. The main idea of the Bologna declaration is to receive education throughout life, in which the independent work of the student is one of the successful criteria for increasing the level of Education. Modern teacher should act not as a source of knowledge, but as the leader and organizer of the educational process, namely: individualize the educational process through the independent work of students; use information technology in providing the student with methodological materials; direct the student to obtain and analyze information independently. It is also important that the emphasis in the Bologna Process is transferred from the educational content to the educational result.

Literature view. Plekhanov A.A Presents the preparation as a set of interacting components. These are: motivational, meaningful, operational and reflexive components. The author, emphasizing the importance of each of them, distinguishes a certain structure by which

it is possible to diagnose the degree of development of readiness.

Smirnov S.A. in his scientific work, he uses two terms: "professional suitability" and "professional readiness". Professional suitability is understood as a set of psychological and psychophysiological characteristics that are necessary for success in the chosen profession of a person.

Research methodology. The success of professional activities of professionals in today's society depends on the degree of ownership of the tools and services that their information and communication technology provides. Relying on how qualitatively pedagogical personnel are trained, how "free" they use the tools of information and communication technologies in the educational process, we can say that under them there are "software, software and technical tools and devices that work on the basis of microprocessor, computational techniques, as

well as modern information transmission systems that provide the opportunity to collect, produce, store, process, transmit and, we understand the "information exchange systems") in many respects the future of the whole world society will depend on. If the teacher of a higher educational institution is a scientist and educator as a specialist in a certain field of knowledge, demonstrates a creative attitude to professional activity in the educational process, and at the same time professionally handles ICT, then its pedagogical effect will increase several times.

Analysis and results. In our country, the transition of higher education to credit education technology faxes the teacher's technological readiness to use the virtual educational environment in professional activities. Within the framework of the credit technology of education, students are given the freedom to choose their own educational track record, as well as the teachers who take the courses, in which the teachers are obliged to:

- Presentation of their courses through the means of information and communication technologies, using all kinds of multimedia and animation tools; design of electronic textbooks, development of distance courses;
- Use of Internet sites by students to obtain information from the New actual content of information through independent izlash;
- Transfer a large part of communication and interaction with students to the network (the feature of messaging services is that correspondence is delivered to the address within a few seconds, regardless of the physical distance, making them an integral part of the learning processtiradi);
- The use of virtual space facilities to organize the independent work of students under the guidance of various types of independent work and teachers;
- Development of different types of test and other Test assignments;
- Control students' knowledge and skills using electronic means and so on.

In modern pedagogy and psychology, the issue of readiness is one of the most relevant. The concept of "readiness" for the

implementation of any activity, despite its wide spread, does not have a clear explanation. Different authors it: the presence of abilities; as a trait of the individual; temporary status and so on. sees as.

In pedagogical literature, all kinds of preparedness: psychological, practical, professional and other types are distinguished. Let's look at some of the available approaches.

The analysis of the existing approaches shows that most often readiness is studied as a certain state of consciousness, psyche, functional systems in the conditions of responsible actions or preparation for them. Readiness seems to be the ability, inclination of the projectile to move at a sufficiently high level, is based on decisive conditions for rapid adaptation to working conditions, professional improvement and the continuation of professional development.

At the same time, the diversity of directions in pedagogy determines the readiness for various types of professional activity (preparation for sectoral activity, development of the consumption of media informationtirishga readiness, preparation for professional activity in the conditions of information and communication educational environment, innovative readiness).

Technology is inextricably linked with all the diverse manifestations of the personality of the teacher, and in this the methodology is the procedure by which methods and tools are applied, regardless of the person who carries them out. It can be seen that the pedagogical task can only be effectively solved by the teacher who is ready to apply it with the help of appropriate technology.

Indicating that the term "technology" in pedagogy is brought from the field of Information Technology, the teacher's willingness to use ICT in educational activities can be defined as technological readiness. We define it as the ability of the teacher to solve professional problems using the tools and methods of information and communication technology and they are::

- To carry out information activities on collection, processing, transmission, storage of

information resources in order to automate the processes of information-methodical provision;

- Creation, evaluation and implementation of information content distributed on the Internet for e-learning resources and educational purposes;

- Organization of network cooperation (communication) between interactive services operating on the basis of educational process and ICT;

- Manage the independent work process of students in a virtual learning environment.

Undoubtedly, the professional qualities of the teacher are associated with the ability to integrate in their work new methods, forms and tools of education, including the willingness to learn and use them on the basis of ICT, and with the aim of increasing the effectiveness of the educational process, raising the level of its compliance with the requirements of the information society.

Conclusion / Recommendations. The modern state of the use of ICT in the educational process of a higher educational institution and the qualitative specification of the analysis of the ever-increasing requirements for the professional activity of teachers makes it possible to distinguish the following stages of the formation of technological readiness, which determines the level of the use of ICT in the educational process in:

- Main stage (formation of the optimal environment of knowledge and skills related to the use of personal computer as one of the hardware and telecommunications components of the virtual educational environment in the user-level educational process);

- Practical stage (formation of the optimal invariant of knowledge and skills that are part of the software-service component of the virtual educational environment associated with the development of electronic definition resources, as well as conscious, methodically correct application of the components of the information-meaningful component of the virtual educational environment in the teaching of its subject);

- Network stage (the formation of an optimal invariant of knowledge and skills, which

allows the teacher to initiate a network collaboration between all participants in the educational process, to ensure the control of the educational work, the availability of Network Educational-methodological composition, which leads to the selection of the educational tray, which will help to establish a consolidated system of assessment, etc.);

- Interaktiv stage (formation of the optimal environment of knowledge and skills aimed at organizing the educational process on an interaktiv scale, ensuring the maximum implementation of Bologna process parameters — creation of opportunities for distance learning, academic mobility, effective and multi-stage independent work).

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