Секція
ВИКОРИСТАННЯ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ В ОСВІТІ ТА НАУЦІ

FEATURES OF INTRODUCTION OF INFORMATION TECHNOLOGIES INTO THE EDUCATIONAL PROCESS OF INSTITUTIONS OF HIGHER EDUCATION

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Modern development of society requires the new system of education - "innovative teaching" that would form for students ability to make a projective determination of the future, responsibility for him, faith in itself and professional capabilities and possibility to influence on the own future. The fundamental was determine such correlation of obligatory audience employments and obligatory independent work with literature under direct control of teachers. Their combination and different varying of the educational mode came true independently taking into account the specific of profession and possibilities of collective, but in all cases in the new educational mode it was envisaged: removal of multi-dimensional a concentration and successive study of basic disciplines and exit are on end-point from the basic articles of preparation of specialist; continuity of preparation of specialist is in relation to basic parameters.

Essence of informatization of higher education consists in creation for teachers and students of favourable terms for free access to cultural, educational and scientific information. A concept "computer technology of studies", taking into account wide possibilities of modern computing facilities and computer networks, is often used in the same understanding, that and informative. Different programmatic complexes are successfully used in higher educational establishments - from in relation to accessible (text and graphic editors, facilities for work with tables and preparation of computer presentations), to difficult and strictly specialized (systems of programming, control system by the bases of data, packages of symbol mathematics and statistical processing of data and others like that). Information technologies of studies develop the ideas of programmable teaching, open the fully new, yet not investigated technological variants of teaching, related to unique possibilities of modern computers and telecommunications.

In addition to the above, it is also that computer technology can come true in next three variants:

1) as "penetrating" technology (application of computer studies from separate themes, divisions, for the decision of separate didactics tasks);

2) as basic, prominent, most meaningful part in this technology;

3) as monotechnology (when all studies, all educational process control, including all types of diagnostics, monitoring, lean against application of computer).

Concrete programmatic and technical facilities that behave to information technologies are actively developed and used in higher educational establishments. A factor that determines their successful application is work of teacher above methodical providing of their use.

At the same time the problem of readiness of teachers appeared to introduction of computer technologies in an educational process. And, as experience shows, there is a necessity of preparation of teachers and bringing in of them to educational innovative activity. Basic tasks to readiness of teachers to innovative activity in the system consist in that: to help every teacher in development of him the valued orientations and humanistic orientation, that determine the general going near realization of issues of the day of modern school; to give possibility to realize methodology of decision of professionally-pedagogical problems, that is base on humanistic paradigm; to find the methods of realization of conceptual charts in experience of activity, especially in organization of дослідно-експериментальної work; orient a teacher on a comprehension to them of results of pedagogical innovations, to assist making of criteria of their estimation and self-appraisal.

The level of preparation of teacher to innovative activity in the conditions of continuous pedagogical education rises, if methodically provided: development of theoretical model and program of preparation of teacher-innovator; a selection of optimal totality of forms and methods of organization of pedagogical activity is in structural subdivisions of the system of continuous pedagogical education; successive realization of the selected totality of forms and methods; permanent adjustment of the mastered components of innovative activity.

Development and realization of model of readiness of teacher to innovative activity in the system of higher education at regional (regional, district/municipal, school) level will allow to perfect the process of preparation, doing him well-organized and structured, will provide the increase of professional competence of teachers, translation of educationally-educator process in the mode of permanent development.

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