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Oleksii P. Mukoviz
Doctor (Pedagogics), Professor of Theory of Primary Education Chair
Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine
ORCID ID 0000-0001-9262-9209
alexsmukovoz@gmail.com

Kateryna R. Kolos
Doctor of pedagogical sciences, Professor, Department of Computer Science
Zhytomyr state technological university, Zhytomyr, Ukraine
ORCID ID 0000-0002-1038-8569
porcelyana5@gmail.com

Nataliia A. Kolomiiets
Ph.D (Pedagogics), Assoc. Prof. of the Education Technologies and Pedagogical Creativity Chair
Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine
ORCID ID 0000-0001-6199-406X
kolomiets_nauka@i.ua

DISTANCE LEARNING OF FUTURE PRIMARY SCHOOL TEACHERS AS A PREREQUISITE OF THEIR PROFESSIONAL DEVELOPMENT THROUGHOUT LIFE

Abstract. The article demonstrates the expediency and ways of organizing distance training of future primary school teachers: forming theoretical knowledge and skills basis in students for the mastery and effective use of computer devices and information and communication technologies in professional activities and the fundamentals of information culture, information and communication competence; establishing a foundation for further mastery of teaching curriculum and technologies of distance learning in the area of primary education; as well as implementing the electronic learning courses Modern Information Technologies of Learning and The Fundamentals of Distance Learning in Primary School (developed at LMS Moodle). It is noted that the distance training of a future primary school teacher is an interdisciplinary pedagogic category that characterizes the degree of individualization, intensity and controllability, is subjected to the goals of the professional development of independent cognitive activities of teachers based on information and communication technology means with the indirect interaction (synchronous and asynchronous) with learning process participants located remotely from one another, under the supervision of a tutor. The readiness of the future primary school teacher to distance learning in the system of pedagogical education as an integral property of the individual, reflecting the comprehensive interaction of the motivational and value, cognitive and operational components, is determined. An experimental study was carried out; its results showed that the implementation of such distance courses into the educational process of experimental groups enabled a positive dynamics of the levels of future primary school teachers' readiness to develop their own vocational and pedagogical competence in the conditions of distance learning. In the experimental groups of future primary school teachers compared with the control ones, the increase in the indicators of high readiness for distance learning was observed.

Keywords: a future primary school teacher; distance training; information and communication technologies; information and communication competence; readiness for distant learning.

1. INTRODUCTION

Formulation of the problem. National and civilization priorities in the system of higher education of Ukraine call for a change and new approaches to future primary school teacher training. School rating is contingent upon the level of a teacher's professional training and their ability to use state-of-the-art information technologies in teaching. Today, the

professional activities of a school teacher are embedded in different educational systems, the variation of primary education content, technical and technological provision of the learning process, expansion of information technologies possibilities, and the need to provide for the results of teacher activities – all these call for the renewal of the content and the structure of the system of future primary school teacher training.

The modernization of primary school pertaining to the introduction of the Concept of the New Ukrainian School [1], new State Standard of Elementary Education, [2], National Educational Electronic Platform [3] and competence-based approaches to primary school learning process requires improving the content of future primary school teacher training.

Analysis of Recent Research and Publications. The issue of future primary school teacher training is not new in scientific literature: theoretical and methodological background of future teachers have been researched by Volodymyr Bondar, Petro Husak, Liudmyla Koval, Olga Komar, Oleksandr Kucheriavyi, Yevhenii Lodatko, Mariana Marusynets, Inna Osadchenko, Dmytro Pashchenko, Oleksandra Savchenko, Svitlana Skvortsova, Lidiia Khomych and others.

Researchers have arrived at the conclusion that present-day primary education requires substantial analysis and rethinking of theoretical, methodological and conceptual foundations of future teacher training and providing it with respective innovative technologies.

In the opinion of Oleksandra Savchenko, the core of professional training is its content, the fundamentality of which serves to secure the proactive training of a specialist. The researcher deems it necessary to renew the content of methodological training of teachers on the principles of holism, systematicity, and integration, as well as taking into account processes that define the activities of the modern primary school: scientific and technical advances, intensification of integration processes, informatization and computerization of society. When shaping the personality of a future primary school teacher, it is necessary to harmonize general cultural, psychological, pedagogic and methodological skills and knowledge, as well as work methods, to enhance their professional focus, and to secure the fundamentality of basic training [4, p. 4].

New approaches to primary school teacher training are determined, according to Lidiia Khomych, by the following factors:

− socioeconomic factors pertaining to changes in societal conscience and the emergence of new values in education, i.e. the prevailing of self-development, self-cultivation and self-education over knowledge and skill transition; the interests of personality have priority compared to study plans and curricula; conditions are established for ongoing improvement of a person, the harmonization of a person's relations with nature and society, the state and other people;

− practical factors that came into being as a result of socioeconomic evolution in our country, the emergence of the new types of training and education institutions, in addition to general education school; these require a new teacher with a holistic understanding of their professional activities; a future teacher should be independent, acquire special interaction and communication skills through psychology and pedagogy training; to make teacher training compliant with modern requirements, new methodological and theoretical basis of teacher training should be developed;

− theoretical factors that are determined both by socioeconomic and practical changes in the development of national education; teacher training is developed by way of forming a holistic understanding by future pedagogues of their professional activities, which is why the majority of teacher training institutions in Ukraine include integrated psychology and pedagogy subjects into their curricula, and, on this basis, put a clear focus on developing professionally vital qualities of a future teacher, their professional conscience and conduct, their individuality [5, p. 114].

We share the researcher's idea and define primary school teacher professional and pedagogic training as a process of mastering specialist competences, general scientific and professional knowledge and skills for successful professional activities based on the information and communication approach.

According to Liliia Grinevych, the Ministry of Education and Science of Ukraine has set a course towards the digitization of Ukrainian education, in particular the creation of a National Educational Platform, for the development of open distance courses [6].

Currently, an online course for primary school teachers is being introduced at the Educational Era Online Education Studio (https://www.ed-era.com), which aims at acquainting the teachers with the new National Standard for Elementary Education and Methods of competency-based Education.

This shows a clear need for the future primary school teacher's readiness for distance learning.

The objective of the article is to determine the methods of forming the future primary school teacher's readiness for distance learning, focused on personally oriented professional development pathways in the conditions of the informational and educational environment.

2. RESEARCH METHODS

In our research we used the method of theoretical analysis of scientific and methodological literature in order to study the scientific sources and develop the conceptual foundations of the study. The systematization and generalization of theoretical and empirical results of the study made it possible to determine the specific features of distance learning during the future primary school teachers' training. Statistical methods were used in order to process the obtained data and to establish connection between the investigated phenomena and processes. The reliability and validity of the results of the research and experimental work were determined by the Pearson's method: the determination of the arithmetic mean, the verification of the null and alternative hypotheses using the criterion χ^2. This analysis gave the opportunity to determine the prospects of distance learning for future primary school teachers as a precondition for lifelong professional development.

3. PRESENTATION OF BASIC MATERIAL

The informatization of present-day society and the permeation of information and communication technologies into different areas of human activity bring forth changes in the way future teacher training is viewed. Modern information society requires a specialist who is not only a many-sided personality, but also an expert able to promptly adapt to educational novelties ushered in by information and communication technologies, to effectively accomplish professional tasks by means of groundbreaking technology, and capable of self-education. Such societal requirements have come into existence due to scientific and technological progress, the increase in the volume of scientific information, and a rapid evolution of present-day technologies.

The higher education of today lags behind societal changes. While in the previous century knowledge obtained in school and especially in higher education institutions sufficed to work until retirement age, in the 21st century, there exists a need to learn lifelong. Thus, a need to continue learning in the future should be laid down into the process of a future professional training. Future primary school teacher training in higher education institutions is one of the stages of becoming a professional. That is why the learning process should be proactive, secure conditions for professional growth and self-improvement, forming the skill

to learn and to make responsible decisions independently, to facilitate the forming in students of a need for consistent self-development. The educational system now focuses on learning rather than on teaching. The developments of learning theory have changed the nature of learning styles and the perception of the learner [7].

Changes in the training approaches are also required in future primary school teacher training, given that due to the potent impact of information and communication technologies the learning process in school is modified, particularly, the range of technical means of learning is being improved and expanded, other teacher technologies are employed that are efficient for the teaching of modern schoolers, learning methods and content are updated, and so is the very class-and-lesson system. It is becoming impossible to forecast which subject matter knowledge and skills a student will need in their future professional activities.

Therefore, the aim of teacher training does not consist in accumulating a set of ready, systematized theoretical and methodological provisions; rather, it presupposes personality development, teaching ways to independently acquire new knowledge required for professional activities, to conduct independent information search, to master distance learning technologies, and to accomplish professional objectives independently.

The need to improve future teacher professional training, to orient it towards such approaches to achieving professional objectives that will not lose relevance over a lengthy period of time, is caused by the fact that the vibrant development of scientific and technological progress leads to knowledge and skills acquired during studies in an educational institution becoming quickly outdated, sometimes even prior to graduation.

Thus, a future primary school teacher should possess fundamental and professional knowledge and skills, be able and ready to learn lifelong, to promptly operate information and communication technologies, particularly, distance learning technologies, and to improve their qualifications pursuant to constantly evolving requirements.

The reasons for the growing popularity of distance learning are a few. Modern education must be proactive; it secures educational activities based on distance learning technologies, piloting and the implementation of distance learning methods. It presupposes the use of distance learning technologies in the educational process under basic training programs. Distance education will make it possible to train qualified staff over a short period of time and with relatively small expenses, and, moreover, to do so on-the-job. Distance learning secures especially high results in the training of large audiences, since it is easily scalable, and operational costs pertaining to the growth in the number of users increase rather slowly [8].

Important for the organization of future teacher distance training is the availability of a sufficient learning and methodological basis and facilities. Today, these encompass not only printed literature, recommended textbooks, lecturer's original developments, but also learning resources of different national funds that offer modern and classical learning and methodology materials, pedagogic programmatic means, calendar plans and lesson notes, different event scripts etc. Such diversity of collections is conducive to developing a lifelong primary school teachers training site (http://sno.udpu.edu.ua). In the educational domain of Ukraine, such practice is implemented by Pavlo Tychyna Uman State Pedagogic University.

With the coming and development of cloud technologies, students are provided with an opportunity, in addition to utilizing all the said services, to post their own projects online to assess their efficiency, to publish personal research findings, to participate in psychology and teaching discussions and even in scientific events.

In fact, distance learning process transcends the scope of a teacher training university, experiencing the impact of the global education community. The nature of teaching a course that is offered purely by distance education requires alternate approaches to fulfil the basics of face to face teaching such as student/instructor interaction. Distance education technologies

are expanding at a rapid rate to make distance education a viable option for many tertiary institutions. Distance education provides a non-contiguous communication between student and instructor, mediated by print or some form of technology [9].

It is noteworthy that the information and communication facilities of the higher educational institution and their capacities are no longer an important priority in the successful training of a modern student. Insufficient amount of personal computers that previously limited the opportunities of a modern teacher is compensated for by student's personal devices – own mobile devices (laptops, tablets, smartphones etc.) Modern gadgets connected to the web allow using necessary resources without any restrictions. Observed at present is the tendency to introduce the use of mobile devices into education and the development of mobile learning when a fully-fledged educational environment is created on the basis of mobile electronic devices.

The impact of facilities on distance learning of a student was also manifested in the need for a systemic increase of the capacity of computing devices used to install modern teaching software necessary to secure students' educational activities, which required considerable material expenditures. Modern information and education environment allows students to use necessary software products and learning resources remotely, without installing them on a personal computer or a mobile device with "client" applications that require considerable technical resources. The use of information and education environment created other benefits for distance learning: automated and timely renewal of versions, secure protection against unauthorized access, possibilities of simultaneous access of multiple users to learning resources, and the possibility to use resources at any place or time.

At the same time, an essential performance indicator of distance training of future primary school teachers is the establishment of due organizational and pedagogic conditions in a higher education institution, full-value combination of students' learning and scientific activities aimed at mastering topical theoretical and methodological provisions, gaining teacher mastery, as well as using modern tools in future professional and teaching activities. This pertains to the use of teaching technologies in distance learning, the implementation of new educational standards that require a teacher to adapt and to acquire them promptly. A modern teacher should be able to instantly sense new requirements posed to them and to respond to those requirements adequately.

The productivity and quality of future primary school teacher training depends on the atmosphere of an educational institution, the establishment of organizational and teaching conditions for a student's comfortable learning pace, and the general focus on scientific research.

We have distinguished six organizational and pedagogical conditions:

1. Ensuring the readiness of the individual for distance learning (carried out through the development and implementation of a set of training techniques and methods, implemented in electronic training courses: "Modern Information Technologies of Learning", "The Fundamentals of Distance Learning in Primary School" and methodological recommendations "Principles of Distance Learning Organization in the System of Continuous Education").

2. Qualitative organizational and technical support of distance learning (hardware, telecommunication, software, information and logistical support).

3. Personally-centered educational and methodological support of distance learning (includes the availability of curricula developed on the basis of standards of higher education, instructions (recommendations) describing the procedure for the provision and implementation of distance learning; curricula of electronic training courses; programs of educational, on-the-job and other types of practices; textbooks and manuals (electronic version); instructional materials for seminars, practical and laboratory classes; individual

educational and research tasks, control works, tests for current and final control, methodology materials for the organization of independent work, the implementation of individual tasks, term and diploma papers).

4. Organization of the process of distance learning on a personal basis (implementation of the tutoring function of the teacher, making a schedule of all the events that simulate the process of continuous education of primary school teachers, taking into account the tasks of the State standard of primary general education, the introduction of remote technologies, the use of various forms and methods of organizing educational activities in the system of continuous education).

5. Continuity of psychological and pedagogical support of distance learning (independent cognitive activity, creation of a situation of success, positive emotional state created by the teacher, creative activity of distance learning participants, modeling of pedagogical activity, reflection of a teacher or a primary school teacher, critical attitude to their own experience, its evaluation and improvement).

6. The systematic improvement of the qualification of the distance learning initiators (implemented by the constantly functioning system of retraining and advanced training of distance learning initiators by the specialists in information and communication technologies (remote training system administrator, programmer engineers), distance learning managers and tutors, initiators of distance learning).

Experience has shown that when implementing the distance learning, the future primary school teacher must take into account the whole range of closely interconnected conditions.

Distance learning technologies in the training of a future teacher are able to individualize the learning process, which is important for the fulfillment of one of the objectives of the higher education, i.e. securing an opportunity for every student to receive education that best suits their aptitudes and personal beliefs, establishing conditions in which every graduate achieves their maximum intellectual level and professional mastery. Learning individualization becomes a possible way to grant every student the right to choose their own pace and trajectory in material learning, to opt for learning and methodological literature, as well as ways of expressing one's opinion etc.

Thus, the roles of the students in distance education are:
1. Being self-responsible on task.
2. Consulting advisors through required access methods.
3. Taking an individualistic approach to learning.
4. Maintaining the same effective interaction with counselors as in classical learning.
5. Evaluating and judging self-performance.
6. Getting rid of prejudice of communicational barriers mood [7].

Professional training of the future primary school teacher on the basis of the information and communication approach presupposes teacher's readiness to distance training.

Distance training of a future primary school teacher is an interdisciplinary pedagogic category that characterizes the degree of individualization, intensity and controllability, is subjected to the goals of the professional development of independent cognitive activities of teachers based on information and communication technology means with the indirect interaction (synchronous and asynchronous) with learning process participants located remotely from one another, under the supervision of a tutor.

As has been noted, future primary school teacher's readiness to distance learning within the pedagogic education system is defined as an integral characteristic of a personality that reflects the holistic interaction of motivational-value(deepening the realization of the need to master distance learning theory and technology through self-education means at the self-assessment level), cognitive (soundness of personally acquired knowledge of modern information technologies of teaching, the foundations of organizing it in the primary school,

and ways of expert activities based on information and communication technologies with the aim of professional formation and self-development) and operational (a set of master actions and operations pertaining to the implementation of distance learning technologies in professional activities) components [10].

Forming the readiness of a future primary school teacher to distance learning is a substantial, lengthy, consistent and dynamic process. As has been noted, it consists of a number of components: motivational-value, cognitive, and operational. They are fully consistent with the internal content and nature of the process of forming readiness to distance learning. In this regard, a set of learning techniques and methods was developed taking into account the interconnection of the functional components of readiness to distance learning, methodological provision, and content components of preparing future primary school teachers for the use of distance learning technologies in their professional activities [11].

Work on preparing student to the use of distance learning technologies in their professional activities was performed in two stages (during 2016-2017).

The first stage consists in forming theoretical knowledge and skills basis in students for the mastery and effective use of computer devices and information and communication technologies in professional activities as well as the fundamentals of information culture and information and communication competence; establishing a foundation for further mastery of teaching curriculum and technologies of distance learning in the area of primary education.

At this stage, the distance learning course "Modern Information Technologies of Learning" (developed at LMS Moodle) is implemented with the aim of forming of the motivational-value component of readiness to distance learning [12].

It is expected that upon the completion of the first stage, a student is able to demonstrate the following results:

− Perform creative scientific search for ways of improving the process through information technologies;

− Increase the efficiency of the use of information technologies in the learning process;

− Have excellent skills in operating general and specialized software;

− Use pedagogic program means; freely operate online;

− Work in the information and education environment (http://dls.udpu.org.ua);

− Work with primary school teachers lifelong learning websites (http://sno.udpu.edu.ua).

The second stage is implementing electronic learning course "The Fundamentals of Distance Learning in Primary School" (developed at LMS Moodle). At this stage, cognitive and operative components of readiness to distance learning are formed [13].

It is expected that upon the completion of the second stage, a student is able to:

− Have solid understanding of models, technologies, principles, forms and methods of distance learning;

− Work in the information and education environment (http://dls.udpu.org.ua);

− Work with primary school teachers lifelong learning websites, developed on the basis of CMS PHP-Fusion (http://sno.udpu.edu.ua);

− Organize and implement distance learning at the Educational Era online education studio (https://www.ed-era.com);

− Develop questionnaires, glossary, tests, and fill the lifelong learning system with them;

− Develop author website with the help of the Blogger application;

− Operate cloud services in the lifelong learning system.

Important in arranging the distance learning of a future primary school teacher is technological richness of the educational process and teacher-determined implementation of original distance learning courses developed by tutors (http://dls.udpu.org.ua). This allows to personally become assured of the expediency of using electronic learning courses in their didactic potential.

The possibility to have access to the lifelong learning website (http://sno.udpu.edu.ua/) in the process of distance learning requires introducing changes into teaching lectures and practical classes to students. Thus, and important priority at a lecture is not mere provision of new knowledge, but also creating a setting to identify issues, to form skills in fulfilling professional teaching objectives, and active involvement with research and teaching activities. In practical classes, it becomes necessary to suggest tasks that are approximated to professional activities, are of problem-solving and creative nature, are focused on independent information search of ways to resolve issues on hand, as well as on the search of optimal technology solutions aimed at developing one's own teaching techniques etc.

Given the availability of study and research literature, in the process of distance learning, students do not require the teacher to deliver a new study topic to them; rather they need assistance in directing their personal efforts at achieving the learning objective, in opting for an individual learning path, and in identifying and developing their aptitudes. This requires a teacher to establish an atmosphere of mutual assistance, cooperation, and collective creativity.

Overall, 342 students participated in the experiment on the Elementary Education domain.

In the course of the pedagogical experiment, the training process in the experiment group was performed in the conventional manner, within the curricula of higher educational institutions and differed from that of control group in terms of the mastery of the study distance courses "Modern Information Technologies of Learning" and "The Fundamentals of Distant Learning in elementary education".

In order to assess the formation of the readiness of a future primary school teacher to distance learning, a pedagogical experiment was conducted with the aim of checking high-performance changes in maturity levels of the motivational-value based, cognitive and operational components of primary school teachers' readiness for distant learning within the system of lifelong education. This verification can be formed on the basis of qualimetric indicators aligned with the questions from our survey [10]. Based on the responses given in the participant questionnaires of the experiment, their score was counted.

The status of the maturity of future primary school teachers' readiness for distant learning within the system of lifelong education was determined. The generalized findings of the experiment are consolidated in Figure 1.

For the final statistical verification of the high performance of the experiment, it is necessary to compare the experimental data of experiment group and control group, having calculated the Pearson's criterion based on the data in respect of the motivational and value-based, cognitive, operational components and the overall level of readiness. The empirical value of criteria equals approximately to 65.07, 79.50, 66.18, 64.73, which exceeds the critical value $\chi_{crit.}^2 = 7.81$ for the degree of variance $v = 3$ and $\alpha = 0.05$. The discrepancies between experiment group and control group can be considered verifiable.
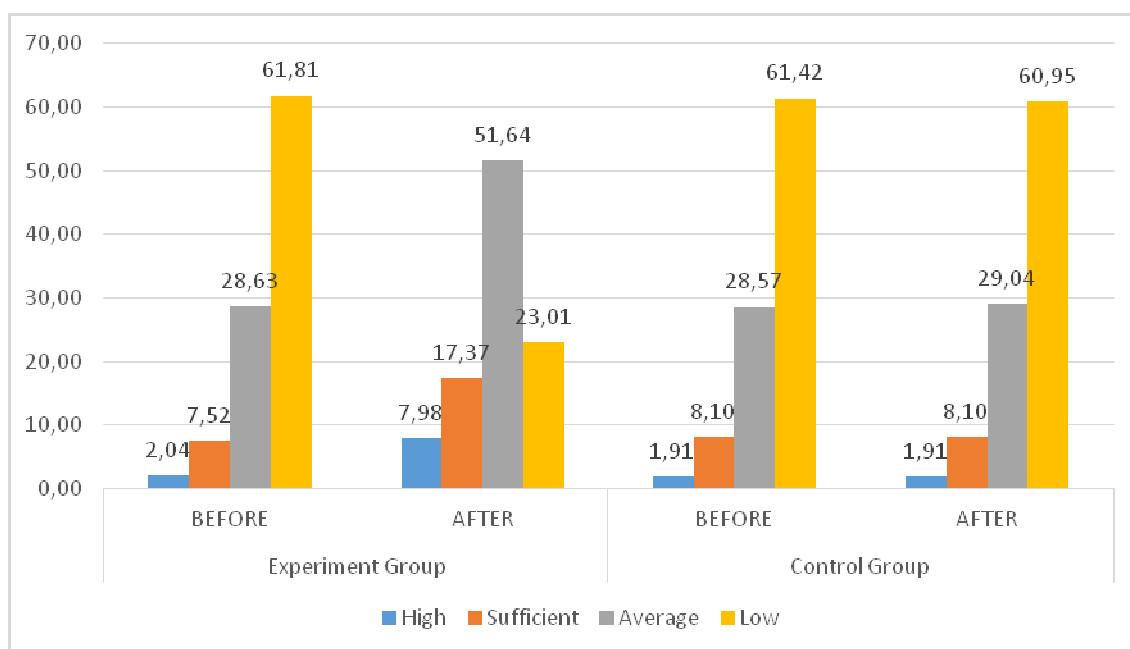
Figure 1. The general characteristic of the levels of future primary school teachers' readiness for distant learning within the system of lifelong education (final assessment, percentagewise)

4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Thus, the results of the investigation prove the article's aim achievements and the set tasks conducting. We have all reasons to mention it:

− the experiment has demonstrated that the overwhelming majority of primary school teachers ascended to a higher level of readiness to distance learning in lifelong education system;

− based on the results of the statistical processing of participants' questionnaires, a significant increase was noted in the parameters of the indicators of all levels measured;

− the use of distance learning technologies in the modern education process of a teacher training university calls for a shift in the forms and methods of future primary school teacher training – from the demonstrative and explanatory ones to search, problem-solving, project-based, research methods that are aimed at students' independent cognitive activities in obtaining and processing information and acquiring practical skills.

Further research on the matter, as we deem it, should focus on designing a model of future primary school teacher training based on distance learning in accordance with the tasks of the New Ukrainian School.

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ДИСТАНЦІЙНЕ НАВЧАННЯ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ ЯК ПЕРЕДУМОВА ПРОФЕСІЙНОГО РОЗВИТКУ ВПРОДОВЖ ЖИТТЯ

Муковіз Олексій Павлович
доктор педагогічних наук, професор кафедри теорії початкового навчання
Уманський державний педагогічний університет імені Павла Тичини, м. Умань, Україна
ORCID ID 0000-0001-9262-9209
alexsmukovoz@gmail.com

Колос Катерина Ростиславівна
доктор педагогічних наук, професор кафедри комп'ютерних наук
Житомирський державний технологічний університет, м. Житомир, Україна
ORCID ID 0000-0002-1038-8569
porcelyana5@gmail.com

Коломієць Наталія Андріївна
кандидат педагогічних наук, доцент кафедри виховних технологій та педагогічної творчості
Уманський державний педагогічний університет імені Павла Тичини, м. Умань, Україна
ORCID ID 0000-0001-6199-406X
kolomiets_nauka@i.ua

Анотація. У статті зазначено, що дистанційне навчання майбутнього вчителя початкової школи – це міждисциплінарна педагогічна категорія, яка характеризує ступінь індивідуалізованості, інтенсивності й контрольованості, підпорядкована цілям професійного розвитку самостійної пізнавальної діяльність педагогів засобами інформаційно-комунікаційних технологій за опосередкованої взаємодії (синхронної й асинхронної) з віддаленими один від одного учасниками навчального процесу під керівництвом викладача-тьютора. Встановлена доцільність і шляхи організації дистанційного навчання майбутнього вчителя початкової школи: формування у студентів

бази теоретичних знань, умінь та навичок для освоєння й ефективного використання комп'ютерної техніки й інформаційно-комунікаційних технологій у професійній діяльності; основ інформаційної культури й інформаційно-комунікативної компетентності; створення підґрунтя для подальшого засвоєння педагогічних програмних засобів і технологій дистанційного навчання у галузі початкової освіти; упровадження електронних навчальних курсів «Сучасні інформаційні технології навчання» та «Основи дистанційного навчання в початковій освіті» (розроблені на LMS Moodle). Визначено готовність майбутнього вчителя початкової школи до дистанційного навчання у системі педагогічної освіти як інтегральну властивість особистості, що відображає цілісну взаємодію мотиваційно-ціннісного, когнітивного й операційного компонентів. Проведено експериментальне дослідження, результати якого засвідчили: упровадження зазначених дистанційних курсів в освітній процес експериментальних груп уможливило позитивну динаміку рівнів готовності вчителів початкової школи до розвитку власної професійно-педагогічної компетентності в умовах дистанційного навчання. В експериментальних групах майбутніх учителів початкової школи порівняно з контрольними спостережено підвищення показників високого рівня готовності до дистанційного навчання.

Ключові слова: майбутній учитель початкової школи; дистанційне навчання; інформаційно-комунікаційні технології; інформаційно-комунікаційна компетентність; готовність до дистанційного навчання.

ДИСТАНЦИОННОЕ ОБУЧЕНИЕ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНОЙ ШКОЛЫ КАК ПРЕДПОСЫЛКА ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ НА ПРОТЯЖЕНИИ ЖИЗНИ

Муковиз Алексей Павлович
доктор педагогических наук, профессор кафедры теории начального обучения
Уманский государственный педагогический университет имени Павла Тычины, г. Умань, Украина
ORCID ID 0000-0001-9262-9209
alexsmukovoz@gmail.com

Колос Екатерина Ростиславовна
доктор педагогических наук, профессор кафедры компьютерных наук
Житомирский государственный технологический университет, г. Житомир, Украина
ORCID ID 0000-0002-1038-8569
porcelyana5@gmail.com

Коломиец Наталья Андреевна
кандидат педагогических наук,
доцент кафедры воспитательных технологий и педагогического творчества
Уманский государственный педагогический университет имени Павла Тычины, г. Умань, Украина
ORCID ID 0000-0001-6199-406X
kolomiets_nauka@i.ua

Аннотация. В статье отмечено, что дистанционное обучение будущего учителя начальной школы – это междисциплинарная педагогическая категория, которая характеризует степень индивидуализации, интенсивности и контролируемости, подчинена целям профессионального развития самостоятельной познавательной деятельности педагогов средствами информационно-коммуникационных технологий при опосредствованном взаимодействии (синхронной и асинхронной) с отдаленными один от другого участниками учебного процесса под руководством преподавателя-тьютора. Установлена целесообразность и пути организации дистанционного обучения будущего учителя начальной школы: формирование у студентов базы теоретических знаний, умений и навыков для освоения и эффективного использования компьютерной техники и информационно-коммуникационных технологий в профессиональной деятельности; основ информационной культуры и информационно-коммуникативной компетентности; создание почвы для дальнейшего усвоения педагогических программных средств и технологий

дистанционного обучения в отрасли начального образования; внедрение электронных учебных курсов "Современные информационные технологии учебы" и "Основы дистанционного обучения в начальном образовании" (разработаны на LMS Moodle). Определена готовность будущего учителя начальной школы к дистанционному обучению в системе педагогического образования как интегральное свойство личности, которая отображает целостное взаимодействие мотивационно-ценностного, когнитивного и операционного компонентов. Проведено экспериментальное исследование, результаты которого засвидетельствовали: внедрение отмеченных дистанционных курсов в образовательный процесс экспериментальных групп сделало возможной позитивную динамику уровней готовности учителей начальной школы к развитию собственной профессионально-педагогической компетентности в условиях дистанционного обучения. В экспериментальных группах будущих учителей начальной школы в сравнении с контрольными замечено повышение показателей высокого уровня готовности к дистанционному обучению.

Ключевые слова: будущий учитель начальной школы; дистанционное обучение; информационно-коммуникационные технологии; информационно-коммуникационная компетентность;, готовность к дистанционному обучению.