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USAGE OF FORESIGHT-GAMES, SWOT-ANALYSIS AND THE INTERNET RESOURCES AS THE MOST EFFECTIVE FORMS OF TEACHING ORGANIZATION IN THE PROCESS OF PREPARATION OF THE FUTURE TUTORS TO THE WORK WITH CHILDREN UNDER SCHOOL AGE

Analysis of using interactive methods of teaching interworking in the process of preparation of the future tutors of pre-school educational establishments to the work with children of pre-school age has been done in the article. It is mentioned that the method of SWOT-analysis, foresight-games and the Internet resources (blogs, skype-lectures, multimedia presentations, etc.) are efficient means of preparation of the future tutors to the work with children of pre-school age. It is found out that ability of a student to think, to see the object of research «from the side», are prior in conducting SWOT-analysis as a method for preparation of the future specialists; the technology of foresight has guaranteed optimal opportunity for development of students' ability to solve their future professional tasks. Foresight is the technology of long-term prognostication of scientific-technological and social development, based on the experts' inquiry. The attention is concentrated on the fact that to media resources belong: the press (newspapers, magazines, books), radio, television, the Internet, cinematograph, sound recordings and video recordings, videotext, teletext, billboards and advertising, home video centers, which combine television, telephone, computer and other lines of connection. To multimedia educational technologies also belong electronic resources, video materials, instruments of WEB 2.0: forums and blogs, webinars, podcasts, video conferences, virtual worlds, electronic libraries, WIKI. Didactic abilities of video materials have been singled out.

Key words: future tutor, professional preparation, children of pre-school age, method SWOT-analysis, foresight-games, Internet-resources, blog, Skype-lecture, multimedia presentation.

It is impossible for life to prepare a person for professional activity. About 5% of theoretical and 20% of professional knowledge is updated every year. Forms of training of the future tutors of pre-school educational institutions in higher educational establishments are very diverse. Only taken in judicious combination they allowed successfully to carry out group and individual teaching, steadily and consistently improve the level of professional training of the future tutors of pre-school educational institutions, closely link it with their education, personal development and professional training. That is why, according to V. Semychenko, priority in training of the future pedagogue is «developing of the mechanisms of self-realization», which is possible thanks to this organization of the main forms of teaching (lectures, seminars, practical lessons), aimed at «creating the conditions for the differentiated learning of the students the factors of their own activity (positive and negative) and their correction and self-correction» [10, 46]. Forms of training and the choice of one or another active method of organization depend on the preferences of the teacher.

In psychological-pedagogical literature the problems of the use of interactive methods of interaction were studied on different levels: a number of works is devoted to the use and determination of the effectiveness of interactive technologies in the educational process of higher educational institutions (L. Pyrozhenko, O. Pometun, T. Remekh, M. Vynohradova, M. Skrypnyk, O. Yelnikova, H. Selevka, L. Biekirova, O. Komar, H. Krivchikova, L. Melnyk, N. Pavlenko, T. Serdiuk etc.). The researches of N. Suvorova, V. Lozova, L. Zaretska, H. Trotsko, M. Smetanskyi and other prove that such interaction can be organized using the introduction into the educational process interactive methods of teaching.

The goal of the article is to conduct the analysis of using interactive teaching methods in the process of preparation of the future tutors of pre-school educational institutions to the work with children of pre-school age.

Effective means of preparation of the future tutors to the work with children of pre-school age is the method of SWOT analysis. The acronym SWOT was first introduced in 1963 in Harvard at

the conference on problems of business-policy by Professor K. Andrews. At first the SWOT analysis was used for articulating and structuring knowledge about the current situation and trends. In 1965, four professors of Harvard University – Lerner, Christensen, Andrews, Guth proposed a technique of using the SWOT model for developing strategy of behavior of the organization. Whereas the SWOT-analysis does not contain economic categories in general, it can be applied to any organizations, individuals and countries to build strategies in various sectors of activity [2, 64-65].

SWOT analysis is the analysis in the strategic planning, which consists of dividing the factors into four categories, namely: strong (advantages) (strengths) and weak (disadvantages) sides of the problem, opportunities (abilities) that appear under the terms of its implementation and risks (threats) associated with its implementation. Priority in the conduct of the SWOT-analysis as a method for the preparation of the future professionals is the ability of a student to think and to look at the object of the study «look from the side». After working with a variety of interactive training methods of interaction, we have introduced technology of foresight, which, in our opinion, provided optimal opportunity to develop the ability of students to solve future professional tasks. The foresight is the technology of long-term forecasting of scientific, technological and social development, based on a survey of experts. The term «foresight» (from the English «foresight» – «look into the future») has been actively used in the late 1980-s [9, 130].

N. M. Semenova notes that, since the 90-ies of XX century, the foresight has been actively used by the government of the United States, Great Britain, Germany, Japan and Australia. N. V. Sheliubskaya indicates that foresight studies are considered an indispensable tool of innovation policy in more than 40 countries, including Latin America, China and South Korea [14, 12].

The essential feature of the foresight is that the future can be presented in various ways, for example: narrative exposition from the words of a man or a group of people (subjective future); narrative description with elements of analysis, generalization of previous conclusions, allegedly made after the results achieved (analytical future); the results of testing, questionnaires, various inquiries, potential indications of the future (objective future); plans and programs of action, protocols, commitments, characteristics, compiled by the

foresight forms (tactical future); reporting materials on the results achieved, the work done, amounts received, etc. (fixes future).

Traditionally the stages of conducting foresight are offered, namely: the precise definition of the purposes of the study; involvement of different stakeholders into the process of formulating objectives of the study; definition of areas of responsibility and the authorities of the executives; guidance on the practical application of research results; development of implementation plan of realization of the research results at its early stages; rapid dissemination of information about the course of the research and its objectives, as well as stimulating the implementation of the resulting recommendations [5; 6].

The main condition of this technology is the use in any foresight project of combination of techniques for the successful implementation of the tasks. Thus, the creation of scenarios of development is the most effective one as addition to the researches, performed using other methods, for example, the SWOT-analysis, PEST-analysis, Delphi method, etc. It should be mentioned that in Ukraine 92 % of young people surf the Internet or actively use it for learning. On average, 76% of students choose the digital format for getting information. This is stated in the results of the research «Education in Eastern Europe: how students use modern information technologies», conducted by Appleton Mayer. Ukraine takes the fourth place among five countries of Eastern Europe on the use of laptops by students (19 %), computers (0.6 %), electronic books (1.1 %) in the process of learning [11].

Under the conditions of growing technologization of the activity of the tutors of pre-school educational institutions introduction of mass-media technologies into the practice of students preparation and the search of ways of their effective usage would allow leading the quality of preparation of pre-school education specialists on the higher level. The media resources (Massmedia) include: press (newspapers, magazines, books), radio, television, Internet, cinema, sound recordings and video recordings, videotext, teletext, advertising panels, home video-centers that combine television, telephone, computer and other lines of communication [4, 47].

Information technologies, as a component of media resources in the vocational training system, can be introduced in the following three ways: as a cross-cutting technology – the introduction of com-

puter technologies of individual topics, sections during the explanation of the theoretical tasks; as a basic, defining the most significant category used in this technology; as mono-technology – when the management of the training process, including diagnosis and monitoring, rely on the use of information technologies [12].

Information and communication technologies (further ICT) is generalized notion that describes a variety of devices, mechanisms, methods, algorithms of information processing. The most important ICT devices are computers equipped with appropriate software, and the means of telecommunication along with information therein. With the advent of computer networks and other related, ICT education has acquired a new quality, associated primarily with the ability to quickly obtain information from any point of the globe. Via a global computer network the Internet instant access to global information resources (digital libraries, databases, repositories of files, etc.) is possible.

As a rule, the following didactic tasks, solved with the help of ICT, are defined [7, 26]: improving the organization of teaching; acceleration of the access to the achievements of pedagogical practice; increasing motivation to learning; intensification of the learning process, possibility of attracting students to research activities; flexibility of the learning process. Information technology is one of the most important directions of development of higher pedagogical education. So, according to researchers, there are four fundamental reasons for the introduction of information technologies in higher education: social, vocational, pedagogical and catalytic [7]. The social reasons lay in the recognition of the role, which technologies play in society today. The professional reasons are in the necessity of preparation of students for such types of professional activity, which require skills of using technologies. The pedagogical reasons are that technologies accompany the learning process, providing more opportunities of communication that allows building teaching on a qualitatively new basis.

Scientists distinguish the didactic potential of video, namely: 1) modern video equipment can combine all possible means of visual display and direct display of various objects and processes remote from the audience and unavailable for group viewing by other means (for example, during an excursion); 2) modern video equipment allows to record and play back audio-visual material in a didactic mode, with a certain didactic purpose [1].

Let's define the following functions of audio-visual materials: information (any movie or program in the first place, is the source of information); modeling (audio-visual material allows acquainting students with certain forms of professional language in natural conditions of its implementation and provides support for program statements); situational-stimulating, because the material is being taught in communicative situations; motivational-stimulating. So, cognitive program about adaptation of children of pre-school age with participation of doctor Ye.Komarovskyi (channel «Inter») was a powerful reason for holding seminars on the possible forms of maladjustment of pre-schoolers.

I. E. Abdrakhmanova, on the basis of the functional approach to audio-visual materials, identified them as: 1) means of teaching audio-visual materials (film or TV program) that gives the students more information during a unit of time, than other means of learning, which contain only verbal information. Visual information affects various organs of the senses and the intellectual sphere of the student, contributes the greatest effect of perception, processing and memorization of this information. The more analyzers are involved into perception of information, the more successful the activity performed is; 2) audio-visual material is a source of information, which is a means of intellectual and educational influence; 3) one of the emotional and aesthetic means of influence; audiovisual means of communication contribute to increase the level of motivation to mastering the profession in class and outside; 4) audio-visual materials contribute to involuntary memorizing of material caused by emotional empathy of what is happening on the screen; 5) audio-visual materials can contribute to personalized learning, because, coursing the emotional impact, this learning tool is directed specifically at each student; 6) through the combination of audio-visual sequence the movies or TV programs is a source of professional speech situations and speech samples; 7) audio-visual materials contribute to the creation of communicational situations, close to natural, stimulate mental and speech activity of students; 8) offering a variety of combination of visual and verbal row, the teacher can control the perception of information by students: the visual row, presented at the second plan and not covered by the verbal, stimulates speaking; the visual row covered by the verbal can be used as a means of discovery of new concepts, particularly specific to our country and related to the vocabulary; 9) ability to organize work using stop-frame

contributes to the individualization of the approach to process of specialists preparation [1].

Multimedia educational technologies also include e-courses, video-materials, WEB 2.0 tools: forums and blogs, webinars, podcasts, videoconferences, virtual worlds, digital libraries, WIKI.

Tools WEB 2.0 from the point of view of the teacher is a modern means of network software that supports group interaction (communication between the participants) of entirely new nature, it is a possibility to fill the site with the content by themselves. The users themselves can add to the network content their blogs, articles, photos, audio and videos, leave comments, make references to the published content [3].

Blog (Eng. Blog, derived from «weblog» is «a network journal or diary of events») is a web site, the main content of which is to add regularly records, images or multimedia components. Differences of blog from a traditional diary are caused by the environment: blogs are usually public and involve third-party readers who can enter into a public debate with the author (in comments to the blog – notes or in their blogs). According to the authors' composition the blogs can be individual or collective, according to the content – thematic or general [8]. Thus, N. Khmil and S. Diachenko call the benefits of using social network services in educational process of higher educational institution, namely: clarity of ideology and interface of the services allows much of the Internet audience to save their time, bypassing the stage of adaptation of those who study to the new communicative space that allows building informal communication between a teacher and a student, and helps to organize personal oriented teaching. High level of interaction between the teacher and the student ensured the continuity of the educational process beyond the classroom; the use in virtual learning groups the technology of forums, and wikis allowed all participants independently or together to create network educational content that stimulated independent cognitive activity; the use of multimedia in communicational space facilitated downloading and watching in a virtual study group of video-, audio-materials, interactive applications; the possibility of combining individual and group forms of work contributed to better understanding and assimilation of educational material, as well as the construction of individual educational trajectories. Common to all participants of the educational process communicative space gave the opportunity to collectively evaluate the processes and the re-

sults of work, to monitor the development of each participant and to estimate his or her contribution to the collective creativity [13, 192].

Analysis of educational and working programs of specialists preparation on the speciality «Pre-School Education» gives grounds to assert that the general problem is the low level of integration, interconnectedness of the courses. The fragmentary nature of the components proposed by the teachers of different disciplines leads to the lack of formation at students of system perception of the material, inefficiently affects the learning of information, complicates the analysis and synthesis of the material.

So, if traditional forms of organization of teaching are prevailing during the preparation of the future tutors in higher educational institution (discussions, debates, «round tables», group work), active forms of interaction are situational and inconsistent, and involvement of the social network services into the educational process of institutions of higher education is the exception rather than the rule. In our opinion, such forms of organization of learning as: the foresight games, didactic SWOT-analysis, Internet resources (blogs, Skype-lectures, multimedia presentations, etc.) are the most effective for training of the future tutors to the work with children of pre-school age.

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Зданевич Л.

ВИКОРИСТАННЯ ФОРСАЙТ-ІГОР, SWOT-АНАЛІЗУ ТА ІНТЕРНЕТ-РЕСУРСІВ ЯК НАЙБІЛЬШ ЕФЕКТИВНИХ ФОРМ ОРГАНІЗАЦІЇ НАВЧАННЯ В ПРОЦЕСІ ПІДГОТОВКИ МАЙБУТНІХ ВИХОВАТЕЛІВ ДО РОБОТИ З ДОШКІЛЬНИКАМИ

У статті здійснено аналіз використання інтерактивних методів навчання взаємодії в процесі підготовки майбутніх вихователів ДНЗ до роботи з дітьми дошкільного віку. Зазначено, що дієвими засобами підготовки майбутніх вихователів до роботи з дітьми дошкільного віку є інтернет-ресурси (блоги, скайп-лекції, мультимедійні презентації тощо). З'ясовано, що пріоритетом у проведенні SWOT-аналізу як методу для підготовки майбутніх фахівців є вміння студента мислити, подивитися на об'єкт дослідження «поглядом збоку»; технологія форсайту забезпечила оптимальну можливість розвитку здатності студентів до вирішення майбутніх професійних завдань. Форсайт є технологією довгострокового прогнозування науково-технологічного та соціального розвитку, заснованого на опитуванні експертів. Зосереджено увагу, що до медіаресурсів можна віднести: пресу (газети, журнали, книги), радіо, телебачення, інтернет, кінематограф, звукозаписи та відеозаписи, відеотекст, телетекст, рекламні щити та панелі, домашні відеоцентри, що поєднують телевізійні, телефонні, комп'ютерні та інші лінії зв'язку. До мультимедійних освітніх технологій також відносяться електронні курси, відеоматеріали, інструменти WEB 2.0: форуми та блоги, вебінари, подкасти, відеоконференції, віртуальні світи, електронні бібліотеки, WIKI. Виокремлено дидактичні можливості відеотехніки.

Ключові слова: майбутній вихователь, професійна підготовка, діти дошкільного віку, інтернет-ресурси, блог, скайп-лекція, мультимедійна презентація.

Зданевич Л.

ИСПОЛЬЗОВАНИЕ ФОРСАЙТ-ИГР, SWOT-АНАЛИЗА И ИНТЕРНЕТ-РЕСУРСОВ КАК НАИБОЛЕЕ ЭФФЕКТИВНЫХ ФОРМ ОРГАНИЗАЦИИ ОБУЧЕНИЯ В ПРОЦЕССЕ ПОДГОТОВКИ БУДУЩИХ ВОСПИТАТЕЛЕЙ К РАБОТЕ С ДОШКОЛЬНИКАМИ

В статье осуществлен анализ использования интерактивных методов обучения взаимодействия в процессе подготовки будущих воспитателей ДООУ к работе с детьми дошкольного возраста. Указано, что действенными средствами подготовки будущих воспитателей к работе с детьми дошкольного возраста является метод SWOT-анализа, форсайт-игры и интернет-ресурсы (блоги, скайп-лекции, мультимедийные презентации и т.д.). Выяснено, что приоритетом в проведении SWOT-анализа как метода для подготовки будущих специалистов является умение студента мыслить, посмотреть на объект исследования «взглядом со стороны»; технология форсайта обеспечила оптимальную возможность развития способности студентов к решению будущих профессиональных задач. Форсайт является технологией долгосрочного прогнозирования научно-технологического и социального развития, основанного на опросе экспертов. Сосредоточено внимание, что к медиаресурсам можно отнести: пресса (газеты, журналы, книги), радио, телевидение, интернет, кинематограф, звукозаписи и видеозаписи, видеотекст, телетекст, рекламные щиты и панели, домашние видеоцентры, сочетающие телевизионные, телефонные, компьютерные и другие линии связи. К мультимедийным образовательным технологиям также относятся электронные курсы, видеоматериалы, инструменты WEB 2.0 форумов и блоги, вебинары, подкасты, видеоконференции, виртуальные миры, библиотеки, WIKI. Выделены дидактические возможности видеотехники.

Ключевые слова: будущий воспитатель, профессиональная подготовка, дети дошкольного возраста, метод SWOT-анализа, форсайт-игры, интернет-ресурсы, блог, скайп-лекция, мультимедийная презентация.

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