

**Оксана Цюняк,**

доктор педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oksana Tsiuniak,

doctor of pedagogical sciences, associate professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

oksana.tsiuniak@pnu.edu.ua

ORCID ID 0000-0002-4573-1865

Тетяна Федірчик,

доктор педагогічних наук, професор,

Чернівецький національний університет імені Юрія Федьковича (м. Чернівці, Україна)

Tetiana Fedirchuk,

PhD, Professor at Yuriy Fedkovych Chernivtsi National University (Chernivtsi, Ukraine)

t.fedirchuk@chnu.edu.ua

ORCID ID 0000-0002-5433-516X

Наталя Нікула,

кандидат педагогічних наук, доцент,

Чернівецький національний університет імені Юрія Федьковича (м. Чернівці, Україна)

Natalia Nikula,

Candidate of Pedagogical Sciences, As. Professor,

Yuriy Fedkovych Chernivtsi National University (Chernivtsi, Ukraine)

ORCID ID 0000-0002-5696-0401

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ВИКОРИСТАННЯ ІНТЕРНЕТ-РЕСУРСІВ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ ПЕДАГОГІВ ЗА УМОВ ДИСТАНЦІЙНОГО НАВЧАННЯ

Анотація. У статті обґрунтовано актуальність проблеми професійної підготовки майбутніх педагогів в умовах дистанційного навчання, а також необхідність цифрової трансформації освіти, організації освітнього процесу з упровадженням інноваційних та цифрових технологій.

З'ясовано, що інформатизація сучасного суспільства сприяє популяризації інтернет-ресурсів, які використовують у освітньому процесі закладів вищої освіти. Обґрунтовано, що сучасний педагог повинен орієнтуватися в інформаційному просторі, одержувати інформацію, яка є основним ресурсом цифрової освіти, та оперувати нею відповідно до власних потреб і вимог професійної діяльності; використовувати Інтернет-технології, локальні мережі; розробляти власні електронні продукти; має оволодіти новими знаннями і вміннями, що допоможуть комфортно працювати та бути конкурентоспроможним в освітньому просторі інформаційного суспільства. Варто зазначити, що використовуючи персональні освітні веб-ресурси можна суттєво підвищити ефективність освітнього процесу, активізувати навчально-пізнавальну та самостійну діяльність здобувачів вищої освіти, організувати якісну професійну підготовку в умовах дистанційного навчання.

Зроблено висновки, що використання інтернет-ресурсів сприяє гнучкості освітнього процесу у закладах вищої освіти, відображає сучасну парадигму розвитку суспільства, посилює мотивацію у майбутніх педагогів до самоосвіти і саморозвитку, сприяє досягненню нових освітніх результатів, адекватних вимогам цифрового суспільства.

Ключові слова: професійна підготовка, здобувачі вищої освіти, дистанційне навчання, інтернет-ресурси.

USE OF INTERNET RESOURCES IN FUTURE TEACHERS' PROFESSIONAL TRAINING IN THE DISTANCE LEARNING CONDITIONS

Abstract. The article substantiates the urgency of future teachers professional training problem in distance learning conditions, as well as the need for education digital transformation, educational process organization the with the introduction of innovative and digital technologies.



It was found that the informatization of modern society contributes to the popularization of Internet resources used in the educational process of higher education institutions. It is substantiated that the modern teacher should navigate in the information space, receive information, which is the main resource of digital education, and operate it in accordance with their own needs and requirements of professional activity; use Internet technologies, local networks; develop their own electronic products; must acquire new knowledge and skills that will help to work comfortably and be competitive in the educational space of the information society. It should be noted that usage of personal educational web resources can significantly increase the efficiency of the educational process, intensify educational-cognitive and independent activities the applicants for higher education and organize quality training in distance learning conditions.

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Keywords: professional training, applicants for higher education, distance learning, Internet resources.

INTRODUCTION

The problem formulation. Society digitalization has become one of the main trends in the labor market. The Concept of Digital Economy Development and Society of Ukraine for 2018-2020 (Concept of Digital Economy Development and Society of Ukraine for 2018-2020) states that digitalization is the saturation of the physical world with electronic-digital devices, tools, systems and setting the electronic-communication exchange between them, which makes possible integrated interaction of virtual and physical, i.e. creates cyber physical space.

More attention to the problem of higher education digitalization began to be paid during the pandemic caused by the spread of coronavirus infection and the transition of higher education institutions to distance and blended learning. In view of this, an important component of HEI educational process should be the provision of appropriate organizational and pedagogical conditions that contribute to the training of a competent specialist focused on innovative professional activities in the digital transformation of education. After all, in the process of professional training higher education applicants there must be formed basic life and professional competencies in accordance with the needs of the labor market, the ability to study in distance and blended learning, the ability to operate with information available on the Internet.

Analysis of recent research and publications. Many modern foreign and domestic scientists pay attention to the problems of using Internet resources in the educational process. Some aspects of future teachers training problem for professional activity in the context of society digitalization are revealed in the works of domestic and foreign scientists. Informatization of education, as well as the integration of information and communication technologies in the educational process is presented in studies: V. Bykov, K. Vlasenko, I. Gerasymenko, A. Gurzhii, M. Zhaldak, Y. Zaporozhchenko, S. Semeriakov, O. Spivakovskii, O Spirin, etc. P. Bespalov, V. Bykov, V. Vember, A. Gurzhii, O. Elizarov, M. Zhaldak, A. Kocharian and others studied the issues of IT specialists general competencies formation. The problem of of teachers digital competence formation is actualized by V. Bykov, D. Galkin, B. Hirsh, G. Kryber, R. Martin, L. Manovych, O. Ovcharuk, O. Spirin and others.

THE PURPOSE OF THE RESEARCH is to analyze and identify the educational opportunities of Internet resources that expediently should be used in future teachers training in conditions of distance learning.

RESULTS OF THE RESEARCH

The modern educational process is difficult to imagine without access to the Internet. Transformation processes in the higher education system, the social order of the labor market encourage the revision of certain established views on the goals and objectives of future teachers training during distance learning.

Note that distance education means well-organized and controlled self-education using computer technology and communication networks. Distance learning can occur synchronously or asynchronously. Synchronous format involves collaboration between a teacher and students in real time through video, audio or chat communication. With the help of the asynchronous mode of study, applicants for higher education work at their own pace and at a time convenient for them. The main task of the teacher is to provide students with clear instructions and deadlines. For example, at the Vasyl Stefanyk Precarpathian National University, teachers provide an effective distance learning process during the COVID-19 pandemic. It is worth noting that the university has been operating a distance learning system for several years on the platform d-learn.pnu.edu.ua, which was previously used to organize independent work of full-time and part-time students. Training materials are available at any time on this platform. There is a constant relationship between students and teachers.

The need for digital transformations in higher education is defined in legal documents, namely: Laws "On Higher Education"; decrees of the President of Ukraine "On measures to improve the system of higher education in Ukraine", "On measures to develop the national component of the global information network Internet and ensure wide access to this network in Ukraine", "On the National Strategy for the Development of Education in Ukraine for the period up to 2021"; Concepts of development of digital economy and society of Ukraine for 2018–2020; regulations on electronic educational resources, the National Strategy for the Development of Education in Ukraine for 2012-2021 (2014); Concepts of pedagogical education development (2018). By the way, in 2020, under conditions of quarantine, higher education institutions were forced to enter the digital education environment.

Experience shows that modern specialists must navigate in the information space, obtain information that is the main resource of digital education, and operate it in accordance with their own needs and requirements of professional activity (create text documents, tables, figures, diagrams, presentations; use Internet technologies, local networks; develop their



own electronic products (electronic textbooks, training programs, demonstration material); must acquire new knowledge and skills that will help to work comfortably and be competitive in the educational space of the information society. After all, learning on the principle of "know everything" is replaced by the principle of "know how to learn throughout life and become self-fulfilling and competitive", and work with information on the principles of "memorization" is gradually losing meaning due to the development of the Internet as a global source of information. Thus, not only knowledge but also digital skills of the 21st century, including media literacy and information skills, are becoming important.

Today, the Internet is a center of potential educational resources, which provides all participants in the educational process with unlimited opportunities to access any information. It is well known that Internet resources are educational resources that are located in the web space of the Internet (web pages, websites, web portals, etc.). Using personal educational web resources can significantly increase the efficiency of the educational process, enhance the educational-cognitive and independent activities of applicants for higher education and organize distance learning without the use of specialized systems such as Google Classroom and Moodle.

Researchers of Internet resources are divided into the following groups:

1. Mobile applications.
2. Free online courses.
3. Internet platforms.
4. Sites.
5. You Tube channels.
6. Pages in social networks.
7. Internet forums

In our opinion, the most expedient for effective future teachers' training is the use of various sites. Websites offer a variety of learning materials and help applicants for higher education quickly and independently to find the information they need. Distance and time is no longer an obstacle: a student has access to information around the clock, can choose what and when to study. Personal interest contributes to the common goal of a student and a teacher. Thanks to the use of sites, the basic principles of didactics are realized: accessibility, individualization, clarity, consciousness and activity.

Let's analyze the sites that can be used in practical classes while students carry out independent work.

Since future teachers need to be aware of the field and news of education, so the priority is the official portal of the Ministry of Education and Science of Ukraine (<https://mon.gov.ua/ua>) and the site "Osvita.UA" (<https://osvita.ua/>). These sites are used by students to obtain regulatory documents; acquaintance with new textbooks, books, scientific and methodical literature.

In addition, a variety of information that is of future teachers interest is posted on the sites "New Ukrainian School" (<https://nus.org.ua/>), "Institute for Modernization of the education content MES" (<https://imzo.gov.ua/>), "Educational portal" (<https://op.ua/>), portal "Vseosvita" (<https://vseosvita.ua/>), etc.

Sites that can be useful for teachers of higher education institutions can be divided into informational and educational. Information sites are used to select interesting text documents, creative tasks for students. Educational sites contain types of work and are designed taking into account the level of students' knowledge. The organization of effective learning with the help of educational sites depends on a clear formulation of tasks, specific instructions for their implementation, skillful use of time and Internet space.

There are also various pages and groups on the Facebook network that fill with scientific content. Among them stand out "Graduate students UA", "Young scientists for young scientists", "Informal communication on scientific topics", "Education and Science", "Everything for teachers", "Teacher info", "Teacher-innovator" and more.

It should be noted that the online education studio "EdEra" on its Facebook page offers educators a variety of online courses. By the way, third-year students majoring in 013 Primary Education of Vasyl Stefanyk Precarpathian National University within the study of the discipline "Pedagogical Innovation" (course developer Tsiuniak O.P.) successfully passed the "Online course for primary school teachers", "Work of primary school teachers " with special educational needs children", " Parental participation in the organization of inclusive education "and received certificates. In addition, on Facebook pages, future teachers have the opportunity to follow the latest educational news (Tsiuniak, 2020).

The Prometheus learning platform with courses on various topics creates conditions for users to exchange opinions and interesting ideas.

In distance learning conditions, teachers and applicants for higher education have the opportunity to use the materials of the virtual library. Typically, a virtual library has a directory (search engine). The user must enter keywords (by author or book title) and search the electronic catalog, after which the search result is displayed on the screen. You also need to be able to distinguish between virtual libraries and library reference sites. After all, reference sites of libraries do not contain educational products; they only reflect reference information about the work of the library, its structure, basic services, contacts and the repository of the university, as well as participation in virtual exhibitions of scientific products.

We propose to determine the benefits of using Internet resources in future teachers' training, namely:

- comfortable virtual environment, interface, organization and forms of educational content presentation are clear;
- information and communication support of training courses, use of innovative forms of interaction and communication;



- opportunities to get acquainted with information, conduct surveys, discussions at any time, which allows to realize the potential possibility of the educational process continuity;
- availability of a mobile network application that provides access at any time and from any device (personal computer, laptop, mobile phone, tablet, smartphone, etc.);
- ability to receive feedback;
- ensuring the transparency of the educational process, in particular in such aspects as the assessment of future teachers educational achievements, the formation of their professional competencies;
- open access to virtual libraries, audio and video materials.

In operating with Internet resources, the role of the teacher as a tutor and coordinator of the learning process is growing, who can manage the educational process taking into account the individual capabilities of each student with the help of electronic textbooks.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, from the above, we can conclude that in the education system, digitalization is aimed at ensuring the continuity of the learning process, i.e. life-long-learning - lifelong learning. In our opinion, the use of Internet resources contributes to the flexibility of the educational process in higher education institutions, reflects the modern paradigm of society, provides the formation of competitive professionals who learn quickly adapt to conditions which unpredictably and rapidly change. In addition, the digital transformation of Ukrainian education increases the motivation of future teachers to self-education and self-development, contributes to the achievement of new educational results that are adequate to the requirements of the digital society.

The prospects for the future researches are: to determine the readiness of higher education institutions teachers to use Internet resources in their own professional activities.

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