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PEDAGOGICAL CONDITIONS OF FORMING FUTURE PRIMARY SCHOOL TEACHERS' READINESS TO USE DISTANCE LEARNING TOOLS

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In the context of the development of scientific and technological progress in the education system with the involvement of modern computer technologies, the field of training future teachers also requires fundamental changes. Among the key competences defined in the new State Standard of Education of Ukraine (2016) is information and communication (information and digital) competence, which includes the confident use of information and communication technologies (ICT) to create, search, process and exchange information in the workplace, in public space and in private communication. ICT competence also includes information and media literacy, programming basics, algorithmic thinking, database manipulation, development of Internet and cybersecurity skills, and an understanding of ethics (e.g. copyright, intellectual property) when working with information [1]. Thus, the new Ukrainian school needs teachers who can ensure the development of information and communication (ICT) skills in prepared and motivated students. One of the most effective ways to achieve this is through the use of distance education technologies. Mastery of distance learning technologies is becoming a prerequisite for further professional development, particularly in the field of education. Currently, research by domestic and foreign scientists is aimed at identifying a number of conditions for the introduction of distance technologies in the educational process in higher education and ensuring its effectiveness [2]. However, it should be noted that at this stage of education development, there is no single list of conditions for the formation of future primary school teachers' professional readiness to use distance education tools.

Based on the above ideas, we consider the pedagogical conditions for the formation of future primary school teachers' readiness to use distance education tools as a set of specific situations that are purposefully created in pedagogical activities and contribute to the effectiveness of the results of readiness to use distance education technologies. As a result of our scientific research, we have outlined a number of pedagogical conditions for the formation of future primary school teachers' professional readiness to use distance education tools. The first condition is the combination of traditional teaching methods with distance education technologies. This pedagogical condition is due to the peculiarities of primary school teacher training, where methods of visualising educational material play an important role. Under these conditions, computer technologies in the educational process, and in particular distance education technologies, become an additional means of professional development of future primary school teachers, creating an active motivation to use information and communication technologies in their professional activities [1]. Thus, the formation of future primary school teachers' professional readiness to use distance learning tools is based on an organic combination of traditional teaching methods and new distance technologies. Moreover, as a result of

informatisation of education, traditional teaching methods are gradually evolving and acquiring new specific forms. For example, the introduction of electronic textbooks, manuals and video tutorials available on the Internet expands the possibilities for students to learn independently through interaction with educational resources, minimising the involvement of the teacher. Studying from textbooks is not only becoming more interesting due to the availability of multimedia content, but also more convenient in finding the necessary material. New forms of personalised learning methods are increasingly being used, not only in traditional private classrooms, but also via telephone, voice mail and email [3]. The use of explanatory and illustrative methods is also becoming more relevant. Teachers use presentations, infographics and interactive posters to organise the perception of the material. The most important component of the process of forming the professional readiness of future primary school teachers to use distance learning tools is general didactic, visual and demonstrative, and problem-solving methods adapted to the conditions of distance learning. The introduction of distance learning technologies in the professional training of future primary school teachers will also allow updating traditional types of educational activities, such as control and assessment of students' knowledge and skills. This is primarily due to the use of testing technologies in the distance education system, where different types of tests (multiple choice, matching, essays, etc.) can be introduced to qualitatively assess students' knowledge. The second condition is to provide future primary school teachers with a set of knowledge, skills and abilities necessary to work in distance education and pedagogical management of this process [4]. In the context of modernisation and renewal of the educational process, competent specialists in any field of knowledge must have a sufficiently high level of computer literacy. A modern teacher should be familiar with computers and modern educational technologies. This is due to the fact that teachers who are not interested in innovation and development gradually lose their competitiveness and authority among colleagues and students. Therefore, for future primary school teachers, the acquisition of skills in working with the distance learning environment, its content and structure is a prerequisite for professional development and growth. The following topics are considered: what is distance learning, its essence, functions, advantages and disadvantages; regulatory documents on distance learning and its organisation; distance learning platforms and their types; what are electronic resources and how to use them effectively in the educational process; principles of building distance courses and their learning resources; infographics, interactive infographics, interactive posters and animated presentations.

The acquisition of knowledge about distance learning tools and the development of skills in the use of distance technologies is possible if students are pedagogically managed. Since learning interaction as a pedagogical system requires controllability, pedagogical management is a way of coordinating the relationships between the elements of the pedagogical system, which expresses the essence, nature and functional aspects of educational work [1].

In addition, pedagogical management is also about encouraging, stimulating and supporting students' activities in the distance learning system. In addition, the range of professional activities of primary school teachers using distance learning tools is much wider than in traditional teaching methods. Pedagogical management of the process of mastering distance learning tools by students can be effective if the teacher rationally uses the capabilities of distance learning systems and collects high-quality examples of the use of information and communication technologies in educational activities. Mastery of educational technologies by students is a

prerequisite for the further educational work of teachers of secondary schools. Therefore, it is important for future professionals to gain experience in working with distance education courses and creating additional distance education technologies. The third condition is the distribution and creation of original visual aids (multimedia and infographics). One of the most important tasks in the educational process is to increase students' interest in learning, teach them to recognise educational information and use their senses to perceive the world around them. The more diverse the means of presenting the material, the better it is assimilated [1]. This is achieved through the widespread use of visuals at all stages of learning. Today, primary school teachers should clearly understand the meaning of the concept of "visualisation", have the means to create and use different types of visualisation and implement them in the learning process depending on the educational goals set. Modern computer technologies are capable of implementing any ideas for visualising educational materials. With the help of modern technologies, virtual visual materials are created and used in the educational process, so these products can be distinguished as a separate type of computer or virtual visualisation (presentations, interactive posters, infographics, etc.). can be used [3].

The conditions we have outlined will guarantee the technological aspects of distance learning technology and expand the boundaries of future primary school teachers' search and creative activity, allowing them not only to use existing learning tools but also to create their own learning tools. Thus, the following conditions should contribute to the effective formation of future primary school teachers' professional readiness to use distance education tools: 1) combining traditional teaching methods with distance education technologies; 2) providing future primary school teachers with a set of knowledge, skills and competences, as well as ensuring pedagogical management of this process; 3) dissemination and creation of original visual aids (multimedia and infographic).

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