Lalak Natalia Volodymyrivna,
candidate of pedagogical sciences, associate professor,
Mishko Mariia Vasylivna,
student,
Mukachevo State University

TRAINING OF FUTURE SPECIALISTS TO THE USE OF INTERACTIVE TECHNOLOGIES IN TEACHING JUNIOR SCHOOLCHILDREN

The article touches the problem of training future specialists to the use of interactive technologies in teaching junior schoolchildren. The essence of the concept «training of future teachers for implementation of interactive technologies in elementary school» is revealed in the present article. The authors have substantiated the pedagogical conditions for improving the pedagogical skills of a future teacher by using interactions at various lessons in primary school, such as: activating the motivation of future teachers for the effective use of interactive learning of junior pupils; improvement of the content component of the professional training of students in order to expand their scientific ideas and concepts about pedagogical technology mentioned above; use of the potential of teaching practicing.

Key words: new Ukrainian school, competetive aproach, interactive technologies of education, training of future specialists.

Uprising of the problem. Modern pedagogics is characterised by reconsideration and change of views and approaches, rejection of some determined traditions and stereotypes. Education reforms in Ukraine are directed to improvement of quality and teachability of education, person's education, which satisfies the demands of the XXI century – initiatory, self-sufficient and creative. According to the Concept «New Ukrainian School» the problem of using internal reserves to increase the effectiveness of student education is nowadays particularly urgent. The search for improving ways of the education system leads to the widespread establishment of interactive technologies into educational process of elementary school.

The emergence, genesis and development of interactive technology is closely connected with ideas of active study, which have originated in ancient times. Different models of active study existed and developed on various levels of historical and pedagogical process. The essence of interactive study presupposes, that educational process is realized by means of permanent, active interaction of all participants. It is – cooperate education, mutual learning, where a teacher and a pupil are equal partners, equal subjects of education who are aware of what they are doing, reflect about what they know, and are capable to do.

Organization of interactive education in primary school includes modeling of life situations, the use of role games, cooperate solving of the problem on the basis of case analysis of appropriate situation. Such education supports efficiently the formation of knowledge and skills of junior schoolchildren, manifestation of values, creation of the atmosphere of cooperation, allows a teacher to become a real leader of children group. Such evidence can lead us to determine the requirements to the level of professional training of future specialist as leading subject of educational activity, who in present conditions, performs the role of a facilitator, moderator of an individual educational trajectory for the development of elementary school pupils.

Analysis of recent investigations and publications. Interactive study as specific educational technology in general didactic aspect has been substantially investigated by L. Koval, N. Kolomiets, O. Pometun, L. Pyrozhenko and others.

The use of interactive technologies in the system of training of future teachers in higher educational establishments is subject of attention for many scholars (I. Gladka, O. Yelnykova, G. Kobernyk, V. Martyniuk, N. Pavlenko, O. Pavlyk, L. Topolia and others). Scientists (N. Bibik, V. Bondar, S. Bodnar, L. Vashchenko, I. Gavrysh, V. Yevdokymov, V. Zemlianska, O. Savchenko, I. Khyzhniak, O. Chyzh, I. Shaposhnikova, K. Yurieva and others) concern on the wide aspect of educational, developing tasks, я which a future school teacher must solve; as well as on implementation peculiarities of interactive study in primary school (N. Kolomiets, O. Sagan, N. Pavlenko and others).

The aim of the article is to substantiate the peculiarities of training of future specialists to the use of interactive technologies in teaching junior schoolchildren.

Investigation results. The present time expects a teacher to be highly professional, to implement up-to-date educative technologies and to demonstrate permanent capability for self‑education and self-improvement. The newest pedagogical technologies are being gradually included into the educational process of primary school. Among these technologies, there is technology of interactive education which presupposes many-sided development of personality, except of common education.

In order to define the essence of the concept «training of future teachers to implementation interactive technologies in primary school» it is necessary to investigate the connection between concepts «training» and «professional training». The analysis of scientific works in various aspects of training of teachers, including primary school teachers, makes it possible to state, that the notion «training» is treated by scientists as a process of formation and enrichment of knowledge and skills, necessary to an individual for an adequate solving of specific tasks, as well as experience, obtained in the process of education and practical work [1, c.180]. The pedagogical dictionary defines the term «professional training» as the combination of special knowledge, skills and abilities, qualities, experience and norms of behavior, which ensure the ability of successful work in chosen profession [2]. Taking into consideration the professional training of primary school teacher, scientist L. Khomych difines it as the process of study of psychological and pedagogical subjects in research and development, educational and practical work. Scientist indicates, that professional training – is an objectively obvious process of education (teaching and learning), during which teachers-to-be obtain their professional, general pedagogical and methodological knowledge, and students master appropriate skills and abilities in the process of pedagogical practicing [6].

N. Kolomiets, O. Sagan, N. Pavlenko in their scientific works single out the following peculiarities of implementation of interactive education in primary school: goal-oriented ensuring of emotional contacts and positive communicative feelings of junior schoolchildren in the process of interaction aimed at creation of positive educational environment in primary school; harmonious combination of physical and cognitive activities of children; activization and motivation of pupils' reflection in educational process; systemic approach in teaching junior schoolchildren applying various forms and methods of educational interaction; formation of skills of pupils' social interaction; stimulation of parents to interactive communication (training for parents, organization of interactive communication by means of creative tasks for combined work of children and parents) [4].

We state the idea, that the term «training of future teachers to implementation of interactive technologies in primary school» should be understood as a complex of pedagogical means, directed to the understanding of the theoretical basis of an indicated technology; formation of social professional abilities, which are necessary for implementation of interactive technologies into educational process; stimulation and motivation of cognitive activity of students, and directed onto the development of positive reflection towards the use of interactive technologies. In the context of research we have investigated, that difficulties for future teachers which emerge while using interactive

technologies in teaching include: unformed communicative competence, insufficient methodological and psychological level of readiness for interactive teaching, providing pedagogical assistance which satisfies the needs of pupils and is necessary for learning educational material etc.

One of the ways in solving this problem within the system of professional training is the elaboration of necessary pedagogical conditions for improvement pedagogical mastery of future primary school teacher towards the use of interaction at different lessons in primary school [3]. In our opinion it is: activization of motivation of future teachers to efficient implementation of interactive teaching of primary schoolchildren; improvement of content component of professional training of students which is aimed at broadening their scientific ideas and concepts about the pedagogical technology mentioned above; the use of the potential of teaching practicing towards realization of interactive technologies in primary school.

The problem of readiness of future teachers to implementation of interactive technologies in teaching primary schoolchildren is being efficiently solved in the process of professional training of students of specialty «Primary education» of Mukachevo state university. Theoretical basis of the use interactive technologies is introduced to students within the following disciplines: «Introduction to specialty», «Modern education technologies in primary school», «Technologies of learning of the educational branch («Language and literature», «Nature sciences», «Social sciences», «Mathematics» and others) etc. The delivered lectures reveal theoretical aspects of the essence of interactive methods, their classification, their most wide-spread types, which are used in the process of task solving in primary school. Future professionals learn the rules of organization of interactive education, such as:

– all pupils should be attracted to the work;
– an active part in the work is encouraged;
– pupils must individually work out and perform the rules of work in small groups;
– the relevant amount of pupils is demanded to ensure productive work;
– pupils should be prepared to the work in small groups;
– teacher is supposed to create comfortable conditions for study, when a pupils is satisfied with his success, intellectual capability.

Besides, students work out conspectus with the applied interactive technologies, and follow the oriented structure of the lesson:
1. Motivation.
2. Announcement of the topic of a lesson and expected educational results.
3. Necessary information support.
4. Interactive exercise.
5. Reflection of results.
6. Conclusions.

It is worth indicating, that organization of interactive study of future professionals in the process of learning pedagogical subjects («Introduction to the specialty», «History of pedagogics», «Fundamentals of pedagogy», «Pedagogical mastery», «Didactics», «Theory of education», «Ethnopedagogics» and others) presupposes modeling of life situations, the use of role plays, co-solving of the problem on the basis of circumstantial analysis and particular situation, which betterns the formation of didactic knowledge and skills of students, the development of values and motivating sphere of future teachers, creation of the atmosphere of collaboration, interaction, allowing a teacher to become a real leader of students' body. As experience shows, at the various stages of lectures, seminars and practical classes in the process of learning pedagogical disciplines, teachers should use the complex of interactive technologies, which combine technologies of cooperative, collective and group, situational modeling, working out of discussive issues, («Synthesis of thoughts», «Microphone», «Unfinished Sentence», «Brain storm», «Situational analysis or case-метод», simulation, «Method press», discussion, debates, webbing, business games and others). Such implementation of interactive technologies in the context of different forms of education of students makes up particular system, which possesses adequate logics of implementation, algorithm of increasing difficulty.

Future teachers are interested in the use of the method «Unfinished Sentence», which is oftenly combined with the method «Microphone». This allows students to work more thoroughly on the form of expressing different ideas, comparing them with others. The work according to this method allows the audience to overcome stereotypes, to speak more fluently on proposed topics, to work out the ability to speak briefly, convincingly and to the point [5, p.48]. The method «Unfinished sentences» will be appropriate to use both for updating basic knowledge, and for controlling the initial level of knowledge of students for the purpose of the reflection of the activity.

Theoretical knowledge and practical skills obtained in the process of study are successfully implemented by students in the course of various types of teaching practicing. Thus, in the process of using interactive technologies in the elementary school, future teachers take into account the motives of teaching children, create a positive atmosphere of the educational process, use the subject experience of students, promote their success, provide the opportunity for junior pupils to use the acquired knowledge in practice.

Conclusions and prospects of further investigations. Hence, training of future professionals for the use of interactive teaching technologies in elementary school should be an orderly, coherent, dynamic system that functions in accordance with the aim, objectives and principles of the activity. We believe that training under consideration should be directed to the formation of the motivational and value orientations of the students, the system of their knowledge, abilities and skills and presupposes the development of a creative approach to the organization of educational activity of junior pupils.

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Статья посвящена проблеме подготовки будущих специалистов к использованию интерактивных технологий обучения младших школьников. Определено состояние разработанности исследуемой проблемы в научных и методических источниках, раскрыта сущность понятия «подготовка будущих учителей к внедрению интерактивных технологий в начальной школе». Авторами обоснованы педагогические условия для совершенствования педагогического мастерства будущего учителя при использовании интеракции на различных уроках в начальной школе, в частности, это: активизация мотивации будущих учителей к эффективному использованию интерактивного обучения младших школьников; совершенствование содержательного компонента профессиональной подготовки студентов с целью расширения в них научных представлений и понятий о вышеупомянутой педагогической технологии; использование потенциала педагогических практик.

Ключевые слова: *Новая украинская школа, компетентностный подход, интерактивные технологии обучения, подготовка будущих специалистов.*

Стаття присвячена проблемі підготовки майбутніх фахівців до використання інтерактивних технологій навчання молодших школярів. Визначено стан розробленості досліджуваної проблеми у наукових і методичних джерелах, з'ясовано, що інтерактивні технології навчання – нова філософія надання знань тим, хто навчається. Разом з тим це суб'єкт-суб'єктні відносини у стосунках учитель-учень, що сприяє хорошим результатам у навчанні, засвоєнні і відтворенні знань учнів, розвитку їхніх здібностей і творчого потенціалу. Авторами розкрито сутність поняття «підготовка майбутніх вчителів до впровадження інтерактивних технологій у початковій школі», обґрунтовано педагогічні умови щодо вдосконалення педагогічної майстерності майбутнього вчителя при використанні інтеракції на різних уроках у початковій школі. Зокрема, це: активізація мотивації майбутніх вчителів до ефективного використання інтерактивного навчання молодших школярів; удосконалення змістового компонента фахової підготовки студентів з метою розширення у них наукових уявлень та понять про вищезазначену педагогічну технологію; використання потенціалу педагогічних практик. З'ясовано, що у процесі фахової підготовки при вивченні дисциплін («Вступ до спеціальності», «Основи педагогіки», «Дидактика», «Теорія виховання», «Етнопедагогіка», «Педагогічна майстерність», «Історія педагогіки», «Сучасні педагогічні технології у початковій школі», «Технології вивчення освітньої галузі («Мова і література», «Природознавство», «Суспільствознавство», «Математика» та ін.)) студенти знайомляться з теоретичними аспектами сутності інтерактивних методів, їх класифікаціями. Отримані в процесі навчання теоретичні знання про інтеракцію та практичні вміння щодо проведення уроків з використанням інтерактивних технологій навчання успішно реалізуються студентами під час проходження різних видів педагогічної практики. Педагогічна практика відкриває для майбутніх фахівців широкий спектр можливостей планувати, проектувати і проводити уроки та виховні заходи із застосуванням інтерактивних технологій.

Ключові слова: *Нова українська школа, компетентнісний підхід, інтерактивні технології навчання, підготовка майбутніх фахівців.*