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The Role of New Educational Technologies in Teachers' Professional Preparation in Higher Education

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Abstract

Numerous pedagogical technologies have been developed and presented in modern pedagogy, such are: pedaogical-educational organization ways, learning technologies, as well as a combination of methods, knowledge, abilities, skills, and resources in the common use of education management systems. Based on the concepts of the education system, we can say, that education management technology provides a unified effective functioning of intercommunication components due to the communication network.

Keywords: New Educational Technologies, Professional Preparation of Teachers, Higher Education, Pedagogical Process, Communication Activity, communication capabilities, Communication Technologies, Communication Barriers, Self-Development, Self-Organization

Wstęp

Dynamics of civilized educational systems modernization generates new bases for an effective pedagogical process organization. The study of the most effective ways, new methods of organizing educational activities is of a key importance in the educational sciences. The effectiveness of the pedagogical process is conditioned not only by implementing particularmethods and means, but by their complex application. It is suffice to say that methods in modern effective methodology, as units of method, have been replaced in larger numbers – by educational technology (Столяренко, 2006, p. 326).

In the 1960s, the concept of technology was introduced in pedagogy (Кукушина, 2006, p. 26; Галагузовой, Мардхаева, 2002, p. 9;Колеченко, 2005, p.149; Щуркова, 2005, p. 5), which is not definitely perceived and interpreted today. In one case, it is understood as the complete use of learning tools, and secondly, as a microsystem, which is part of scientifically justified and grouped elements (pedagogical problem, appropriate means and methods, various inventions, supervision, pedagogical competence); in the third case a program which implementation implies a predictable result (Рапацевич, 2001,

p. 787; Галагузовой, Мардхаева, 2002, p 9; Столяренко, 2006, p. 326). As a result, according to G. Ksensova pedagogical process technology involves the ways in which the educator's activities are presented in a certain set of completeness and sequences, and implies a purposeful and predictable result (Ксензова, 2001, p. 6). A. Kolechenko defines pedagogical technology as procedures relevant to the formation and control of humanitistical knowledge, abilities, skills and relationships (Колеченко, 2005, p. 150). According to B. Lihachov pedagogical technology is a set of psycho-pedagogical targeting points that determine the specific combination and choice of learning styles, means, methods and upbringing ways, as well as the whole set of pedagogical process tools (Кукушина, 2006, p. 6).

In all cases, the commonly used technologies in education are aimed at increasing the effectiveness of the process of formation and development of a person[1], as well as the effective interaction between the teacher and the learners.

Numerous technologies have been developed and presented in modern pedagogy, which, on the one hand, are viewed as upbringing[2] organization ways, means and methods (collective upbringing technologies, collective creative technologies in upbringing, social-educational technologies, technologies of upbringing in social environment, etc.).

In some cases, pedagogical technologies are used as learning technologies, the main function of which is to fully utilize the content of the learning process by the learners (Traditional Learning Techniques, Developing Learning Technology, Personally Developed Learning Technology, Integration Training Technology, Information and Communication Education Technologies, Active Learning Technology, etc.).

In the next case, technology is viewed as a combination of methods, knowledge, abilities, skills, and resources in the common use of education management systems (Аронсон, 1998]. Based on the concepts of the education system, we can say, that education management technology provides a unified effective functioning of intercommunication components due to the communication network (Аронсон, 1998, p. 119).

In fact, on the basis of the above mentioned ideas, we can say that modern pedagogy is focused on upbringing, learning, and education management technologies. Upbringing, learning, and education management technologies are simultaneously the means of communication as they also have a function of

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[1]Taking into consideration the place and role of pedagogical technologies in the process of formation and development of a person, the pedagogical technology has recently been separated as a new branch of science.

[2] The technology of upbringing was developed by Macarenko. By utilizing pedagogical technology, he understood the whole range of effective forms of interaction of the participants of the educational process aimed at the formation of a common pedagogical logic and the formation of a person as a full member of society.

communication. Due to their communication function, all pedagogical issues are solved – from the acquisition of knowledge, from education to effective management of the education system. Especially, all of the listed technologies are ultimately the forms of pedagogical interaction or educational communication, which can have different goals and aimed at solving multifold pedagogical problems.

As noted by K. Shchurkova pedagogical technology is a new branch of pedagogy that ensures the true inetaction of pedagogues through a tactful communication with pupils whose art should be educated and that provides a learners' interaction with the surrounding world (Щуркова, 2005, p. 11). Interrelations that explore learners real capabilities through communications and through communications create conditions for learners development and self-development.

However, less importance is attached to the study and development of the technology focused on the student's communication activity. It is well known that through the promotion and development of communication activity, the effective organization of the formation process and the personal development is equally possible, solving the all and educational problems.

From this point of view, the development of effective interaction and perception forms of pedagogical process subjects is based on different levels of communication activity of the teacher and lerner. In other words, it is especially important to develop and introduce communication technologies, developing dommunication activity.

This problem stems from the fact that §... prevails on the approach of providing pupils with a ready-made knowledge, rather than teaching their students to build knowledge ... (Educational…, 2006, p. 21). And in order for learners to become involved in the building of knowledge, they should be active in the communication process from school.

And the person who implements such an approach is, first of all, a teacher who needs special university training. Teacher training program, at the university, requires special approaches.

From the point of view of the effective pedagogical process implementation, the following issues are important for the operation of educational technologies:

– Taking into account the age and individual characteristics of learners, taking them to the general, to the new relationships. Through the application of educational technology aimed at organizing an active educational process, first, the teacher works with everyone separately, creating a unique communication network simultaneously. Learners can work independently, with the teacher, and with classmates. Network technology is based on the work of a teacher, as a result of which, all learners work simultaneously and actively. As a result, the learner is able to create conscious networks with self-assertion. Pedagogical

technologies of interpersonal communication are aimed at the formation of communication kowledge, abilities and skills, communication activity of learner that forms *communicability*.

– Through the creation of collaborative groups, the teacher contributes to the formation of capabilities of demonstration and development, collaboration and interaction of learners. During the implementation of these technologies, everyone is equally active and important not to identify specific peculiarities of a learner but to involve them all in the same situation and push them together to search and find solutions. The essential thing here is that a group of students faces a problem that connects each student to the group by forming a collaborative circle. Thus, pedagogical interpersonal communication technologies contribute to the formation of communication needs among learners, encouraging them to overcome communication barriers and difficulties, that is, the formation of *communicative and communico directed person*.

– It is important for the learner to contribute not only to the formation and demonstration of communication capabilities, but also to self-organization. For this purpose, technologies that are targeted at creating a student's creative activity are applicated. Due to such technologies, the teacherturn indirectlyeveryone's work on the child's development, the formation of self-development qualities, and the communication relationships get a view of pyramid. As a result, the child acquires aspiration of building a communication and creation of communication-relations. A child is not only able to communicate and tries to communicate, but also creates by oneself communication ways, communication situations, and, as a communicator, can help his communcants overcome communication barriers. It means that a leraner becomes a communicogenic person who can start communication.

Modern technology has been developed in modern pedagogy, but they are not yet fully used in a pedagogical practice, especially in schools. There are two reasons for that. First, it is the conservatism of the educational system, so new technologies are slowly being introduced in the pedagogical process. Secondly, it is the stratification of pedagogical interpersonal communication technologies that do not have a systematic and complete insight into teacher's work.

Thus, educational technology is a system of interconnected forms of actions, ininterrelations which acts according to a specific program of actions and the implementation of those creates new opportunities for an effective pedagogical activity and pedagogical process. It forms pedagogical communications as a means of personal development.

Bibilography

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