PECULIARITIES OF FORMATION OF PRESCHOOL TEACHER S SKILLS TO USE INFORMATION AND COMMUNICATION COMPETENCE

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Abstract: The article deals with the peculiarities of formation of future teachers' skills to use information and communication technology competence on the hasis of the course *"Information Technologies"*. Attention is focused on the components of H "T competence. Types of skills and the necessity of using electronic resources have been analyzed. The conclusion about the necessity of electronic teaching materials usage is made. This pedagogical problem is rather new and needs scientific studies and research that require creation of new teaching aids and techniques as well as informatization of education. The problems of the formation of competences of teachers and students hare hardly been solved.

Keywords: Information and communication competence, skills, training of future preschool teachers.

INTRODUCTION

In the context of Ukraine's joining the world educational space, modernization and computerization of the system of education, the tools and technologies, methods of teaching and training of future specialists are being improved. Training of future preschool teachers is not the exception.

Nowadays attention of researchers is attracted to various aspects of informatization of educational process. V. Kremen in the *"White Book of National Education in Ukraine"* describes the strategy of education development in the information society. He emphasizes that combining the traditional pedagogical technologies of education and information and communication technologies it is possible to develop person's abilities in a more efficient way Use of these technologies in the learning process creates additional conditions and revamps the content of education, allows achieving much better outcomes of learning activities, providing each student with formation and development of their own educational trajectory [5].

Owing to the reforms in education all over the world, including Ukraine, requirements to young university graduates are formulated through the definition of competence. A new educational paradigm has been formed and priorities in education in Ukraine have been reconsidered. Information and communication competence of teachers were considered by Ukrainian and foreign scientists Ian Webb. Toni Downes, V.'Kotenko. N. Popovich, L.Sobko, S. Surmenko [2; 4] as at the modern stage of the information society development they are very topical and acknowledged by the European community. The necessity of formation of information-communications technology competence (ICTC' i of future teachers is regulated by a number of regulatory documents of Ukraine. Laws of Ukraine On Education. On Higher

Education, On the Mam Provisions of the Information Society Development m Ukraine in 2007 - 2015. National Project Open World |3) These documents state the necessity of intensifying the process of students' training and formation of their ICTC. Attention is also drawn to the training of a new generation of pedagogical specialists, from preschool teachers to lecturers at higher educational institutions. Despite a considerable quantity of documents.

The essence, structure and mechanisms of the development of future preschool teachers' information competence still remain understudied. The spectrum of researches on this subject does not meet the present and perspective needs of education. This pedagogical problem is rather new and needs scientific studies and research that require creation of new teaching aids and techniques, and informatization of education.

Modern studies that reveal the process of formation of different competences of preschool specialists can be found in the works of such well-known Ukrainian scientists as L.Artemova, G.Belenkaya, I.Bekh, N. Lmelianova, L. Zagorodnyaya, K.Karpova, N. Kovaleva, T.Kotick, K.Krutii, N.Lysenko. Z.Plbkhiv, T. Ponimanskaya., T.Tanko and others [4]. I..'Dobrovolskaya considers competences which specialists of preschool education are to acquire. These competences should be relevant to the new social objectives and the level of the development of pedagogical sciences. Such specialists should be able to work in market economy. They should also understand that only a high level of professionalism, creativity and initiative will help them find their place and fulfill their potential in the profession [1].

Modern studies of the problem of preschool teachers' skills are not full. They mainly concern, teacher's skills to manage the game (L.Artemova. A.Bondarenko. S.Novoselova. Yankovskaya, etc.), work activities (Z. Borisova. G.Belenkaya, M.Mashovets, N.Kot, N. Krivosheya, etc.), skills of culture and art of speech (M. Bogolyubskaya, A.Bogush, R. Bure, L. Gorbushina, N.Orlanova, L. Ostrovskaya, V.Shevchenko, etc.). L.Semushina suggests classification of teacher's pedagogical skills within the prolessiogram (2).

MATERIALS AND METHODS

Analysis of practice and own working experience as a lecturer at a higher educational institution make it possible to believe that the formation of 1CT skills of future preschool teachers is rather poor within the framework of their professional training.

The subject of the research in this article is the process of formation of skills to use ICT competence of future preschool teachers on the basis of the course *New Information Technologies* by students of *Preschool liducation* specialty at Mariupol State University (Mariupol. Ukraine). To develop the problem of formation of teacher's ICT competence, the following task was set: to characterize the skills of applying 1CTC in professional training of future specialists of preschool education.

Methodological basis of research is presented by issues about the essence of the professional pedagogical education (0.°Abdulitva. I.'Zyazyun, V. Slastenin, V.°Sukhomlinsky We). the main laws and regulations in the field of informatization of education in general and pivsehool education in particular, preschool education state standard and the national framework.

To solve the task, the following theoretical research methods were used: scientific and methodological Ukrainian and foreign works (ruining of future preschool teachers and with the problems of formation of skills by students, studying of the curriculum and programs of the course New Information Technological for students of the specialty Preschool liducation.

Scientific and research work over the abovementioned problem has been carried out since 2006 by the creative team of the Department of Preschool Education and the Department of Mathematical Methods and Systems Analysis at Mariupol Stale University. Ukraine.

An important phase in the formation of 1C f competence is practical classes that allow checking, while doing the tasks, the correctness of theoretical concepts and the knowledge. At the same time the skills necessary for future professional activities of students are trained. The connection between information and professional constituencies of training of future teachers is not defined yet. that is why students of pedagogical specialties do not usually understand the importance of the course *New Information Technologies.*

Let's consider the skills of formation and application of ICTC. which were introduced in the educational process:

- to apply encyclopedically complete and constantly updated libraries of elcclrome educational sources in practice;

- to use multimedia educational materials, providing opportunities for independent cognitive activities (presentation materials for lectures, printed materials - booklets for the tasks for independent work);

- to work with standard desktop applications and generally available word processors and spreadsheets, professional applications and their adapted versions for training;

- to work directly with the concepts, materials, and take on the role of the experimenter, to test hypotheses and to draw conclusions from the experimental results and the knowledge gained;

- to direct their learning and cognitive activities on the usage of the acquired knowledge in future (in the real world), to mode real-life situations in which eventually use this knowledge;

- to use ICT- resources flexibly; to work with the material in various ways and demonstrate the results of training in different ways.

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RESULTS

Skills of formation of ICTC become particularly apparent during the work with the electronic educational methodological complex (ELMO of the course *New Information Technologies (NIT),* see Scheme 1.

Scheme I: Skills of formation
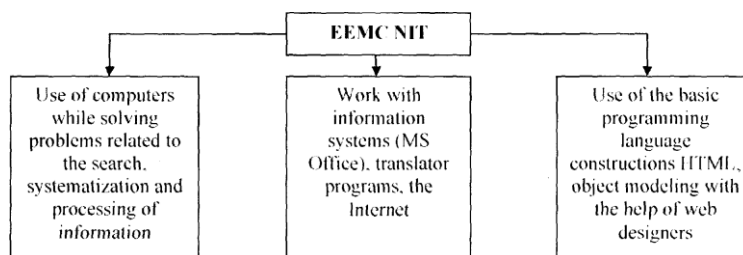
Thus, by improving teaching materials, based on ICT and designed for the development of professional skills of students of pedagogical specialties. ICT competence of future teachers can be formed.

Formation of information competence is done through the learning process, the content of education and the conditions favoring the formation of certain psychological qualities of the personality. This process is a continuous one and goes on throughout the whole period of studying.

DISC I SSION AND CONCLUSIONS

In conclusion we would like to emphasize that the ICT competence of future preschool teacher is a polished ability to use the information and communications technologies in practice to meet their own individual needs and achieve professional goals. In this case the teacher ceases to be just a "retransmitter".

Informatization and computerization are important and challenging modern tasks of education including training future teachers in particular. This becomes possible owing to formation of ICT competence of future preschool professionals, and depends on how grounded and active the teacher's position will be, their ability to innovative activities, and their pedagogical position.

We see the perspectives of the development of the described scientific problem in working out the levels of ICT competence, criteria and indicators of the formation, development and improvement of student's ICTC.

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