PROSPECTS OF INTRODUCTION OF TECHNOLOGIES OF REMOTE TRAINING IN VOCATIONAL SCHOOLS

Petrenko L.M., a doctor of education,
a senior researcher, an academic secretary
The Institute of Vocational Education and Training of
the National Academy of Educational Sciences of Ukraine

In Ukraine the distance learning is commonly "an individualized process of acquiring knowledge, abilities, skills and ways of human cognitive activity, which is mainly due to the indirect interaction between distant from other participants of educational process in a specialized environment that operates on the basis of modern psycho-pedagogical and information and communication technologies" [2]. The Provision on distance learning (approved by the Order of the Ministry of education and science No. 466 of April 25, 2013) its purpose is the provision of educational services by applying in learning modern information and communication technologies for specific educational or educational qualification level according to state educational standards; training citizens for admission to educational institutions, training of foreigners, and training workers [ibid].

This article is devoted to studying the demand for the use of distance learning and its technologies in the training of future skilled workers. Their capabilities are constantly expanding. This gives you the opportunity to meet citizens ' needs in obtaining education and professional training, advanced training, regardless of sex, race, nationality, social and property status, type and nature of occupation, philosophical beliefs, membership of parties, attitude to religion, creed, health status, place of residence, in accordance with their abilities. As evidenced by the results of the research, professional distance learning is attractive for citizens of Ukraine.

Today, along with the concept of "distance learning" is increasingly used another concept – "e-learning", which quickly evolves due to the development of WEB technologies. The most common in Ukraine is e-learning 2.0, "based on the instruments that combines easy development of content distribution via the Internet and built-in collaboration tools" [1, sec. 22]. In essence, e-learning 2.0 is a seamless blend of work and learning in one process, which is managed by the employee.

Training is considered as the process of access to content that is created by experts and colleagues in school. In addition, learning is also a process of communication and interaction through the social model computing.

The emergence of new technologies, cloud computing, collaborative intellectual work data stimulated the development of e-learning 3.0 to e-learning of the third generation. Its biggest advantage, according to researchers, ubiquitous access to learning resources (content) using mobile devices. Their using makes it possible to access virtually any at any time and in any place. In prospect, the use of artificial intelligence for selection and sorting of large volumes of educational information. WEB 3.0 provides a personal learning environment, personalization as a key approach to training for a modern economy, who is built on knowledge. Such capabilities and characteristics of e-learning 3.0 aroused great interest in the scientific world and the educational community of the professional training system. After all, they point to the great potential that can be used in the formation of future professionals.

To clarify the directions for further research methodological foundations of remote training of skilled workers in vocational schools, we conducted a survey to study the demand of teachers on the introduction of IT technologies in the system of professional education. The survey involved 3451people (teachers, masters of industrial training, the management staff of educational institutions) from 39.5 thousand pedagogical workers (teachers and trainers), i.e. 8.7% of all workers in VET in 2016 teachers. They represented education institutions of different profiles of 24 provinces and Kyiv by such profiles: trade and public catering (37,2%), industry (23.5 per cent), construction (40,8%), services (32,5), transportation (30.3 per cent), agriculture (30.1 per cent) and so on. Respondents had different age: 30 years old (15.4 per cent), 30-40 years (29,7%), 41-50 years (23.4%) is over 50 years old (31,4%). As you can see, the most interested were the teachers of the older generation. The vast majority of respondents are women (70,4%). If we talk about categories, it is mainly the experts first (22.5%) and highest (24.7 per cent) categories, which are teaching mathematics and science (12.2 percent), humanitarian

cases (16.7%), vocational and theoretical (26.2%) and apprenticeship (38.4 per cent). The most active were teachers with 20 years of experience to 34.5%, and with the experience 11-20 years 29%. In contrast to the stereotypes in the society, in this issue of leadership belongs to the experienced teachers and not the young generation of teachers.

We were interested in the practice of implementation of distance learning technologies in the educational process. Based on the questionnaire results we received optimistic picture. For all the shortcomings of the vocational schools with computer equipment, broadband, 6.6% of the teachers made constant use of it technologies in teaching and have a positive experience. 28,6% of the teaching staff used the technologies of distance education successfully one or more times, and another 15.8 percent have made the attempt, but to no avail. Thus, the interest in using distance learning in training of skilled workers is quite high – more than half of the teaching staff. This is also the opinion of the respondents regarding the prospects of distance learning in vocational education: 28,3% believe that this form of training is promising, and 28.4% said "probably Yes".

We believe that the formation of such position of teachers was influenced by a number of prerequisites, among which a significant place is occupied by the introduction of innovative and information technologies in vocational education in the framework of international projects, cooperation with social partners: "KNAUF", "Henkel Bautechnik Ukraine", the modern factory of building mixtures "BudMajster", "BOSH", "TRIORA", "NIBKO", "HERZ Ukraine", "CAPAROL Ukraine", LTD "AQUATHERM-Kiev", LLC "Sniezka-Ukraine and others." [3, sec. 93]

The spread of IT-technologies in the field of vocational education contributed to the activities of such academic institutions as Institute of vocational education NAPS of Ukraine. For ten years scientists have purposefully developed and implemented: information and analytical system "PROFTECINFO", methodological foundations of development of information-analytical competence as managerial staff and teachers of different categories. This basic competence is the basis for the search,

preservation and quality-semantic information processing, mastery of technologies, increase of information culture in general. Designed and implemented by scientists methodological basis for the creation of textbooks for the training of future skilled workers in different professions encouraged teachers to be creative in the development of the information educational environment of educational institutions, introduction of it technologies in the educational process. The intensification of the process of implementation of distance learning and IT-technology in vocational and technical schools is constantly monitored by the scientists of the Institute. So, last year to participate in the training "Development of electronic content for using in distance learning e-learning.org.ua" (24 October 2016) signed up almost 100 people from 22 areas. Summarized results of the analysis of the participation of teachers in professional education are represented in Fig. 1.
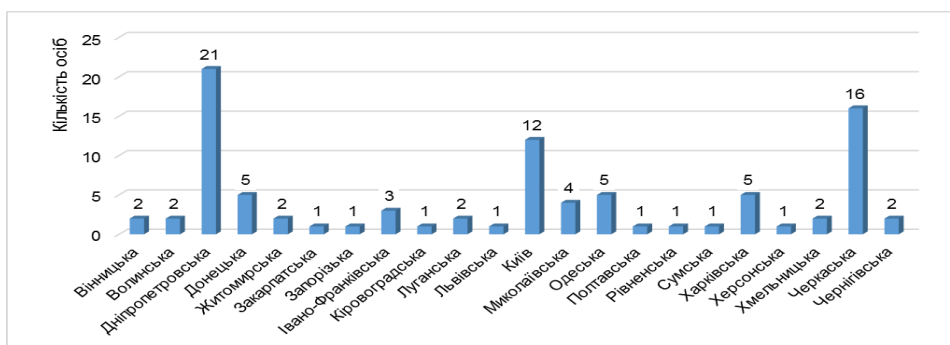

Fig. 1. The results of the analysis of the participation of teachers in professional education in the training (And the stage)

It is important to note that their interest to discuss this problems found also teachers of higher educational institutions. According to the results of the conducted training was published the collection of abstracts and developed and adopted recommendations. According to them the final stage of training (the practical part) was held in November 2016. During the presentation of the mini-modules developed by the scientists of the Institute, teachers received consultation and advice regarding the methodological aspects of distance learning, work effectively in PowerPoint, creating and editing of test questions like multiple choice, preparation of infographics for use in distance education. These modules were placed on the platform LMS PTO HYPERLINK "http://e-learning.org.ua/" http://e-learning.org.ua/ that allowed us to

obtain the following results: from November 2 to November 9, 2016 the system of distance learning called for 384 user who spent 1355 sessions. They viewed 2025 pages of text. Average session duration for each visitor is about 13 min. (min. 12,48). Only 29% of teachers had started to work, but at a certain stage refused new sessions started 20,22% of visitors of a distance learning system.

Extremely great resonance in Ukraine got Ukrainian web conference "Theory and practice of distance education in professional education", which was attended by representatives of nearly 120 vocational and higher educational institutions, 7 research, 10 study centers for vocational education. During the conference there were discussed the issues of implementation of distance learning in the national system of vocational education: design and experience in the using of information and communication technologies, scientific and methodological support, monitoring of distance learning and its organizational and financial support, and so on.

In conclusion, it is advisable to conclude. Interest in distance learning in vocational education is growing. Teachers have extremely high cognitive demand and motivation. On the basis of vocational educational institutions have deployed a number of teaching experiments, during which the combined efforts of teachers, students, employers. Their results illustrate the prospect of distant professional learning and use of technology on its platforms and cloud services. However, further development requires a system of scientific-methodical and normative-legal support of the development of the material and software, the increasing willingness of teachers to work in distance learning system. It is obvious that the solution of these problems is possible when regional and state support.

References

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