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# FORMATION OF PREPAREDNESS FOR PROFESSIONAL ACTIVITY BY ICT MEANS

**L. I. Senkivska**

**Odessa National Medical University**

## Abstract

The article considers the current state of the problem of forming the readiness of future professionals for professional activities by ICT. The author proved that the training of future specialists in pedagogical specialties in the application of ICT requires a slightly different view of this complex creative process, which requires constant dynamic updating and application of the most effective and diverse methods of higher education.

**Key words: training of specialists; pedagogical specialties; prepare; ICT; educational institutions.**

# ФОРМУВАННЯ ГОТОВНОСТІ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ ЗАСОБАМИ ІКТ

**Л. І. Сенківська**

**Одеський національний медичний університет**

**Анотація**

В статті розглянуто сучасний стан проблеми формування готовності майбутніх фахівців до професійної діяльності засобами ІКТ. Автором доведено, що підготовка майбутніх фахівців педагогічних спеціальностей в умовах застосування ІКТ вимагає дещо по-іншому подивитися на цей складний творчий процес, що потребує постійного динамічного оновлення і застосування найбільш ефективних та різноманітних методичних прийомів роботи вищої школи.

**Ключові слова**: **підготовка фахівців; педагогічні спеціальності; готовність; ІКТ; заклади освіти.**

The use of information and communication technologies (ICT) in education on the one hand, opens a wide space for creativity of teachers and students, expands opportunities in solving professional and research problems, on the other hand makes qualitatively different requirements for teacher training in terms of their readiness to use information - communication technologies in professional activity.

**The purpose of the work**. to find out the current state of the problem of formation of readiness of future specialists for professional activity by means of ICT.

**Materials and methods**. The material for research is foreign and domestic scientific articles and journals. Analytical, descriptive and systematic research methods are used in the work**.**

**Results of the research.** The urgency of the problem of forming a future teacher's readiness for use in professional activities is due to the following factors:

• the requirement to improve the quality of training of highly qualified personnel;

• the requirement to improve the quality of educational and research activities of teachers based on the use of modern computer information technology.

Analysis of modern pedagogical research and the practice of domestic pedagogical education shows a growing interest in the problems of forming the readiness of future

teachers for professional activities, to use ICT in this activity. Representatives of various sciences: philosophers, sociologists, psychologists, teachers, etc. are engaged in research of a problem of formation of readiness of the future teacher by means of ICT in professional activity. Before approaching the analysis of this problem, let's clarify the essence of its basic concepts [1].

The process of forming the future teacher's readiness to use information and communication technologies in professional activities is a complex object. One of the most adequate methods of studying such objects is a systematic approach. The basic principle of systems analysis is that building a system begins with identifying and formulating its ultimate goal. The system is created in order to form in the future teacher the experience of using ICT in professional activities. Since the effectiveness of activities is largely determined by human factors, depends on the goals of a particular individual, his practical readiness for it, the purpose and result of the system we considered is the willingness of future teachers to use ICT in professional activities. Thus, we came to the need to study the concept of "readiness of future teachers to use ICT in professional activities.

The readiness of the future teacher to use information and communication technologies in professional activities is part of his readiness for professional activities [2].

In pedagogy, "readiness" is seen as an integral, professionally significant quality of the teacher's personality, which is a system of interconnected structural components, including personal (professional motives and interests) and procedural (professional knowledge and skills) aspects.

A number of scientists (I. Bogdanova, MA Leibovsky, etc.), developing the professiogram of the teacher - the subject, determine the nature and structure of professional readiness of future teachers, taking into account the use of personal computers. The authors understand the pedagogical readiness of future teachers to use KIT as a holistic formation of personality, which includes three components: motivational, evaluative and operational.

*Motivational component* involves awareness of the importance of computer education, interest and needs in the organization and management of computerization in school and others.

*The evaluation component* assumes the presence of the necessary amount of psychological, pedagogical and special knowledge.

*The operational component* is characterized by the presence of the necessary general pedagogical and special skills arising from the functions of the teacher to ensure computer education of students.

Vocational training involves the creation of a pedagogical environment in which the learning process develops, and its functioning is determined by a system of socially significant functions, including both purposeful external influence and self-education of the individual. New opportunities in access to information resources of society, improving the information culture of future professionals reveal additional conditions for personal professional growth and for the development of the entire system of higher professional education.

Formation of modern information culture of the specialist is possible only at complex use in educational process of ICT as set of three interconnected components: objects of studying, tools of studying of information and special disciplines, and also information technologies of training taking into account psychological and pedagogical features of the educational process. information educational environment.

The system of continuous information and computer training affects the continuity, continuity and sufficiency of informatization of the educational process, the integration of special and information disciplines, the formation of problem-oriented information environment and a single information space.

The use of ICT tools ensures the intensification of learning by involving each student in the learning process; organization of independent work in the classroom; increase the clarity of the presentation of educational information. This process is achieved by providing prompt feedback during the interactive dialogue; implementation of problem-based learning. In the process of training future teachers, in particular computer technology, using ICT are effective forms of classes such as lectures, seminars, practical classes, independent work (including under the guidance of a teacher), consultations, tests, exams, writing and defending coursework and diploma theses, which can be considered as a way to manage the cognitive, educational activities of students to solve certain educational problems [3].

At the same time, the effectiveness of organizational forms of learning and the use of ICT tools will largely depend on the conscious perception of the material, its understanding and ability to apply the acquired knowledge, skills and abilities to consolidate them during various learning activities [4]. The analysis of the pedagogical literature, and the results of our study, allow us to state that increasing the efficiency of preparation of the process of formation of professional competence of a specialist with the use of ICT is achieved through:

- application of various forms and methods of organization of educational and upbringing activities;

- rational combination of active intellectual and volitional activity of students;

- the optimal combination of the leading role of the teacher, who organizes and directs the educational process in general, as well as the independent work of the student with the computer;

- a combination of group and individual ways of organizing education and upbringing with the use of ICT, depending on the capabilities of the student;

- the use of computers not only as a means of managing educational activities, but also to perform the function of managing learning and education.

One of the important factors in the process of training pedagogical specialists is the development of skills and abilities of students' self-education. It is known that the best results in professional activities are achieved by those who are able to actively apply their knowledge and experience in practice. If students learn and improve on their own initiative, the knowledge they gain is more durable. The use of ICT in the educational process opens a new page in the development of students' independence, in the formation of their individual psychological qualities, learning and self-learning skills, as they give students the opportunity in less time to master a large amount of educational material [5].

**Conclusion.** Thus, the training of future specialists in pedagogical specialties in the application of ICT requires a slightly different view of this complex creative process, which requires constant dynamic updating and application of the most effective and diverse methods of higher education**.**

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