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TÍTULO: Formación remota del personal pedagógico en el sistema educativo de posgrado dentro del marco de la nueva escuela ucraniana.

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RESUMEN: El artículo está dedicado al uso de la educación a distancia de los trabajadores pedagógicos en el sistema de educación de posgrado en el marco de la Nueva Escuela de Ucrania. Se estudian las características, ventajas y desventajas del aprendizaje a distancia. La relevancia del aprendizaje a distancia como una herramienta importante para optimizar el proceso de aprendizaje está demostrada. Se determinan las contradicciones del aprendizaje a distancia en el sistema de educación pedagógica de posgrado. La necesidad de combinar componentes a distancia e intracurriculares de la formación del profesorado para evaluar su motivación y el desarrollo de competencias autoeducativas está demostrada.

PALABRAS CLAVES: educación a distancia, educación de posgrado, equipo pedagógico, nueva escuela ucraniana.

TITLE: Distance learning of pedagogical staff in the system of postgraduate education in the framework of the new Ukrainian school.

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ABSTRACT: The article is devoted to the distance learning use of teaching staff in the system of post-graduate education in the framework of the New Ukrainian School. Specific features, advantages and disadvantages of distance learning are studied. The relevance of distance learning as an important tool for optimizing the educational process is substantiated. The contradictions of distance learning in the system of postgraduate pedagogical education are determined. The necessity to combine distance and intramural components of teachers' studying in order to evaluate their motivation and developing self-educational competencies is proved.

KEY WORDS: distance learning, postgraduate education, pedagogical staff, New Ukrainian School.

INTRODUCTION.

The steady increase in information data, the reformation of the New Ukrainian School led to a revision of traditional approaches to the educational process organization at the courses for the teachers training.

In the year 2019, a pilot project for the certification of teachers was started. Its aim is to identify and stimulate highly qualified teaching staff with competence training techniques, new educational technologies and promoting their distribution. Unfortunately, the training platform for preparing teaching staff before certification was not created yet.

At the same time, we note that there is a great problem in the system of postgraduate pedagogical education: between the discrepancy of knowledge that society needs from the teacher of the New Ukrainian School and the traditional methods of teaching that have been practiced before and continue to dominate in education.

Taking into account that in the courses of advanced training, students have to learn a huge amount of information, methods and technologies of organizing the educational space, aimed at reforming the New Ukrainian School, there was a need to optimize the educational process.

Under these conditions, the sharp question of the actualization of distance training courses for teaching staff is raised. Distance learning provides quick access to information resources for teachers contributes to solving important problems of access to mass and quality continuous education, promotes the development and self-development of a modern teacher.

The Bologna Declaration defines the tasks, principles and requirements for a high-quality post-graduate education system, emphasizes the mobility of advanced training students and their access to learning (Bebika, 2004).

According to the Alfred Sloan Foundation records, which is held annually, it has been proven that today more than 2.5 million US students study distance (Sloan, 2003).

The expediency and necessity of integration into the educational process of distance education is also indicated in the Order of the Ministry of Education and Science of Ukraine No. 466 of April 25, 2013 “Regulations on Distance Learning” (Ministry of Education and Science of Ukraine, 2013).

Recently, the Ministry of Education and Science of Ukraine approved a professional standard “Teacher of Elementary Schools of General Secondary Education”, which specifies the labor functions, professional competences, knowledge, skills and abilities put forward for a teacher in the conditions of the New Ukrainian School (Ministry of Social Policy of Ukraine, 2018).

The last decade is characterized by the intensification of the problem of introducing distance learning in the process of postgraduate pedagogical education. In the national works of scientists, the problem of distance learning is devoted to the work of V. Bykov (Bykov, 2005), T. Koval (Koval, 2013), V. Kukharenko (Kukharenko, 2002), A. Kolomiets (Kolomiets, 2008), I. Kostikova (Kostikova, 2009), O. Krivonos (Krivonos, 2013), O. Matsyuk (Matsyuk, 2011), N. Morseau (Morseau, 2001), V. Oleksyuk (Oleksyuk, 2015), V. Oliynyk (Oliynyk, 2013), V. Osadchy (Osadchy, 2006), S. Semerikov (Semerikov, 2009), O. Spirin (Spirin, 2013).

DEVELOPMENT.

The aim of the article is to highlight theoretical and practical experience of using the possibilities of the distance learning platform in the system of professional development of pedagogical staff in the conditions of the New Ukrainian School.

Nowadays, distance education is a natural transition from a traditional knowledge-based learning system to an innovative. It is based on a competent approach, because of using modern information technologies. They improve the quality and efficiency of education and contribute to the creation of a new informational and educational space.

Distance learning (DL) is one of the forms of organization of an educational process in which all or part of classes are carried out using modern information and telecommunication technologies at the territorial distance of the teacher and the student of advanced training courses.

Distance learning at advanced training courses opens the opportunity to bring teaching staff in a new level of training and retraining. It helps to make learning flexible and multivariate. It will facilitate the full disclosure of the potential of the audience, through virtually unlimited number of distance learning courses (Kovalska, 2014).

The use of distance education for teachers is very important in modern conditions, as it allows to expand the use of various information systems, to adjust the educational process in the context of stimulating the individual educational path of a modern teacher.

Distance learning significantly develops the informational culture of the teacher, strengthens the personal orientation of education and stimulates the use of innovative means of organizing the educational process. Distance learning is a component of open education and is characterized by openness, flexibility, modularity. Open education as a factor in the advance of the development of society allows the full realization of the principle of life long education. “For the education of adults, especially within postgraduate pedagogical education, this principle is revealed in the context of the guideline: to study to teach” (Vysotskaya, 2019).

Distant learning is characterized by classical didactic features, such as: aim, content, methods, means, forms of teaching of those who are taught, and those who teach. But distance learning has specific characteristics. One of these characteristics is that distance learning is based largely on the principles of informatization of education and the widespread use of telecommunication technologies. There are modern principles of distance learning by N. Klokar:

- Interactivity – provides a dialogue between teacher and user.
- Adaptability – provides an individual pace of training, involves the free choice of the moment of registration by the student, the course, time and place, where and when it is convenient to study, as well as terms of consultation and examinations, periodic restoration of educational activities.

- Humanism – lies in the direction of education and the educational process to the person; in creating the most favorable conditions for mastering the content of learning; the assimilation of the chosen profession for the development and manifestation of creative personality, high civil, moral, intellectual qualities that would provide him with social security, safe and comfortable existence.
- The priority of the pedagogical approach during the design of the educational process suggests the design of distance learning in the development of theoretical concepts, the creation of didactic models of those phenomena that are planned to be implemented (the experience of computerization suggests that when the pedagogical aspect is a priority, the system turns out to be more effective).
- Pedagogical expediency of the use of new information technologies – requires a pedagogical assessment of the effectiveness of each step of designing and the creation of distance learning (therefore, it is not necessary to put the introduction of technology into the foreground and the corresponding content of the training courses and educational services).
- The choice of the content of education – compliance with the content of distance education normative requirements of the State educational standard and market requirements.
- Ensuring the protection of information circulating in distance learning – foreseeing organizational and technical means of safe and confidential storage, transmission and use of necessary information, ensuring their safety during storage, transmission and use.
- The initial level of education – requires a certain set of knowledge and skills.
- Conformity of training technologies – adequacy of technologies of training for models of distance learning.

- Flexibility and mobility – the creation of information networks, databases and databases of knowledge and data for distance learning. They allow correct or supplement the educational program (at the same time, the information invariant education is required to be preserved, allowing for the transition to studies in related or other areas).
- Non-antagonistic distance learning for existing forms of education – projected distance learning can provide the necessary social and economic effect, provided that the information technologies being created and implemented are not alien elements to the traditional education system but will be naturally integrated into it.
- Profitability – involves the rational use of financial and material resources, accurate calculation of the efficiency of training in this form of training (Klokar, 2007).

Today, through the mechanism of Certification of Teachers, proposed by the Ministry of Education and Science of Ukraine, there are more opportunities for the formation of the best leaders of the New Ukrainian School, agents of change who are ready to share and disseminate modern teaching methods. It is known, that sertification consists of three stages:

- Study of the practical experience of the teacher.
- External independent testing.
- Electronic portfolio.

Based on the requirements, we made a decision on the creation of a remote platform for the teacher assistance under the conditions of the New Ukrainian School on the basis of the “Dniprovska Academy of Continuing Education” of the Dnipropetrovsk Regional Council.

The distance learning of the “Dniprovska Academy of Continuing Education” includes the following categories of courses:

- Thematic courses.
- Management courses.

- Training courses for teaching staff in accordance with the Concept of Nursery.
- Externs.
- August meetings.

To help teachers of the New Ukrainian School on the platform is a scientific-methodical and advisory support (assistance, special courses, tests to prepare for the certification of the New Ukrainian school). The platform also provides forums, discussion and feedback.

In our opinion, the distance learning of the students of the courses in the conditions of the New Ukrainian school should be based on the following principles: the use of modern learning tools; open computer learning with active communication between the listener and the teacher; access to electronic resources; freedom of time. The implementation of these principles provides greater freedom for the teacher in choosing place and time to study. Each student of an advanced training course has a training plan and can work independently at home, in a computer room, in a library, to consult online with a mentor (tutor), etc. Taking into account the current pace of life, we consider the significant advantage of distance learning to stimulate the independent work of teachers without interruption from work.

We have noticed that the use of graphics, sounds and animations on the platform positively affects the effectiveness of the educational process. While working on a remote platform, the quality of assimilating not only theoretical material but also practical knowledge increases significantly. Through testing and questionnaires, it was discovered that listeners, while working on a remote platform, better memorize the training material. On the other hand, the effectiveness of distance learning for students in continuing education of teachers is directly related to the presence of strong motivation and self-organization, which is far from always the case. Therefore, distance learning should be combined with meetings in the foreground format in the form of one-day trainings, individual consultations, participation in joint seminars, conferences, round tables.

In order to confirm their hypothesis that in the conditions of the New Ukrainian School the need for distance support of pedagogical workers is emerging, anonymous questionnaires were offered to undergraduate students on the basis of the “Dniprovska Academy of Continuing Education”. To do this, the employees of the Dnipro Academy of Continuing Education developed anonymous questionnaires with clear questions:

- 1) What is distance learning?
- 2) How do you feel about distance learning in the conditions of the New Ukrainian School?
- 3) What, in your opinion, are the advantages and disadvantages of distance education?
- 4) Do you need distance support in the conditions of the New Ukrainian School?
- 5) Is there a technical opportunity for distant study?

The survey was attended by students of advanced training courses, who were trained in the elementary courses “Teachers of Primary School” of the “Dnipro Academy of Continuing Education” Dnipropetrovsk Oblast Council in 2018 (287 people in total). The results of the study on the first issue: “What is distance learning?” showed that there is a certain percentage of 74.2% advanced training students who identify the concept of “distance learning”, “blended learning”, “combined learning”, “hybrid learning”.

To the question “How do you feel about distance learning in the conditions of the New Ukrainian School?”, almost 89% of the students agree that they need it in the conditions of the New Ukrainian School; The answer to the question “Which, in your opinion, are the advantages and disadvantages of distant education?”, it was a little bit difficult for the students of the advanced training courses. Only 32,8% of the students gave a meaningful answer to this question. These data indicate that most of the students in advanced training do not have a thorough knowledge of the advantages and disadvantages of distance education, and have not previously been trained remotely. A large

percentage of not right responses (71.2%) suggest an unsatisfactory state of work in previous years in this direction.

We were also interested in the opinion of the students of the courses on increasing their distance support in the conditions of the New Ukrainian School. It is turned out that 98.1% of the students are convinced that they are more than ever in need of distance support in the conditions of the New Ukrainian School. The next question helped us to find out if there is a technical opportunity for distance learning students to attend advanced training courses. Responses were distributed as follows: 62.3% have the technical capacity; 27.9% do not imagine how this will happen; 9.8% have no technical capacity.

CONCLUSIONS.

The results of the research indicate the need to increase the distance learning platform in the system of post-graduate pedagogical education in the conditions of the New Ukrainian School. The main content of distance learning modules should be related to the development of key competences of a modern teacher, taking into account the need for education throughout their lives. Also essential is the adaptation of the content of distance learning of teachers to the requirements of the New Ukrainian School.

The prospect of further searches is seen in the more detailed development of distance training courses for teachers as an integral part of an adult education system in an open educational environment, the consideration of the distance learning component as a platform for preparing for the certification of teachers.

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