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PECULIARITIES OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING IN HIGHER EDUCATION

Providing information and communication technologies in Ukrainian education has been analyzed. The use of ICT is an important direction in improving the effectiveness of the educational and cognitive process and provides students with a more intense, dynamic, creative and intensive educational work. The steps of Ukrainian government in implementing information and communication technologies into education have been defined. The articles deals with some official documents that support the implementing of new information technologies in the educational process, which contributes to the intensification of the educational process, allows to use effectively the new technologies of teaching and control. Such documents as the Law of Ukraine "About the National Program of Informatization" and "About the Basic Principles of the Development of the Information Society in Ukraine for 2007-2015" have been considered.

Conditions for increasing the cognitive activity of students with the help of information and communication technologies have been revealed, namely the availability of material and technical support, preparation of the teacher for the use of ICT, taking into account the psychophysiological abilities of the person. It has been stated that the intensification of educational activity depend on the possibilities of using information and communication technologies. Also the advantages and disadvantages of using ICT have been considered. It has been concluded that information and communication technologies are highly effective tools that allows to give plenty of information, can increase the speed of perception of knowledge and raise the process of training to a qualitatively higher level.

Keywords: information and communication technologies, higher education, students, teaching, learning

Formulation of the problem. In today's information society, there is an urgent need for informatization of education, which aims at global rationalization of intellectual activity through the use of new information technologies, a radical increase in the efficiency and quality of training specialists with a new type of thinking that meets the requirements of a post-industrial society. Hence, modernization of higher education in the Bologna system format will increase the role of media education for future teachers, which, besides using in the organization of the educational process of traditional forms and methods of teaching, should design an educational environment with the use of modern information, computer and pedagogical innovations. Therefore, the relevance of this study is as clear as possible at the present time.

Achievements in the field of computer technologies and telecommunications, mass computerization and development of effective information technologies led to a qualitative change in the information component of the development of spheres of production, science and social life on the threshold of the third millennium. The information, closely related to management and organization, has become a global resource of mankind, many times increasing its potential in all spheres of life. One of the priority directions of informatization of society is the process of informatization of education, which involves the use of opportunities of new information technologies, methods and means of informatics for the implementation of ideas of developing education, intensification of all levels of the educational process, increasing its efficiency and quality, preparing students for a comfortable (psychologically and practically) life in the conditions of informatization of society. The rapid jump in the development of personal computers, as technical (multimedia) learning tools, in recent years made them available for use in educational institutions. Therefore, providing computer technology in the initial process can be characterized as a logical and necessary step in the development of the modern information world in general.

World practice in the development and use of information and communication technologies (ICTs) in education shows a tendency to change the traditional forms of organization of educational process in the conditions of the information society.

World experience shows that solving the problems of higher education begins with the professional training of future educators. Practice shows that mastering the skills of interactive learning, the teachers gradually transfers them into their practical activity, teaching the ability to

independently acquire knowledge, make choices in favor of active position of getting skills. Therefore, every future teacher needs a thorough training in the field of mastering modern information technologies.

Research goal and objectives. The research goal of this article is to analyze peculiarities of providing information and communication technologies in Ukrainian education. There are some objectives that help to reach this goal: 1) to analyze the steps of Ukrainian government in implementing information and communication technologies into education; 2) to identify conditions (availability of material and technical support, preparation of the teacher for the use of ICT, taking into account the psychophysiological possibilities of the person) for increasing the cognitive activity of students with the help of ICT; 3) to consider the advantages and disadvantages of using ICT.

Analysis of recent researches and publications. The problem of using information and communication technologies for teaching has been researched by many scientists: V. Ivanov, I. Krylov, V. Morozov, O. Pinayeva, O. Pyehota, O. Tanasienko, P. Williams, A. Zare-ee and others. For example, Abbas Zare-ee, from Faculty of Humanities University of Kashan, Iran, studied university teachers' views on the use of information communication technologies in teaching and research [6]. Such Ukrainian pedagogues as O. Vysotska, R. Gurevych, R. Korzh, A. Shelestova wrote scientific works about using ICTs in higher educational institutions.

Presenting main material. At each historical stage of the evolution of society there are many factors that collectively determine the direction of social development. Now the development of society at the present stage is characterized by a large information flow. Informatization is an objective process in all spheres of human activity, in particular in education. Under the influence of new information technologies (computer and communication), modern innovative educational technologies are created. Informatization of education as one of the most important means of reforming the system of higher education and the transition to new person-oriented learning technologies is an urgent need for Ukraine.

The use of ICT is an important direction in improving the effectiveness of the educational and cognitive process and provides students with a more intense, dynamic, creative and intensive educational work. Modern education is based mainly on a verbal way of transferring knowledge, where the perception of oral information that overloads the work of the auditory analyzer prevails. In this case, the visual channel is used little, there is a sensory hunger, which significantly reduces the effectiveness of educational activities.

First of all let's consider the meaning of the term ICT. ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony [4].

In today's society, educational reform is taking place, and a significant role is given to computerization. The importance of informatization of education was confirmed by the Law of Ukraine "About the National Program of Informatization" (1998), that was edited 01.08.2016. This document has stated that priority of the development of education is the implementing of modern information and communication technologies, which provide improvement of the educational process, accessibility and efficiency of education, preparation of the younger generation for life in the information society. Measures aimed at ensuring the informatization of education, meeting the educational information and communication needs of the participants in the educational process, include:

- formation and implementation of the informational educational environment in the system of general secondary, extracurricular, vocational, higher and postgraduate education, application in the educational process and library business, along with traditional means of information and communication technologies;
- development of individual modular training programs of different levels of complexity depending on specific needs;
- creation of an information system supporting the educational process aimed at fulfilling its main functions (training, socialization, internal control over the implementation of educational standards, etc.);
- full provision of preschool, general education, out-of-school, vocational, higher education educational computer complexes, as well as basic educational establishments of educational districts with multimedia equipment;
- updating outdated computer hardware;
- creation of electronic textbooks and encyclopedias of educational assignment;
- gradual provision of special educational institutions (groups, classes) by correctional computer programs;
- development of a network of electronic libraries at all levels of education;
- -creation of a system of distance learning, including for people with special educational needs and children who are in long-term care;
- providing of the educational process by means of information and communication technologies, as well as access of educational institutions to world information resources;
- creation of the system of informational and analytical support in the field of management of educational institutions, information and technological support for the monitoring of education [1].

The entry of Ukraine into the European educational space motivated the country to reform the education system, modernize its educational activities in the context of European requirements. This led to a number of government actions aimed at bringing the education system of Ukraine closer to the European education system. An important event in this direction was adopted on January 9, 2007 under No. 537-V, by the Verkhovna Rada of Ukraine, the Law of Ukraine "About the Basic Principles of the Development of the Information Society in Ukraine for 2007-2015", which sets out the main strategic goals of the development of the information society in Ukraine, in particular:

- acceleration of development and introduction of the newest competitive ICTs in all spheres of public life;

- provision of computer and informational literacy of the population, first of all through the creation of a system of education focused on the use of modern ICT in the formation of a fully developed personality;

- creation of nationwide information systems, especially in the areas of health, education, science, culture, and environmental protection [2].

Informatization of education is recognized as one of the priority state objectives, and it should be an integral part of informatization of Ukraine, carried out in accordance with the state standards, taking into account the peculiarities of the education system.

Undoubtedly, today the requirements for education have changed. Modern and future generations need a dynamic education system. Computers have become an integral part of reality. That is why the use of technology in the educational process has to be logically and methodically grounded. It is well known that the main person in the classroom is (and presumably, will remain for a long time) a teacher, so he must decide what role a computer should play in helping students to master knowledge. It is necessary to update the system of information technology training in higher education institutions, making it oriented on the practical use of computer systems in the educational process in accordance with the specialty of the future graduate. It is also necessary to retrain teachers in order to take into account these requirements.

The use of ICT requires the creation of a new educational paradigm. It is generally acknowledged that a student must be an active participant in the learning process. This principle of didactics can be realized through the means of information and communication technologies. As a result, the relationship between student-teacher, student-student, student-environment, student-source of information should change. The main objective of training now is not to transfer a certain amount of knowledge to the student, but to develop skills to acquire and process new data, formation of high-level thinking skills: analyze, synthesize, and evaluate. According to statistics, about 80% of the training sessions are performed by the system: the teacher says – the student listens attentively. It is believed that so students learn as much as possible and receive "excellent". But such students are not more than twenty percent. Others can not accept messages in this form and are doomed to become "students with a low level of educational achievements." These students are focused on mastering knowledge through empirical practical activities [3, c. 8]. And they must use technologies based on research activities, in which they look for solutions and the nomination and confirmation of hypotheses. This technology must be realized using methods of scientific research adapted to the students' possibilities: observations, measurements, experiments, experiments, surveys, etc.

However, there are many education technology solutions provided in the world which may cause confusion among educators about how to choose the right ICT solution. Let's have a look at the advantages and disadvantages of ICT tools for education and discover what kind of education ICT solution is suitable for your school needs.

There are three main advantages of ICT tools for education

1. Through ICT, images can easily be used in teaching and improving the retentive memory of students.
2. Through ICT, teachers can easily explain complex instructions and ensure students' comprehension.
3. Through ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

There are three main disadvantages of ICT tools for education

1. Setting up the devices can be very troublesome.
2. Too expensive to afford

3. Hard for teachers to use with a lack of experience using ICT tools [5].

Conclusions. Consequently, the peculiarities of the use of information and communication technologies in the educational process have been considered. They, of course, can not replace the teacher, but will contribute to the improvement and diversification of the activity of a lecturer, and it will increase the productivity of the educational process. In addition, the use of these technologies in the learning process allows more and more fully to reveal the creative potential of each student. A modern teacher is a generator of ideas, an organizer, a film director who defines the roles and learning process, combining traditional and innovative techniques and tools. He must find a motivation for the student and build his activity so that the latter has a desire to learn and discover something new. In order to formulate creative abilities, the student needs the most impressions of the world around him when performing the various activities he likes most, and then – in all the peculiar types of activity of students. By forming students' interest in any of these activities, it is possible to capture them by the process of creativity. Among the ways of development of creative abilities, cognitive activity, independence, self-realization of students it is necessary to use in work with students various tasks – educational, developing, cognitive, intellectual, non-standard, creative. Informatization significantly influenced the process of obtaining knowledge. New learning technologies on the basis of information and communication can increase the speed of perception of knowledge.

Therefore, information and communication technologies are highly effective tools that allows to give plenty of information to a greater extent than traditional sources of

information, and in a sequence that is consistent with the logic of cognition and the level of perception of a particular contingent of students. Having solved the problem issues, it is possible to use the new technologies and raise the process of training to a qualitatively higher level.

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ОСОБЛИВОСТІ ВИКОРИСТАННЯ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ У НАВЧАННІ У ВИЩІЙ ОСВІТІ

Проаналізовано забезпечення інформаційно-комунікаційних технологій в українській освіті. Визначено кроки уряду щодо впровадження цих технологій в освіту. Виявлено умови для підвищення пізнавальної активності учнів за допомогою ІКТ, а саме: наявність матеріально-технічної підтримки, підготовка вчителя до використання ІКТ з урахуванням психофізіологічних здібностей особи, що інтенсифікація освітньої діяльності залежить від можливостей використання ІКТ, а також розглянуто переваги й недоліки використання ІКТ. Зроблено висновок, що інформаційно-комунікаційні технології є надзвичайно ефективними інструментами, які дозволяють надати велику кількість інформації, можуть збільшити швидкість сприйняття знань і значно поліпшити процес навчання.

Ключові слова: інформаційно-комунікаційні технології, вища освіта, студенти, викладання, учіння.

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КОГНІТИВНИЙ ПІДХІД У ПІДГОТОВЦІ МАЙБУТНІХ ОФІЦЕРІВ-ПРИКОРДОННИКІВ ДО СПІЛКУВАННЯ АНГЛІЙСЬКОЮ МОВОЮ

Досліджено роль когнітивного підходу в підготовці майбутніх офіцерів-прикордонників до спілкування англійською. Теоретично обґрунтовано та практично розроблено методику навчання майбутніх прикордонників англійської фахової лексики. Визначено, що з позиції когнітивного підходу навчання лексики здійснюється на основі залучення когнітивних стратегій переробки, збереження та відтворення інформації, що дозволяє ефективно запам'ятовувати нові лексичні одиниці та зберігати їх у семантичному просторі в активному стані для застосування в усному та писемному спілкуванні. Проаналізовано етапи навчання лексики й розроблено комплекс вправ до кожного з етапів.

Ключові слова: англійська фахова лексика, когнітивний підхід, етапи навчання лексики, комплекс вправ.

Постановка проблеми. Інтеграція нашої держави з європейськими країнами, інтернаціоналізація ділових стосунків у різних сферах діяльності людини підвищують попит на фахівців, які вільно володіли іноземною мовою та культурою іншомовного спілкування. У цьому контексті важливого значення для якісної вищої освіти набуває навчання майбутніх прикордонників іншомовної

фахової лексики, оскільки успішність іншомовного професійного спілкування значною мірою визначається рівнем володіння лексичними навичками, який забезпечує адекватне розуміння і вживання лексичних одиниць відповідно до ситуації спілкування.

Відповідно до сучасних міжнародних освітніх вимог майбутні прикордонники мають володіти вмінням вільно