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METHODS OF TEACHING FUTURE PRESCHOOL TEACHERS TO USE INFORMATION TECHNOLOGY IN PROFESSIONAL PRACTICE

Abstract: The article is devoted to the urgent problem of improving the professional training of preschool teachers, the development of their personal and professional qualities in the conditions of a preschool educational institution using active teaching methods.

Key words: innovative methods, pedagogical support, teacher's activity, modern teacher, active teaching methods, interactive teaching methods, personal reflection.

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Introduction

The rapidly changing situation in education does not allow the teacher not to react to it. A new information culture is being formed in society, the role of information technologies in all areas of human activity is growing, and the legislative base is changing.

A modern preschool institution needs a teacher who positively evaluates the changes that are taking place, ready to change himself; a teacher who seeks to plan and organize the educational process based on the subject - subjective relationships with children, based on the age and individual characteristics of preschoolers; teacher, active in his professional activities.

Analysis of Subject Matters

The professional development of an early childhood care provider requires systematic and focused training. There are various definitions of this concept.

V. Bondar believes that the modern professional and pedagogical training of teachers of early childhood education should be aimed at a competency-based approach in its organization [1].

S.Sysoeva by professional teaching means the continuous and controlled process of acquiring a subjective experience of professional activity by a person [2, p. 133].

A.Abdullina considers the professional training of teachers of preschool education as an integral part of the system of higher pedagogical education; as a process of formation and enrichment of attitudes, knowledge and skills necessary for a specialist to adequately fulfill the specific tasks of the educational process [3, p. 40].

Analysis and results

The formation of the readiness of teachers of early childhood education for the use of innovative technologies should be based on the unity between their theoretical, methodological and scientific training.

Thus, the formation of the readiness of early childhood educators to use innovative technologies in working with preschool children is considered as a holistic process, which is a combination of components that are implemented in stages when creating and observing organizational and pedagogical conditions.

Modeling the process of forming the readiness of teachers of early childhood education for the use of innovative technologies.

The developed model of the process of forming the readiness of teachers of early childhood education for the use of innovative technologies should be to ensure a high level of readiness of teachers of early childhood education for the use of innovative technologies.

Under the model of training teachers of early childhood education for the application of innovative technologies in professional activities, we mean the description and theoretical justification of the blocks of this process. So, the developed model includes the following structural blocks: motivational-targeted, substantive-active, cognitive and reflective-evaluative (see Fig. 1).
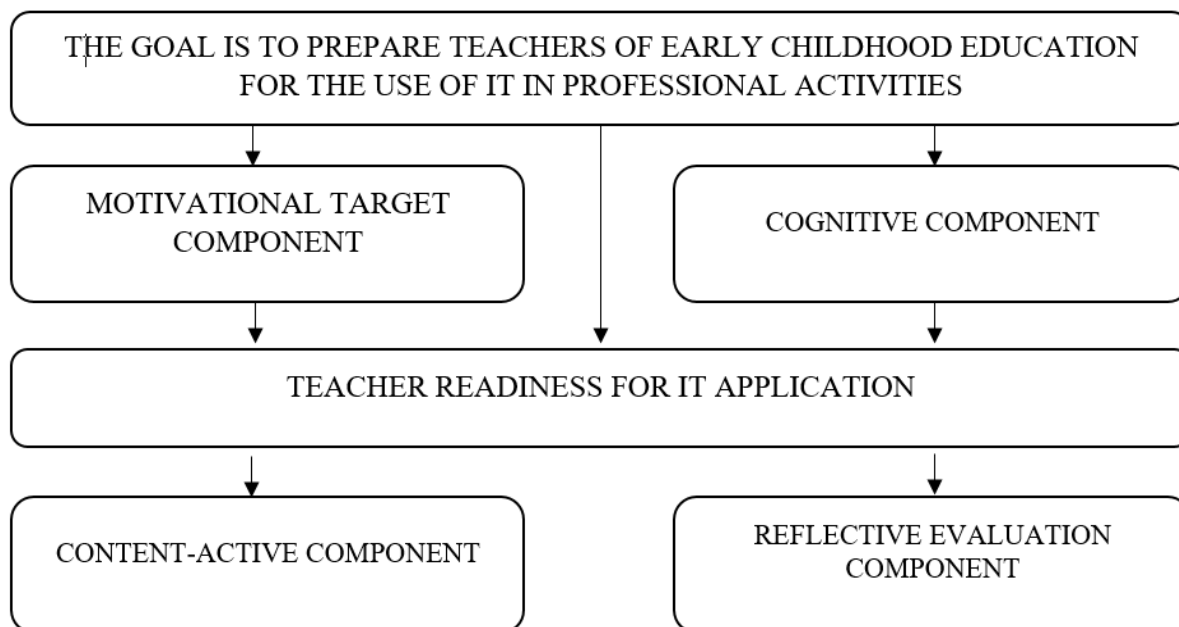

Fig. 1. Model for the formation of readiness of teachers of early childhood education for the use of IT in professional activities

Under the principles of training teachers of early childhood education for the use of innovative technologies are understood the general provisions that determine the content, methodology and the process of appropriate training.

These methods were effectively used by us in the conduct of pedagogical councils, master classes, and creative workshops.

Such methods are very well accepted by teachers, they easily enter into role-based dialogs, model their own behavior in some pedagogical situations, clearly presenting their own decisions and actions.

Of course, we understand that the use of interactive teaching methods for teachers is not an easy task and very much depends on how much the "teacher" himself is prepared to use these techniques.

One of the important points, in our opinion, is the observance of three conditions of positive motivation for activity: I am interested in what they teach me; I'm interested in someone who teaches me; I wonder how they teach me.

Findings

The essence of certain principles is expressed in the rules that are recommended for teachers of early childhood education:

- analyze, study and assimilate information on modern innovative technologies in order to gain experience in solving problems at a qualitatively new level;

- study, analyze, assimilate a variety of teaching and self-learning techniques;

- collect a portfolio of innovative technologies and methods for their implementation;

- use innovative methods in the process of teaching practices.

Thus, the listed recommendations reflect the ideas of the process of preparing teachers of early childhood education for the application of innovative technologies.

Based on the recommended principles of training, its content is formed, that is, a system of scientific knowledge, practical skills, methods of activity and thinking that must be mastered in the process of training.

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