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## **PREPARATION OF TEACHERS**

### **IN THE CONTEXT OF VIRTUAL EDUCATION ENVIRONMENT**

Virtual education environment includes information content and communication potentials of local, corporative and global computer systems formed and used for educational aims by the all participants of education process. Such kind of environment has been developing for efficient and successful communication of teachers and students. It differs from traditional education environment because communication process works face-to-face and distantly. The research is aimed at describing the preparation of teachers in the context of virtual education environment. The topicality of the problem mentioned above is proved by the fact that the process of in-service training must be rethought in the context of the new education environment.

It is noteworthy that virtual education environment has different advantages. Firstly, it is flexible because a student has the chance to study in a more comfortable place because the only thing he needs is internet technologies. Secondly, a teacher can elaborate his courses as various module sets taking into account learners' age, experience, and needs. Thirdly, the role of a teacher has been constantly changing as he gets new tasks and goals. Fourthly, we can use the innovative potential of virtual education environment in a practical way. Finally, interaction, productivity, motivation component, individual approach and efficiency must be mentioned.

We can define constant professional development of teachers, their in-service training as the real preparation in the context of virtual education environment. Priority tasks of such kind of preparation are: stimulate intellectual activity of learners; involve students into the process of material organization; motivate constant professional development; involve in the process of study and self-study; fuel critical and creative thinking; find your own individual style of innovative activity in the process of professional development.

It is worth mentioning the priority principles in the process of teachers' preparation for the innovation activity with the use of virtual education environment: the principle of active participation and self-dependence of learners that presuppose the inner motivation for getting the education; the principle of cooperative work of a student and a teacher while planning, realizing, assessing, and correcting the process of study; practical orientation of the content and character of interactivity in the process of study; the principle of deep thinking of learners over all parameters of the process of study and the means of activity and, moreover, their own changes.

We should bear in mind specific principles that are necessary in the process of teachers' preparation for the innovative activity with the use of virtual education environment: interactivity when the process of a student's learning goes hand in hand with his tutor's activity; continuity that is realized in a constant and regular in-service training of a teacher especially in the context of virtual education environment; individualization when each educator chooses his own teaching trajectory; usefulness of virtual education environment potential drawing attention to the content of teaching courses but not the use of technological resources.

An educator in the context of virtual education environment can be regarded not only as a person teaching a student but also a person being taught, i.e. the subject of the process. Firstly, a teacher in the environment under discussion uses traditional and innovative technologies in various education environments. Secondly, he is able to provide the pedagogical process in virtual education environment and adjust traditional technologies to their correct usage in the new education environment. Finally, an educator must have a very quick reaction for all the innovations in the sphere of education using them adequately in various situations.

Thus, the role of a teacher has been constantly changing taking into account innovations in all spheres of life. Educators must react quickly to these changes by improving their qualification through professional development and in-service courses.

**Анотація. Козловська Г. Підготовка педагогічних кадрів в умовах організації віртуального освітнього середовища.** Динаміка змін сучасного світу, глобалізація та інформатизація зумовлюють необхідність інноваційних змін в парадигмі освітньої системи. У статті розглядаються переваги віртуального освітнього середовища та необхідність переосмислити процес підготовки педагогічних кадрів, оскільки роль викладача змінюється.

**Ключові слова:** *віртуальне освітнє середовище, викладач, студент*

**Аннотация. Козловская А. Подготовка педагогических кадров в условиях организации виртуальной образовательной среды.** Динамика изменений современного мира, глобализация, информатизация обуславливают необходимость качественных инновационных изменений в парадигме образования педагогических кадров. В исследовании рассматриваются преимущества виртуальной образовательной среды. Актуальность исследования связана с тем, что подготовка учителей должна быть переосмыслена в контексте новой образовательной среды.

**Ключевые слова:** *виртуальная образовательная среда, преподаватель, студент*

**Abstract. Kozlovskaya A. Preparation of teachers in the context of virtual education environment.** Globalization, digitalization and constant changes of the world make it necessary to rely on innovations in education system. Changes in all spheres of life are so intense and quick that education system must take into account all innovations in science, technology, and information. The research deals with the preparation of teachers in the context of virtual education environment.

**Key words:** *virtual education environment, teacher, student*