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Information and communication technologies (ICTs)

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შავი ზღვის საერთაშორისო უნივერსიტეტი; კავკასიის საერთაშორისო უნივერსიტეტი

CONTEMPORARY DIDACTICS OF THE PROFESSIONAL EDUCATION

The global contemporary educational environment is falling under a lot of innovations and transformations. These innovations, definitely, have an impact on the professional educational system and, particularly on informational support of the professional education, as on innovative approaches of digital technologies of teaching which makes use of a relevant support as well as criticism.

It is evident that contemporary digital technologies are not only instruments but also are a kind of a new step-by-step development of the educational process. This technology enables ones to apply a studying-learning mode at any desirable time. The most important is that it plays a distinctive role in development of the world's contemporary challenge – uninterrupted education and provides the best opportunity for developing of individual educational routes. However, here we should state that information support of the professional education requires from pedagogues a mentality of different kind, particular perceiving of the global picture, absolutely different approaches and forms of working with students. Pedagogues involved into this process will not act as an executer of a standard function anymore, instead they will be equipped with contemporary technologies and skills and knowledge of applying of relevant software.

As we can see, a pedagogue's role in terms of the digital platform of an educational process is much more complicated in comparison with the standard process. Accordingly, each pedagogue should select educational material for interactive dialogue, develop structural forms and algorithm of relations with students and fulfill other activities that oblige him to update knowledge and to pass through professional development constantly, as well as to have a wide methodological competence.

It is noteworthy, that a problem of informational support of professional education has been actual for years for contemporary pedagogic scientists and a very interesting scientific work was conducted for settlement of these problems. Despite of the stated, the issues of implementation of information technologies in the educational field are still actual that is caused by dynamic development of the educational system and constant affecting of different environmental factors on the system. As an example, we can represent a fact which had been faced with the “Covid” global infectious state that has changed the educational agenda and unconditionally requires implementation of a remote studying that became universal for everybody but the Georgian educational system abstained from using it before! Accordingly, we can conclude that remote teaching technologies and remote teaching in the professional (and not only) educational information system are key components which, in terms of the contemporary reality, are widely used in different educational institutes in terms of spreading of the new corona viral infection.

Accordingly, in this article we would like to mark out a general picture of contemporary didactics of information technologies of the professional education as a contemporary structure of the informational educational environment, to research its key positive and negative sides.

In the beginning of the research, it is necessary to determine a kind of positive dynamics, which is brought by the informational environment, mainly creation of a remote teaching field in professional development of human recourses.

In our country we take care over formation of informational educational technologies since the 95s years of the last century. In the beginning, digital technologies were understood in the educational field as an absolutely new, innovative field of management of educational processes and pedagogic knowledge.

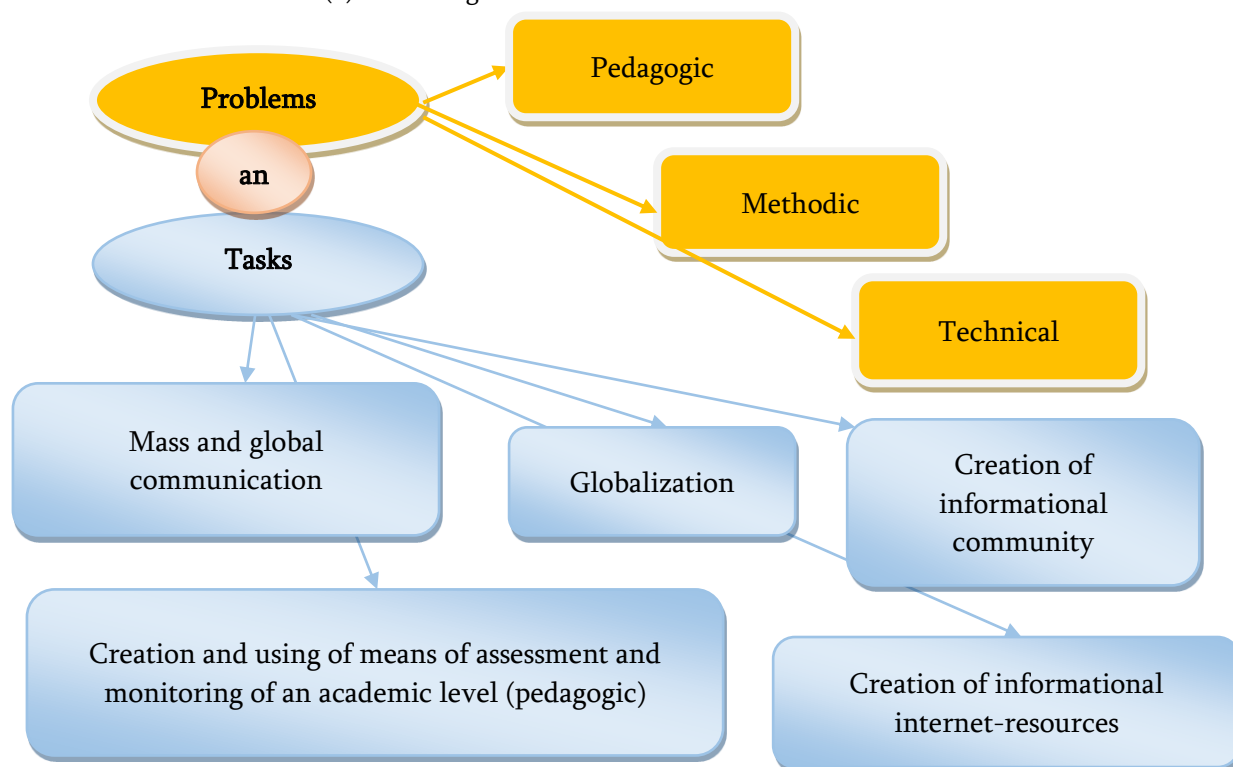
Such aspiration of the educational system for digital technologies and the requirements which are established to the Georgian education by the European educational environment represent a ground for a serious scientific analysis and pedagogic substantiation. The informational analysis conducted by us demonstrated that there is no any state project or a significant psychological research in education which refer to establishing of problems of implementation of digital technologies and its impact on formation of a personality (professional cadre). Simultaneously, a significance of uncontrolled and unregulated impact of the internet environment on young people is rapidly rising that may be recognized as alarming!

All this is appearing in professional educational system sharply especially when the informational space is full of different kinds of communities, proposals which have no ground of psychological and informational educational policy and care a chaotic character.

Naturally, advancing is necessary; however, it should happen in a very smart way as the educational digital technologies, if they are being developed spontaneously, may have a negative impact on formation of the students' personality. Here, the following question is risen: What should be made today for implementation of safe digital technologies? It is clear that for this purpose we need a scientific research which must be conducted with a support of the Ministry, where the initial step will be determination of a sequence of priorities in development of the digital educational process. We must develop a kind of vector of development in educational technologies which is actual and is able to design an educational process in a completely new way that will provide efficiency of the educational process and will not inflict any damage to formation of skills necessary for professional development of any student.

Based on our researches and analysis we suggest several recommendations which, according to their content, may be placed within the frame of educational digital technologies.

A content of digital technologies should be enriched with a methodology of education adapted to it, with relevant technologies and practice that will provide settlement of many problems and tasks existing in the process of educational transformations (1) – Drawing 1.



Drawing 1. Problems and tasks of the educational-informational environment

In the context of globalization and informational supporting of the contemporary society the following aspects may be recognized as the factor having a positive impact on development of professional education:

- Availability of education while remote studying;
- An opportunity of efficient using of the information resource distributed in global networks;
- Targeted development of professional technologies;
- Object-oriented application of professional technologies;

Here, we would like to note that, by using of digital technologies, any pedagogue, in the educational process, has an opportunity to share his own experience in a free manner, a model and other forms of teaching of a definite academic discipline.

However, all this should not be conducted without a didactic ground as, it was mentioned above, application of digital technologies in the pedagogic practice of the professional education is very difficult process. Unfortunately, a process of their implementation is going rather spontaneously. Unconfirmed pedagogic ideas appear and many efforts are made immediately for their implementation without any psychological and pedagogic analysis, that is, in our mind, inadmissible.

With the account of researches conducted in psychological and pedagogic disciplines of different countries, we are able and obliged to develop a didactic methodology of formation of professional culture of a new generation as a significant direction of innovative readiness in the professional educational system. All this will give us an opportunity not only to understand the way of implementation of the process of formation of informational and educational space in the country but also the way of development of the educational process using digital technologies.

A key target of implementation of digital technologies should be addressed to developing of informational culture of an individual, being a part of personal and professional culture of the specialist and not to transforming of a digital technology into a target of an educational process that will be a serious methodological mistake [2].

We would like to underline that construing of a contemporary didactics of professional education should be based on a culturological approach and reflect implementation of focal tasks of formation of culturology in the educational process. Formation of culturology of the professional activity based on opportunities of digital technologies enables identification of key components which may be reflected in the content of organization and technology of the educational process:

- Knowledge;
- Skills
- Personal attitudes;
- Necessary personal features for conducting of a definite type of professional activity.

In case if knowledge and skills are formed in the educational activity, we should realize that personal attitudes and specific significant features are established in the experience of professional and practical activity. An experience of fulfillment of professionally significant tasks should regulate professional standards, but not competences, how it happens recently [3].

Thus, digital technologies enable focusing of educational process not only on fulfillment of requirements of professional and educational standards, but on formation of professional culture of a future specialist as well. Simultaneously, uninterrupted advancing of the professional culture and professional self-development is provided by means of the services suggested by digital technologies.

If we analyze the information submitted by us we will conclude that a key source of development of didactics of the professional education is correct deterioration of a target of contemporary professional education, being a formation of individual, professional and informational culture of a specialist, where digital technologies appear as strong means of intellectual support of the educational process. Proceeding from opportunities of digital technologies, we may set up the characteristics which may conditional developing of fundamentally new approaches of organization of training of professional cadres, opportunities of including of didactic grounds in the educational process.

Literature

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Summary

General picture of contemporary didactics of informational-digital technologies of the professional education is represented in this Article, like a contemporary structure of the informational educational environment, its key positive and negative sides are determined as well. It is underlined that contemporary didactics of the professional education should be based on culturological approaches and reflect implementation of general tasks of formation of culturology in the educational process. Formation of culturology of the professional activity based on opportunities of digital technologies makes possible to identify key components which may be reflected in a content and technology of organization of the educational process. Recommendations of didactics of the professional education are proposed, that is, from the viewpoint of its content, may be placed within the frames of the educational digital technologies.

ქეთევან ნანობაშვილი, ლელა ნატროშვილი
პროფესიული განათლების თანამედროვე დიდაქტიკა

რეზიუმე

სტატიაში წარმოდგენილია პროფესიული განათლების საინფორმაციო - ციფრული ტექნოლოგიების თანამედროვე დიდაქტიკის ზოგადი სურათი, როგორც საინფორმაციო საგანმანათლებლო გარემომის თანამედროვე სტრუქტურა, განსაზღვრულია მისი მთავარი დადებითი და უარყოფითი მხარეები. ხაზგასმულია, რომ პროფესიული განათლების თანამედროვე დიდაქტიკის აგება უნდა ეფუძნებოდეს კულტუროლოგიურ მიდგომას და ასახავდეს საგანმანათლებლო პროცესში კულტუროლოგიის ფორმირების ძირითადი ამოცანების განხორციელებას. ციფრული ტექნოლოგიების შესაძლებლობებზე დაფუძნებული პროფესიული საქმიანობის კულტუროლოგიის ჩამოყალიბება შესაძლებელს ხდის ძირითადი კომპონენტების იდენტიფიცირებას, რომლებიც შეიძლება აისახოს საგანმანათლებლო პროცესის ორგანიზების შინაარსსა და ტექნოლოგიაში. შემოთავაზებულია პროფესიული განათლების დიდაქტიკის რეკომენდაციები რაც შინაარსობრივად თავსდება საგანმანათლებლო ციფრული ტექნოლოგიების ჩარჩოში.