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FORMATION OF INFORMATION AND COMMUNICATION COMPETENCY OF FUTURE SPECIALISTS OF THE AUTOMOBILE TRANSPORT FIELD

Salnikov Bohdan Volodymyrovych
student of speciality «Road traffic management and handling»

Symkovych Rostyslav Mykolaiovych
student of speciality «Organisation of transportations and transport management»,
Motor transport college of the State Institution of Higher Education
«Kryvyi Rih National University»
amoak@i.ua

Specificity of scientific and technological progress in modern society requires from the automobile industry specialist the flexibility of thinking, the ability to improve and to maintain their cognitive activity, in order to diagnose their own level of professional development. In the conditions of rapid development of information and communication technologies, it is important to raise the level of our own information culture. This theme is of current interest.

V. Bespalko, Y. Vargamenko, A. Yershov, M. Zhaldak, Y. Mashbits, I. Robert, S. Nikolaenko and other scientists made a significant contribution to the theory and practical use of information technologies. The research of scientists proves that "one of the important factors in the intensification of the educational process is the use of

modern technical means, especially the computer which allows students to collaborate with the bearer of information, choosing the material, the pace of presentation and layout of it. Students become the active participants in the learning process, and improve the results of educational activities» [3, p. 7].

To introduce information and communication technologies in the educational process teacher must have the ability to select the «intelligent» computer programs, to design and to develop classes according to the methodological provisions and requirements. These skills form the system of professional skills of a modern teacher. Therefore, the formation of the students' ability to use the programmed learning assignments in the educational process will help to develop their professional and creative skills.

The informational culture of modern teacher includes:

- ability to use information and communication technologies for preparing, supporting, analyzing, adjusting during the educational process;
- ability to choose the most effective methods and means of training;
- knowledge of the individual characteristics of students;
- ability to combine traditional teaching with information and communication technologies.

We would like to draw attention to the use of a competent approach. Competence is special set of knowledge and skills received during the learning process. Competence may help to achieve high results in certain types of activities. Didactic skills are key components of competence. The most important is the educational competence (learning ability).

In order to train highly skilled specialists and their entry into a single educational and informational space, the teachers of the Motor Transport College must solve an important problem – the formation of information and communication competence among students.

Application of information and communication technologies causes the development of creative potential of the person. These technologies are based on the implementation of the most important didactic peculiarities of the computer – the individualization of the educational process.

Modern information technologies play the leading role in the formation and development of the information society. Information and communication technologies are real possibilities for building an open education system, the fundamental change in the methods of obtaining new knowledge, and the substantial strengthening of the personal orientation of the educational process.

It is necessary to promote the intellectual activity of the subject of learning, to form vocational and pedagogical competence, to develop a holistic world perception of the individual in order to create highly skilled specialists.

The means of information and communication technologies are very important in the informational model of learning. In this case, the student receives multichannel operational access to world scientific and educational resources. Student becomes the main person in the information model of training, and the teacher receives the role of consultant and coordinator of the learning process.

Thus, the method of transfer (and, consequently, assimilation) of knowledge becomes a fundamentally new in the information model of learning with the use of information and communication technologies. It is logical that independent work becomes the universal method of obtaining new knowledge.

The main features of this information model are:

– independent communication according to the formula «student – information and communication technologies»;

– subject-shaped style is used as the main method of communication in the active learning environment, and information in this method of learning is perceived immediately as a whole image.

– the transition from verbal-logical, analytical thinking to figurative-situational thinking. Among the main features of the informational model of learning, one should recognize the possibility of figurative fixation of thought using modern multimedia technologies.

Such aspects of the implementation of ICT (information and communication technologies) are very important for philological education. It is well-known that visual imagination is widely used in conducting educational and scientific activities in philological education. After all, using visual images, a person visualizes any concepts and processes and understands them better.

In the process of educational and scientific work of future specialists in the automobile industry, imagination (together with thinking and memory) plays the unique specific functions. Imagination visualizes the nature of the problem (objects and phenomena), and accelerates its solution.

In philological education, imagination is a necessary condition for creative knowledge, because the feature of successful learning is to create the best conditions for visualization of knowledge through their simulation by subjects of learning.

The peculiarity of the introduction of ICT in philological education is the «immersion» in the environment of visual objects. After all, the visual technology provides not algorithmic, but clear image of the object. We use computer modeling at all stages of education.

Consequently, computer training contributes to a deep understanding of theoretical and practical material, greatly increases the independent component of student's academic and scientific activities, and substantially optimizes the work of the teacher (computer testing).

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