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## **USING OF MODERN INFORMATIONAL TECHNOLOGIES IN PROFESSIONAL TRAINING OF FUTURE SCHOOL TEACHERS**

In the conditions of life democratization, radical changes in its economic, social and political spheres of modern society it is necessary to prepare an experient citizen, who is capable to continuous self-improvement and self-development. The task of modern pedagogical task is to educate a personality, to form it, to prepare competent specialist, who is able to satisfy needs of modern Ukrainian society.

During the last decades in the educational space, there is taken place the process of information, which requires the research of new forms of organization of educational process, which have brought changes in the sphere of education of Ukraine. To the reasons which have brought these changes we can attribute the tendencies of the development of multimedia technologies which open new possibilities for intellectualization of automatized systems. The using of the global network Internet opens new opportunities in the sphere of education, gives access to educational information and optimization forms of its representation; rapid flow of information, its constant and rapid renewal, compressed time of specialist's preparation, that gives the impetus to searching of new and innovative forms of educational process; awareness of the necessity to create a new trajectory of teaching that will be correspond to modern conditions, demands and individual needs of future specialists.

The problem of improvement of professional activity of future teachers is paid attention in scientific works, which touches upon the problem of researching of some group of professional skills: general pedagogical (A. Gosak, S. Zolotukhin, I. Zyazun, V. Melnikov), didactic (V. Bondar, N. Bilokur, L. Lavrov, A. Savchenko, J. Shimko, I. Sahin). The actual is the problem of informational culture of teacher (R. Gurevich, M. Zhaldak, D. Kolomiets, Y. Mashbits and L. Tarhan).

The purpose of the article is to analyze the modern tendencies of information technology in professional training of future school teachers.

According to our analysis we can do a conclusion: the pedagogical training at this stage is the external and internal conflicts, some of which repeat the other directions of professional training, and the rest it is inherent in the pedagogical training; it is necessary a new trajectory of study, a priority of which should be a training of specialist who thinks analytically, and able to adapt to the constantly changing environment in the information society; the key purpose in the training of future teacher of high school is forming of specialists which fluently mastering by computer and multimedia technologies, understand their strengths and weaknesses of using, to be able to adapt curriculum to computerization, build educational process with using of computer, carry out the evaluation of educational achievements of students, to use information technology to achieve their educational and teaching tasks.