

## THE USE OF CUSTOM-MADE SOFTWARE FOR THE PURPOSE OF IMPROVING VOCATIONAL TRAINING QUALITY OF FUTURE TEACHERS

S.S. Kizim

Vinnitsia, State Pedagogical University named after by  
Mykhailo Kotsyubynsky

**Introduction.** Rapid development of technology and extensive use of information and communication technologies (ICT) brought about significant changes in the system of vocational training of future teachers. In order to successfully and consistently use ICT in teaching and learning activities, future teachers must have a good grasp of general principles of custom-made software (CMS) development as well as its didactic potential and functionality, particularly graphics editors, for creating and utilizing means of instruction. Thus, there is much concern about future teachers' training by means of custom-made software.

**Materials and techniques.** In order to substantiate theoretical constructs as to using custom-made software in training teachers we employed a set of theoretical and empirical research methods, among which: modelling professional activities, determining a status of solving the problem, the method of observation, the conversation method etc.

**Research findings and their evaluation.** Advances in the field of developing computer technology, ICT and CMS in particular, raise standards as to computer skills of graduate teachers. IT bring changes to the classroom, which encourage teachers to advance in knowledge, improve their computer skills and acquire techniques, which facilitate professional activities and help solving problems inherent to teaching and education.

In today's software market one can find various ICT products, among which: electronic textbooks, computer-assisted learning programmes and tutorials, smart teaching and learning systems. All the above have been developed and are being upgraded with the view to increasing quality of education, facilitating and promoting students' mental activity, the development of their critical, empirical and heuristic thinking [1, p. 67].

At the same time one can hardly deny that available electronic books intended to be used in teaching and learning activities for developing sufficient professional skills of the target audience, must reveal didactic, psychological and computer knowledge in a more balanced way; while giving quite in-depth information in a subject area they do not often provide for professional relevance of a course of study.

At this stage we find it appropriate to describe some pieces of custom-made software, which can be instrumental in creating electronic textbooks and teaching / learning resources.

### 1. *Adobe Photoshop.*

Adobe Photoshop is one of the numerous packages intended to develop, alter and store graphics objects; at a user's disposal there are various tools for: measuring, scanning, importing and exporting, selecting, drawing, painting, editing; selecting colours, slices, channels, filters, and image sizes; carrying out colour correction; transforming images etc.

### 2. *CorelDraw*

CorelDraw is a vector graphics editor, which became popular due to its diverse functionality and extensive image libraries. This user-friendly software provides you with self-explanatory editing tools. Deep integration of CorelDraw with the bit-mapped graphic subroutine package *CorelPhotoPaint* and the makeup software *Corel Ventura Publisher* makes it possible to create a complete system of developing electronic recursion.

### 3. *Macromedia Flash 8 Pro*

Macromedia Flash 8 Pro software is intended for creating various animated dynamic objects for Web sites, banners, commercials, interactive presentations, educational spots, games and cartoons.

In order to develop and edit teaching / learning resources by means of Macromedia Flash 8 Pro software a user works with files of *.fla* format. It is an internal file

format, which can be “recognized” by this editing software only. Videos to be viewed by means of Web browsers must be exported into .swf format. Another option for “autonomous viewing” of Flash-videos is to use a universal player (Windows MediaPlayer). To do so a user must export a Flash-video into .avi format. One should bear in mind, though, that conversion of Flash-videos into .avi format leads to the loss of their interactivity. Hence, this way of viewing does not appear to be the best one.

The use of the above custom-made software, Macromedia Flash 8 Pro in particular, in training future teachers has apparent advantages in comparison with using other similar editors, since CMS makes provide for creating high quality educational means and tools. The introduction of teaching means and tools created with the help of custom-made software into education is appropriate, since they are structured in accordance with didactic functions, have a potential to heighten students’ interest in learning material, provide for acquiring theoretical knowledge and skills (including ICT skills), facilitate students’ personal development and self-fulfilment, i.e. provide for developing the professional competence future teachers.

#### References

1. Zakharova, I.G. Information Technology in Education: study guide for university students / I.G. Zakharova – M. : Akademia, 2003. – 192 p.

### **INFORMATION CULTURE FORMING IN STUDENTS OF HIGHER TEACHER TRAINING EDUCATIONAL ESTABLISHMENT**

*N. Kyrylenko  
Vinnytsia, VSPU*

The aim of the new Professional Education Development Conception in Ukraine is conditioned by the objective of our country’s entrance to European and global communities, tendencies of further professional education, social economic changes, widening of social and technological functions of professional technical education, severization of requirements to the level of education, professional competence, mobile competitive ability of future professionals on local as well as global labor market, professional, ecological, legal, information and communication culture of social conscience, readiness to professional self-development and perfecting of responsibility for results of their activity [2].

If some years ago a problem of information culture forming more worried professionals in information service sphere, now the situation has changed. A new understanding of information culture problem is observed at various levels of education.

Application and implementation of new information technologies today lets one embody ideas of education and consider this process as a regular educational revolution. It is explained by the fact that the main point of modern information revolution isn’t a technological development, but a revolutionary improvement of mental abilities of a human. They let one effectively process great amounts of information, with the help of desktop publishing systems quickly publish printed works, store and find information in databases, establish a connection with the help of modern telecommunications – and this is very useful in educational process. However, revolutionary changes in the system of education are connected mainly with the fact that new information technologies change a nature of thinking itself, and thus the essence of education process.

Promotion of higher school specialists quality of considerably determined by achievements of information and communication technologies implemented in education process and at modern stage are the main factor of information culture forming in students.

Information culture of a student is improved in their professional activity foreseeing usage of knowledge obtained. It’s possible only upon a condition that information culture