independently answer three key questions: “What have we done well? What could we do better? What new things can we do to improve our results?”.[3]

To increase the effectiveness of training, it is necessary to share the experience gained at the level of the entire study group. To this end, representatives of each team talk about the main points of their retrospective and share 1-2 recommendations for successful learning, which all students will be able to use in future sprints. Additionally, the exchange of experiences is held monthly at a special meeting for "storytelling", during which teams or groups of students share their experiences in unusual achievements.

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**IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TRAINING OF FUTURE SPECIALISTS**

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**Abstract:** The article analyzes the essence of the concepts "technology", "information technology"; the problem of introduction of information and communication technologies into the training of future specialists is considered; the essence of varieties of modern technologies is revealed; stages of development of information processing (historical stages) are indicated.

**Introduction.** Nowadays the introduction of information and communication technologies into the training of future professionals is one of the most important and sustainable tendencies in the development of the world educational process.

One of the ways to improve the content of vocational training in higher vocational colleges that ensures the competitiveness of the graduate is the introduction (implementation) of modern pedagogical technologies, including information and
communication technologies (ICT), new forms and methods of professional training of future specialists.

The use of information and communication technologies in the educational process with the aim of training highly qualified and educated specialists is an urgent problem of modern education. The aim of higher education is to form a "personality capable to read, analyze, evaluate media text, engage in media creativity, and learn new knowledge through the media."

The main task of higher education is to form a creative personality of a specialist, capable of self-development, self-education, and innovative activity. The solution to this problem is hardly possible only by transferring knowledge in the finished form from the teacher to the student. It is necessary to move a student from a passive consumer of knowledge into an active creator who is able to formulate a problem, analyze the ways to solve it, find the optimal result and prove its correctness.

Considering the abovementioned, the question of the use of information and communication technologies in teaching the humanities is an urgent one.

The problems of implementation of the information and communication technologies in the educational process were investigated by V. Bykov [1, 2], O. M. Gudireva [4], R. S. Gurevich [5], A. A. Dubasenyuk [6], M. I. Zhaldak [7, 8], M. Kademiy [11], Y. F. Ramsky [12], V. F. Sholokhovich [13] and others.

Results and discussion. In our view, however, insufficient attention has been paid to the use and implementation of information and communication technologies in the teaching of humanities in higher education.

In modern scientific and technical literature, technology is understood as a very complex and multidimensional phenomenon. Depending on the scope of the research, technology is considered either as an interconnected chain of procedures and operations, or as a system of rules and regulations.

According to A. D. Bondarenko [3], technology is a set of knowledge about methods of production processes. The set and sequence of methods, methods of manufacturing, production, processing, and other processes, works and operations that change the state of raw materials and semi-finished products, goods, etc. in the production process of products with specified quality indicators.

There are many classifications of technologies. According to the classification of J. Wellington, they distinguish: 1) innovative technologies - sets of methods and tools that support the stages of innovation; 2) information technologies (IT) - a wide range of disciplines and industries related to the technologies of management, accumulation, processing and transfer of information; 3) information technology - a process that uses a set of means and methods of collecting, accumulating, processing and transmitting data (primary information) to obtain information of a new quality about the state of an object, process or phenomenon (information product).

This process consists of a clearly regulated sequence of operations, actions, stages of varying degrees of complexity over the data stored on computers. The main purpose of information technology - because of the deliberate actions to process the primary information to obtain the necessary information for the user [9].

Basically, information technology means computer technology. In particular, IT deals with the use of computers and software to store, convert, protect, process, transmit and retrieve information. For this reason, IT professionals are often referred to as IT professionals.

The beginning of the 21st century characterizes society as post-industrial (informational), in which informatization of all branches of science and education is carried out.
One of the most important tasks of modern education is to train professionals who own information technology training, can independently acquire knowledge, the volume of which is rapidly growing in the information society [5].

The scientific basis for the implementation of information and communication technologies in the management of a general educational institution is the works of modern scientists of Ukraine. The questions of systematization of administrative activity are reflected in the works of L. I. Danilenko, G. V. Yel'nikova, V. I. Maslov, and the problems of ordering the collection, processing and storage of organizational and management data were thoroughly considered by such scientists as V. Y. Bykov, V. V. Oliynyk, V. D. Rudenko and others. Analyzing the works of scientists, we can conclude that the informatization of the education system has two directions - the implementation of information technologies directly into the learning process and the informatization of the educational management system [10].

It should be noted that the informatization of society is a global social process, the peculiarity of which is that the dominant activity in the field of social production is the collection, accumulation, production, processing, storage, transmission and use of information. These processes are carried out on the basis of modern means of processor and computer technology, as well as based on various means of information exchange.

The informatization of society is connected, first of all, with the development of computer equipment, various software, global networks (Internet), and multimedia technologies [11].

Talking about information and communication technology, V. Sholokhovich defines it as a way of implementing a particular complex process by dividing it into a series of sequential interdependent procedures and operations in order to achieve high efficiency [13].

According to J. Wellington, information technologies are systems designed to produce, transmit, select, transform (process) and use information in the form of sound, text, graphics and digital information [7].

If as a sign of information and communication technologies to choose the tools by which information processing (tools of technology) is carried out, then the following stages of its development can be distinguished: 1) the first stage (up to the second half of the XIX century) - "Manual" information technology, the tools of which were: pen, inkwell, book. Communications were carried out in a manual way by sending letters, packages, and dispatches via mail. The main purpose of technology is to present information in the required form; 2) the second stage (from the end of the XIX century) - "Mechanical" technology, equipped with more sophisticated means of mail delivery, the tools of which were: typewriter, telephone, voice recorder. The main purpose of technology is to present information in the required form by more convenient means; 3) the third stage (40 - 60-ies of the XX century) - "Electric" technology, the tools of which were: large computers and related software, electric typewriters, photocopiers, portable voice recorders. The main purpose of information technology begins to shift from the form of information presentation to the formation of its content; 4) the fourth stage (since the early 70's) - "Electronic" technology, the main tools of which were large computers and automated control systems (ACS) based on them and information retrieval systems, equipped with a wide range of basic and specialized software complexes. The center of gravity of technology shifts further to the formation of a meaningful side of information for the management environment of different spheres of public life, especially the organization of analytical work; 5) the fifth stage (from the mid 80's) - "Computer" ("new") technology, the main tool of which
is a personal computer with a wide range of standard software products for various purposes. At this stage, there is a process of personalization of ASC, which is manifested in the creation of decision support systems by certain specialists. Such systems have embedded elements of analysis and artificial intelligence for different levels of control, and are implemented on a personal computer and use telecommunications. Due to the transition to the microprocessor base, technical means of household, cultural and other purposes are also subjected to significant changes; 6) **the sixth stage** (only installing) - "network technology" (sometimes it is considered to be as a part of computer technology). Global and local area networks are becoming widely used in various industries. In the nearest future, it is predicted to it: the rapid growth due to the popularity of its founder - the global computer network Internet.

**Conclusions.** The implementation of Internet technologies in the educational field can make a significant contribution to the development of the whole system of open and distance learning [10].

Internet technologies are the latest information technologies based on the use of the Internet and software systems. Internet technologies are based on the use of global and local computer networks to provide access to students learning information resources and to form a set of methodological, organizational, technical, software tools for the implementation and management of the educational process, regardless of the location of its subjects.

The implementation of these technologies will promote the development of skills and abilities to work in the auditorium and independently (due to the specifics of working with computer programs); will provide an opportunity for differentiated and individual approach both in the choice of material and in the pace of work of individual students; will provide the necessary skills to work quickly with a computer, which is extremely important for the future professional activity.

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