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USE OF DISTANCE EDUCATION INFORMATION TECHNOLOGIES IN THE TRAINING OF FUTURE BIOLOGY TEACHERS DURING THE COVID-19 PANDEMIC

The relevance of the research is the peculiarities of the implementation of the distance education system in the process of training students - future biology teachers. The main advantages and disadvantages, including in the learning process. For this, several applied methods that form the research methodology were investigated, and also conducted using theoretical methods: system analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction. The current stage of the development of pedagogical education in the world is characterized by particularly intensive and large-scale transformations, which are caused not only by the urgent tasks of forming the personality of students, but also by the involvement of the education system in the world integration processes, which takes place in the conditions of informatization and globalization. Targeted acquisition of knowledge, skills and abilities of future biology teachers aimed at the development, development and implementation of effective mechanisms of its formation is an important component of education. The global education community in 2020 faces a global challenge in connection with the pandemic caused by the spread of the SARS-CoV-2 coronavirus. The governments of most countries were not ready for such a large-scale pandemic, their practical measures were formed according to the situational principle. To counter the spread of COVID-19, educational institutions are temporarily closed almost all over the world.

The purpose of the article is to study the peculiarities of the implementation of the distance education system in the process of training future biology teachers, including the study of the main advantages and disadvantages of this process. The coronavirus pandemic has affected all spheres of social life without exception, forcing the suspension of a number of industries, a significant decline in business and

investment activity, the suspension of international transportation and personal international contacts. The education sector was one of the first to feel the impact of the coronavirus epidemic and reacted to the restrictions by transferring all educational activities to remote mode. The rapid transfer of many processes to the intelligent network caused the need for an early response to new changes and conditions on the part of the authorities, the ministry, and the universities themselves.

The changes that took place affected not only the teaching methodology, but also the approach to teaching itself, the formation of competencies in the training of future biology teachers, the organization of the educational process, which caused an ambiguous reaction from the participants of the process.

The topics that are currently being actively discussed in the scientific community in this context are the modern transformations of higher education, the role of digital technologies in the new learning of practice, and solving the problems caused by distance education in the context of the pandemic. Increased attention is paid to the adaptation of the teaching staff to the extreme transition to digital services and remote platforms. In general, it can be noted that the transition of universities to a remote working mode during the pandemic has become the most discussed topic at the moment, especially considering the complexity of the epidemiological situation in the world. The modern information society is developing at a fast pace, which means that there is a need for the formation of a competent personality capable of taking an active part in the development of education, science and culture. Today, the task of creating favorable conditions for the identification and development of students' abilities, the development of their educational and cognitive activities is brought to the fore in general educational institutions. As a result, in the process of professional training of future biology teachers, it is necessary to form subject knowledge and skills, but also to promote the development of those personal qualities of graduates that would allow them to solve new pedagogical problems in the future and reproduce new approaches to the process of general education [3]. Future teachers should prepare and present educational material, taking into account modern approaches to learning, the use of information and communication technologies in the educational process, namely, it is appropriate to use educational resources posted on the Internet.

Teachers must constantly improve themselves, learn throughout their lives, increase the level of professional competence, and creatively approach professional activities. The multiple increase in information flows forces us to formulate fundamentally new priorities in the training of future biology teachers. Institutions of higher education are faced with the task of forming the normative and motivational value structure of the personality of the future specialist, the main component of which will be the need for constant self-improvement. Currently, there are several distance learning technologies. The main purpose of using distance learning technologies in institutions of higher education is to provide students with access to electronic educational resources through the use of modern information technology and telecommunication networks. These technologies are characterized by a strong cognitive motivation created by the Internet and the quality of specialist training. This is what makes distance learning a special learning technology in the 21st century. Distance learning technologies provide an individualized process of transfer and assimilation of knowledge, abilities, skills and methods of cognitive activity of future biology teachers. Such technologies can be considered as a natural stage of the evolution of the traditional education system from a chalkboard to an electronic board and computer learning systems, from a library to an electronic textbook, from a regular classroom to a virtual classroom.

Distance learning technologies consist of pedagogical and informational learning technologies. Pedagogical technologies of distance learning are technologies of mediated active communication between teachers and students using telecommunications and methods of individual work of students with structured educational material submitted in electronic form. Distance learning information technologies are technologies for creating, transmitting, and storing educational materials, which organize and provide the educational process of distance learning through telecommunications.

The pandemic has forced the global academic community to recognize online learning as a mainstream form of learning. All university teachers and students from around the world had to overcome difficulties in a relatively new direction for them, while helping to fight the spread of the virus. This study demonstrates how Ukrainian

educational institutions adapted to the new form of education and what difficulties they encountered. During the pandemic, distance education platforms have become a key tool in the educational process of future biology teachers. As the research shows, educational institutions actively used such platforms as Platonus and Moodle before the pandemic, and during the pandemic some developed their own platforms, while others used such well-known platforms as ZOOM, Microsoft Teams, Webex Cisco, etc.