Таким образом, процесс производственного обучения требует систематического обновления информационного обеспечения, которое вытекает из постоянных изменений в технике и технологии промышленных производств, средствах труда, применения инновационных технологий изготовления изделий, новых материалов и методов их обработки. При этом важен компетентностный (системный) подход к учебно-методическому обеспечению производственного обучения, созданию и применению системы средств обучения с учетом их дидактических функций и областей применения.

Перспективами дальнейших исследований является комплексное учебно-методическое обеспечение производственного обучения на основе компетентностно-деятельностного подхода, которое позволит развитие компетентностных конструктов в формировании профессионально-компетентного инженера-педагога.

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В статье рассматриваются особенности, определяющие специфику подходов к определению целей, содержания, форм и методов производственного обучения, средства его осуществления.

Ключевые слова: профессиональное образование, производственное обучение, профессиональная компетентность, материально-техническое оснащение, творческая деятельность, технологическая последовательность.

У статті розглядаються особливості, що визначають специфіку підходів до визначення цілей, змісту, форм і методів виробничого навчання, засобу його здійснення.

Ключові слова: професійна освіта, виробниче навчання, професійна компетентність, матеріально-технічне оснащення, творча діяльність, технологічна послідовність.

Features, determining the specific of going near determination of aims, maintenance, forms and methods of the production teaching, mean of his realization, are examined in the article.

Keywords: trade education, production teaching, professional competence, material and technical equipment, creative activity, technological sequence.

MODERN TECHNOLOGIES IN PROFESSIONAL TRAINING COUNSELORS' WORK

Problem formulation. The meteoric rise of computer technologies and infrastructures during the past three decades now makes it possible to deliver live supervision from virtually any place on Earth. This capability is, of course, no small accomplishment and stands as a crowning achievement in a long history of technology use to deliver supervision. Since the 1950s, counselor educators have slowly but consistently adapted emerging technologies to enhance the quality of supervision. During that decade, telephones were used to provide supervisory feedback during live counseling sessions. Although intrusive, this technology has stood the test of time in supervision practice with only minor modifications to the hardware employed (e.g., cell phones, digital telephones with text/video messaging). Advances in audio technologies gave rise to the use of different kinds of

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recorders and «bug-in-the ear» devices for supervision. Other improvements in video technologies prompted the widespread use of video cameras and videocassette recorders and DVDs to tape counseling sessions for post-session reviews as a component of clinical supervision. However, it has been the upsurge in digital technologies that now enables clinical supervisors to not only view counseling sessions from remote locations in «real time,» but also to provide «live» evaluative feedback both during and after counseling sessions. Live, remote supervision, a form of cyber supervision is a constellation of processes by which counselor supervisors provide real-time evaluative feedback to supervisees who are delivering counseling services in remote location. In these processes, a supervisor uses his/her computer and a broadband Internet connection to access a digital video camera, microphone, and computer monitor housed in a remote counseling room. With a full view of the supervisee and client and access to verbal communications through his/her computer monitor and speakers, the supervisor observes the counseling session and provides evaluative feedback during or after the session, or both.

Analysis of last investigations and published works. The question of modern technologies in professional training counselors' work and different approaches of its solution are thoroughly studied and reflected in works of such native and foreign scientist as: J. Bloom, J. Casey, M. D'Andrea, E. Gerler, B. Glover, K. Hartman, B. Hayes, D. Lundberg, R. Myrick, Robinson, R. Sabella, H. Shulman, C. Stone. They made significant contribution in the development of this branch and thus the whole pedagogical school on the whole.

Aims of the article. The purpose of this article was to determine levels of perceived importance of technological competencies among school counselors, school counseling students, supervisors, and counselor educators as the competencies relate to their work.

Main investigated material statement. Indeed, progressively powerful computers, software, and expanding networks are rapidly changing traditional school counseling approaches and standards of performance. Although no one is truly certain if or when the exponential growth of technology will taper, it is well recognized that we are immersed in a new age of information, communication, and collaboration. For better or worse, computers are changing the ways in which we conduct our work, interact, and especially make decisions. Counseling profession also must adapt to new ways of interfacing with machines and the people that use them in a way that promotes the goals and objectives of their work. According to McClure, no aspect of society or economy can function effectively and compete without such tools. School counselors that decide to «opt out» of information technology would be working with students who perceive them to live in a world that no longer exists. Information and networking technologies are now essential tools for manipulating ideas and images and for communicating effectively with others – an important component of the counselor's job.

Counselors whom have used computers to assist them in their work have done so in many areas such as computer-assisted live supervision; discussions of counseling issues with other counselors; supervision; counselor training; as part of counselor interventions with children and counseling simulations. Probably the most extensive use of computers in counseling so far has been in the area of career development. Career counselors need to amass and process a great deal of information about various careers, the career decision-making process, and a diversity of client personal and professional characteristics. Computers do a splendid job of compiling such data and helping individuals select the best fit among working environments, required aptitudes, interests, values, and other human qualities.

Many counselors, however, have avoided or only very recently began using computers in their work. One reason for relatively late entry into computing is that some see computer technology as an evil force to be circumvented at all costs. Such counselors hold computers in contempt because they see them as replacing people in jobs such as telephone operators, profession al desktop publishers, and even perhaps teachers. This belief is sometimes true for people in more product oriented professions or those in human service professions that involve simple and repetitive tasks.

For counselors however, no technology has ever come close to providing quality and appropriate counseling services. Computers have merely changed the shape of the work force by introducing new vocations and changing the methods for how we accomplish our work tasks.

Some counselors say they can still effectively perform their jobs «the old fashioned way» — keeping index cards instead of a database; using a typewriter rather than a word processor; using overheads in lieu of multimedia presentations; and relying on perhaps a handful of periodicals rather than accessing the highly expansive menu of online full-text resources. They justify avoiding computer technology by reminding us that their already familiar low-tech solutions are still effective. On the other hand, critics of this excuse say that such thinking is shortsighted because the world of technology is the world in which our children live and will be more an integral part of their society than even ours.

Although computers and related technologies are rapidly changing, one fact remains constant —counselors who resist the new tools of this and future centuries will find it increasingly more difficult to do so. One tool in particular that is changing the fabric of how we interact, work, and conduct business is the Internet. Consider that the Internet, which connected 2,000 computers in 1985, now connects 30 million computers, and is continuing to double in size every year. By the end of 1997, it was estimated that more than 100 million people worldwide were using the Internet. The n umber of users could surpass one billion as early as 2005. And, in addition to growing in terms of people accessing the Internet, it is growing in terms of the types of services provided over the network. Satellite and wireless systems will soon provide users with «anytime, anywhere» communications. Directory and search services help users locate important resources on the Internet. Electronic mail servers manage and store critical information. Authentication and electronic payment services handle more and more of the Nation's commerce. Building blocks for new applications are being developed such as digital signatures, secure transactions, modeling and simulations software, shared virtual environments for collaboration, tools for discovering and retrieving information, and speech recognition (President's Information Technology Advisory Committee, 1998). Computers and the Internet provide access to a wealth of information on countless topics contributed by people throughout the world. On the Net, counselors have access to a wide variety of services: electronic mail, file transfer, vast information resources, interest group membership, interactive collaboration, multimedia displays, and more. If not for professional competency, then perhaps more personal reasons for becoming proficient in information technologies might make the case for counselor technological literacy. Within the next two decades, computer networks will have penetrated more deeply into our society than any previous network, including telephone, radio, television, transportation, and electric power distribution networks. Soon we will depend on the information infrastructure for delivery of routine services such as banking and financial transactions, purchases of goods and services, entertainment, communications with friends, family, and businesses, as well as for vital services, such as government and medical services. As users come to depend on the Internet each and every day, and as billions of dollars are transacted using electronic commerce, the information infrastructure becomes more critical to each counselor's and our nation's well being. A counseling profession literate in information technology will be critical for ensuring that it is prepared to meet the challenges and opportunities of the Information Age.

Therefore, be it by necessity or interest, the time is now for exploring contemporary methods for accomplishing our work using computer and networking technologies such as the Internet [1, p. 317-324].

Effective use of current and emerging communication and information technologies allow counselors to take advantage of new conveniences and opportunities not before available. For instance:

− using computer conferencing, electronic mail, and voice mail applications, counselors can communicate with each other and other stake holders at any time and any place. This allows a new

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freedom of discussion, collaboration, and professional development no matter the size or location of one's work place;

− interactive multimedia instructional software allow counselors to better control learning segments and explore new segments at a depth and pace appropriate to their students' own learning needs during psycho educational groups;

− electronic links can help extend the counselor and school to community partners such as health centers, community counseling centers, business and industry, government and non-profit agencies, cultural facilities and vast library resources;

− information databases that are available for counselors and others to access and update, as authorized, allow for more convenient and efficient services such as off-site college registration; financial aid and admissions processing; student career counseling profiles; full-text databases of scholarly publications; student progress data, and more;

− networking technologies and software tools affect the way decisions are made by expediting the availability and distribution of data throughout a counselor's school [2, p. 2-5].

According to P. Hines, there are a number of successes and challenges in the integration of technology competencies within the ISU School Counselor Program.

First, when presented with the Basic Technology Competencies, applicants to the program don't flinch. Perhaps technology has permeated our society enough that most are not afraid of computers any more. In fact, the number of students successfully documenting out of the Technology in School Counseling course dropped significantly from the first to the second year of the Basic Technology Competencies requirement.

Second, with the expectation set that the students will successfully use technology as a foundational tool in their learning process, they seem to just jump in and use it. Email, on-line chatting, and course bulletin board areas are used consistently as the preferred methods of communication among the students. Students report rarely using the telephone to communicate with their peers. School Counselors are often the only professional of their kind in a school building. Developing the habit of communicating electronically as students, may help new counselors create and maintain effective electronic support, peer supervision, and mentoring networks.

Third, students communicate, via email or instant messaging, more often with the instructor than did students in the past. While the students benefit from the increased contact, the instructor has the challenge of spending more time in the communication process. Most people can not type as fast as they can talk; thus, emailing and instant messaging take additional time. As technology continues to improve and voice chatting becomes a little more viable, the time cost may be able to decrease.

Fourth, infusing technology into the curriculum requires a commitment on the part of the faculty to gain new skills. It also means that time must be spent converting the curriculum to incorporate the use of technology, as well as, infusing technology into course assignments and learning experiences.

Fifth, on-site school counseling supervisors seem to really covet students with technology skills. Students have been asked to develop web sites for practicing counselors. They've also been asked to create PowerPoint presentations and teach the on-site supervisor how to do it. In fact, ISU, in response to requests by practicing counselors, has provided professional development opportunities through which practicing school counselors could gain technology skills.

Finally, the student outcome technology competencies are admittedly ambitious. The challenge before the program faculty is to create a series of assignments throughout the program that build upon each other so that by the end of their program, students will be able to at least understand how each competency fits within the role and function of the school counselor, how to effectively synthesize their school counseling knowledge with their technology skills, and how to

create an effective professional development plan that will enable them to continually hone their skills [3].

Developing the thought it is worth focusing more precisely on different ways school counselors utilize computer technology in their work. So, among the mostly used ways of counselors' work with their clients we can distinguish Internet, E-mail, ICQ, Web Boards, Personal Information Managers, Electronic Newsletters, Online Journals, Distance Learning, Videoconferencing, Online high schools and some others.

The Internet could be described as the world's largest library and the availability of bibliographies, abstracts, full-text journal articles, lectures, research projects. School counselor organizations, associations and individual professionals are creating web sites every day and access to authoritative information on specialized topics is current, convenient, and almost limitless.

E-mail is a great way to communicate electronically although this method suffers from the lack of real-time interaction between one person and with others whom he/she would like to communicate.

According to the *ICQ* website, ICQ can be described as a user-friendly Internet tool that informs you who's on-line at any time and enables you to contact them at will. No longer will you search in vain for friends or associates on the Net. ICQ does the searching for you, alerting you in real time when they log on [4].

Web Boards. One drawback of e-mail and mailing list server discussions is that they organize discussions chronologically. This type of organization is fine for many short discussions or written materials, but most discussions aren't linear and well-organized. One comment can generate ideas on many different tangents.

Personal information managers (PIMs) are a type of software application designed to help users organize random bits of information. Although the category is fuzzy, most PIMs enable you to enter various kinds of textual notes – reminders, lists, dates – and to link these bits of information together in useful ways. Many PIMs also include calendar, scheduling, and calculator programs. The usefulness of this type of software lies in it's ability to integrate data and provide feedback in the form of potential scheduling conflicts and event reminders [2, p. 10-17].

Electronic newsletters provide tremendous amounts of information to large audiences in a relatively short amount of time with little cost. Electronic newsletters can be viewed through a set of Web pages and/or distributed through list serves that contain a listing of subscriber names and e-mail addresses.

Online counseling journals are another example of how new technology is affecting the dissemination of information. Counselors from all over the world can tap into current research and new techniques that are presented in journals on the Internet. One example is the Journal of Technology in Counseling. This online journal publishes articles on aspects of practice, theory, research, and professionalism related to the use of technology in counselor training and counseling interventions

Distance Learning. Computer technology and the Internet are tools that allow education to be more accessible and convenient to people regardless of location. Classrooms and guidance offices in the XXIst Century are no longer tied to resources in a traditional school building. Learners can obtain information from virtually anywhere as technology has opened the door to distance learning. Distance learning is a reality and will continue to expand, changing school counseling and counselor education. Through distance learning programs on the Internet, students and counselors can take classes offered by schools and colleges across the nation, as there are no distance boundaries. Distance learning via the Internet has become an accepted and convenient way to educate. While not for all students, it is a viable alternative to traditional schools and learning methods.

Videoconferencing is yet another computer application that can be utilized by school counselors. Interactive conferences enable counselors to meet with parents as well as colleagues

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without leaving their homes and offices. It is also possible for a counselor in one location to lead a group of students, parents, or other professionals in another place as the computers help them experience a personal connection.

Online high schools can create learning opportunities through computer technology for students. For instance, The Florida High School is an online high school that offers courses for 9th through 12th graders in the state of Florida. Students can make up credits, accelerate their academic program, take courses not otherwise offered at their home school or enroll in classes while traveling. They register for online courses to attain credit for high school graduation or college [5].

Conclusions. So, summing up everything said above, live, remote cybersupervision is a technological marvel whose emergence holds enormous promise for the counseling profession. Advantages of this approach appear to outweigh limitations, which can be addressed through education, policy, and practice. Live, remote cybersupervision has the potential to enhance the quality, quantity, and effectiveness of supervision while making it more accessible and efficient with reduced expenditures of time, money, and resources.

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У статті розглянуто проблему використання сучасних інформаційних технологій в роботі шкільного консультанта та важливість використання комп'ютерів в консультуванні і усього виховного процесу в цілому; досліджено декілька видів мультимедійних технологій, які використовуються в практиці консультування.

Ключові слова: творчість; нагляд; освітні стратегії; технології під час консультування.

В статье рассматривается проблема использования современных информационных технологий в работе школьного консультанта и важность использования компьютеров в консультировании и всего воспитательного процесса в целом; исследованы несколько видов мультимедийных технологий, которые используются в практике консультирования.

Ключевые слова: творчество; присмотр; образовательные стратегии; технологии в консультировании.

The article deals with the problem of modern information technologies used in education counselor work. Significance of computers usage in counselor work and learning process was pointed out. Several creative multimedia instructional approaches used in counselor programs were examined in the article.

Keywords: creativity; supervision; teaching strategies; technology in counseling