

## ЗАГАЛЬНІ ОЗНАКИ ТЕХНОЛОГІЇ ДИСТАНЦІЙНОГО НАВЧАННЯ В СИСТЕМІ НЕПЕРЕРВНОЇ ОСВІТИ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

*The article presents various approaches to notions “technology”, “pedagogical technology”, “technology of teaching”, “technology of education”, “technology in education” and “technology of distance education”. Such types of distance education technologies are distinguished: case-technology, TV-technology, network technology and combined distance education technology. The basis of distance education technology in the system of lifelong education of primary school teachers is purposeful, supervisory, intensive self-reliant work. The outstanding individual characteristics of a primary school teacher using distance education technologies should be commitment, ability to self-control and self-reliant educational activity.*

*Creation and projection of distance education technology in the system of lifelong education of primary school teachers consists of several stages: theoretic (definition of aim and object of technologization, division of educational process into constituents and outlining of interconnections); methodological (selection of methods, means and forms of teaching), practical (organization of practical activity and realization of distance education technology). Distance education technologies in the system of lifelong education of primary school teachers are put into practice at Pavlo Tychna Uman State Pedagogical University (see <http://sno.udpu.org.ua>).*

*On the principles of experience of distance education technologization we determine general characteristics of distance education technology in the system of lifelong education of primary school teachers: integrity, reproducibility, adaptability, psychological validity, economic expediency, scientism, flexibility, and testability.*