

ABSTRACT

The Law on Education (2017) states that postgraduate education implies the acquisition of new and improvement of previously acquired competences based on higher education, professional (vocational) or professional higher education. Postgraduate education, which suggests specialization, retraining, advanced training, internship of specialists, is one of the most important means to improve professional skills of schoolteachers. A particular interest of the current research is to improve qualification, which is defined as acquiring new and/or improving already mastered competences by a person within his/her professional activity or field of knowledge.

According to the Law on Higher Education (2014), postgraduate education is carried out by postgraduate education establishments or relevant structural units of higher education institutions and scientific institutions. The departments of retraining and advanced training of personnel, the institutes of postgraduate education are included in the structure of higher education institution.

In the current conditions, training and advanced training of the professional activity of a Homeland Defence teacher is a relevant topic, because Ukraine is at war. Thus, the absence of specialized training of Homeland Defence teachers at high scientific and methodic level forces a set of difficulties in the moral and psychological, as well as physical training of young men to the military service in the army of Ukraine.

At the current stage, the search of the ways to improve the professional activities of a Homeland Defense teacher is caused by the ambiguity of the domain of such search and multi-variation of decisions, because teachers of this discipline are specialists with different professional competences (military, sport, technical, etc.), and the problem of their qualification improvement is particularly relevant.

Advanced training of a Homeland Defence teacher generates specific problems, particularly the absence of appropriate system of teacher learning, integrated knowledge, skills, and their fundamentals. Methods and resources of learning, which are used in the higher

educational establishments in terms of professional training of teachers, do not meet the modern pedagogical requirements.

Homeland Defence teachers improve their qualification both at the Institutes of Postgraduate Pedagogical Education (IPPE), and in the process of participation in the work of methodic communities, at military meetings, as well as by self-education, etc.

The system of formation of the teacher's personality should secure the possibility of system comprehension of pedagogical activity, which is not broken into separate isolated components. The scientific search should be focused on the study of possible ways of integration in the content and formation of the system of professional training at a higher educational pedagogical establishment. The same is true for the professional activity of a teacher.

The changes, which have happened concerning the introduction of informational and communicative technologies, spreading and permanent improvement of distant learning, are related with informational and communicative technologies and their integration with traditional ones.

The integration of traditional, informational and communicative technologies with improvement of the qualification of Homeland Defence teachers is aimed to secure the integrity of learning based on consolidation of traditional, informational and communicative technologies in advanced training.

The contradictions between the requirements to a Homeland Defence teacher and the lack of such teacher training to conduct professional activity; between the integration opportunities of traditional, informational and communicative technologies in advanced training and insufficient development level of theoretical and methodic fundamentals outline the investigation problem of possible integration of traditional, informational and communicative technologies in advanced training of a Homeland Defence teacher.

Pedagogical literature addresses new generation learning issues in a computer-oriented online learning support for future teacher training (Anishchenko, 2009; Bida, Kuchai, Kuchai, & Chychuk, 2019; Bykov, 2012; Vasina, 2004; Vertyporokh, 2016; Holovan, 2007; Hurevych,

2014; Zhuk, 2002; Kaydalova, 2011; Kovalenko, 2017; Kravchenko, 2017; Krednets, 2012; Kuzminskii, Kuchai & Bida, 2018; Marchenko, 2013; Maksymova, 2015; Protsay, 2017; Oleksyuk, 2013; Radchenko, 2012; Semankiv, 2019; Semchuk, 2018; Shyshkina, 2013; Kotko, 2013; Rashevskaya 2011), including blended learning problems (Kryvonos, 2015; Mamon 2015; Tryus, 2012; Fedorchuk, 2002) and others.

An important place in the scientific and pedagogical literature is occupied by the problems of advanced training, including the use of pedagogical approach to professional retraining of teachers (Burenko, 2005), the use of the Internet technologies in the process of teacher training (Zakhar, 2014), the general questions of professional development of pedagogical personnel (Zubko, 2002) and professional development of the secondary school teachers (Mukan, Yaremko, Kozlovskiy, Ortynskiy, & Isayeva, 2019; Mukan, Myskiv, & Kravets, 2016), training of a teacher for innovative activity in the system of postgraduate education (Kozlovskaya, 1999; Noskova, 2015, Sikorsky, 2019) and others.

The introduction of integration processes in education is considered in the work of researchers, who investigate such problems as the integration of teaching methods (Bilyk, 2009; Machynska, 2017), the integration processes in professional education (Kozlovskiy, 2018), the development of integration in education (Pastyrskaya, 2011; Tokaryeva, 2014) and others. The learning technologies have been researched by such scholars as Bespalko (1989), Bondar (2003), Сікорський (2019), Strelnikov (2013), Smirnova (2015), Fadieyeva (2015), Yankovych (2009).

A small part of the scientific literature is devoted to the problem of integration of learning technologies. It highlights the issue of theoretical and methodological fundamentals of modeling of new learning technologies in schools (Sikorskyi, 2019), combination of innovative and traditional foreign language learning technologies (Horeychuk, 2015), (Yevsieyeva & Babenko, 2015), traditional and innovative technologies of the Ukrainian language learning as a factor of effective speech competence formation of future engineers (Snihurova, 2017). The problem of integration of traditional, informational and

communicative technologies has been addressed by foreign experts, in particular Bandhana (2012), Dziuban (2004), Earle (2002), Hansen (2015), Katz (2008), Moebis (2006), Newhouse, Trinidad & Clarkson, (2011), Wang (2009).

At the same time, it has been found that the problems of learning content and forms integration have received considerable attention, as evidenced by the results of the analysis of scientific and pedagogical literature, while the learning technologies in terms of integrative approach present the problem of little research. Thus, the issue of scientific substantiation of the integration of traditional, informational and communicative technologies in Homeland Defence teacher advanced training remains unresolved.

The above presented identified the topicality of the issue under study and the choice of the research topic.

Key words: teacher; integration; informational and communicative technologies; professional development; Homeland Defence subject; traditional technologies.