

PEDAGOGY
(specialty 13.00.08)

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Due to the fact that at the present time, the rapidly evolving information and communication technologies occupy one of the leading trends in the education system new approaches must be developed to support professional development of teachers. The purpose of this paper is to reveal the essence of the concept of "virtual teacher co-existential community." The article identified the nature, criteria, characteristics of VPSO, installed components, indicating the nature of linkages and relationships, common object interactions, about what constitutes a VPSO. Marked levels of involvement in the activities of the teacher VPSO: emotional, activity, field. The conditions under which the VPSO has an impact on professional development of teachers. Thus, participation in the activities of the teacher VPSO promotes the "discovery" of new skills, competencies, birth of a new educational experience, enhance the professional competence of teachers.

Key words: virtual pedagogical event-driven commonality, professional development of teachers.

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and professional development of education workers

June, 16, 2012
