("How do we find the name of the capital of Niger and why do we want to know that?"). Other changes include teachers working in pedagogical teams instead of alone with individual study plans for each student and 40-minute lessons being replaced by longer "working blocks". Interesting is also that whole schools are being rebuilt, from "factories of knowledge" to something that looks more like an ordinary workplace.

Basic Information Technology (BIT) for Teachers

Teachers should possess: the understanding of the components and basic terminologies of a Computer System; the basic computer operation skills; the basic capability to operate a word processing application and a presentation software; the basic capability to operate an Internet browser and use e-mail in education context; and the awareness of the need to take up the new role as a learning facilitator.

Possible ways of applying IT in teaching and learning

School administration: Planning and management

Teaching material and information gathering: CD-ROMs, WebPages e.g. newspaper, dictionary etc.

Classroom teaching: Presentation software. Subject-related software. Online teaching material. Online tests and assignment

Beyond classroom learning: Collaborative work with peers. After lesson discussions with teachers and peers through email. Discussion groups. Online chat rooms, and Extra-curricula activities.

Summary and conclusions

During the last couple of years we have witnessed a rapid change in the use of computers and other forms of information technology within the educational sector.

Even though these changes are the ones that are easiest to see (and to quantify and compare) they are by no means the most interesting or important ones. The most important changes are instead how the new technologies affect or interact with other aspects of the educational sector. It is quite clear from the experiences gathered in many countries that changes are also taking place in what is taught, how teaching is carried out *and* how the educational sector is organized.

It is still too early to draw any conclusions about if IT actually helps to create a better education. On the otter hand there exist many examples of where IT has had a positive effect and improved the learning situation. At present we may conclude that IT can be a powerful tool to support communication and co-operation and that it opens up many new possibilities for the educational system.

THE ASPECTS OF PROFESSIONAL INDEPENDENCE FORMATION

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The technological, the political, the economical and the social situation of our society is changing fundamentally and rapidly. As a result education and training

for this new changing society must be adapted: not only the contents but also the methodology. Education must be able to learn and prepare learners for lifelong learning and self-development. On this point of view we can examine the challenge of the professional independence formation as the conditions of lifelong learning. We determine the **professional independence** as the quality of the person creation, as the step of the continuons professional development, as one of the career main conditions.

According to our investigations we allow to emphasize the ouality criteria of the professional independence formation:

- stable relations to the labor activities; ability to make corrections; ability and necessity of professional labor;
- orientation in yourself (self analysis, self-appreciation);
- skills being necessary to put forward own idea and to organize it support.

Creation work supposes maximum broad intercourse, culture development, technical knowledge and modern production technology, maximum creation abilities of a person development. According to our investigation we emphasize the main degree and the criteria of the professional independence formation. (Figure1).

In traditional pedagogical practice the function of the teacher is defined as "to teach." The teacher is expected to take full responsibility for what happens in the teaching-learning transaction. The learner's role trends to be that of the passive recipient of the teacher's instruction. In contrast, in congruence with the student's self-concept of self-directivity, the practice of the professional independence formation trends the learning-teaching transaction as the mutual responsibility of learners and teacher. In fact, the teacher's role is redefined as that of a procedural technician, resource person, and conqueror; more a catalyst than an instructor, more a guide than a wizard.

The model of the professional independence formation assumes that a teacher cannot really "teach" in the sense of "make a person learn", but that one person can only *help* another person learn.

ИСПОЛЬЗОВАНИЕ НОВЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ ПРИ ПОДГОТОВКЕ ИНЖЕНЕРА-ПЕДАГОГА

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Использование вычислительных, моделирующих и других возможностей компьютера позволяет значительно расширить круг учебных задач, которые могут быть включены в содержание образования. Благодаря использованию компьютерных моделей технологических процессов и