



SOME ASPECTS OF INFORMATION AND COMMUNICATION COMPETENCE

FORMATION OF FUTURE PRIMARY SCHOOL TEACHERS

CÂTEVA ASPECTE ALE COMPETENȚEI DE INFORMARE ȘI COMUNICARE ÎN

FORMAREA VIITORILOR ÎNVĂȚĂTORI DE CLASELE PRIMARE

CZU 378

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Summary

Theoretical approaches to an issue of formation of information and communication competence of future primary school teachers are reviewed in the article. The essence of concepts of «competency», «competence», «information society» and «information competence» through various scientific approaches is analyzed. The concept of «information competence of future education manager» is considered as professionally significant specialist's ability to orient himself in an information space with a purpose of search, selection and analysis of information sources and the use of information technology in professional career.

Keywords: competency, competence, information society, information competence, future manager of education.

Adnotare

În articolul de față sunt revizuite abordările teoretice cu privire la problema formării competențelor de comunicare și informare a viitoarelor cadre didactice din învățământul primar. Este analizată prin diferite abordări științifice esența conceptelor de „competență”, „abilitate”, „societate informațională” și „competență informațională”. Conceptul de „competență informațională a viitorului manager în educație” este considerat ca fiind abilitatea de specialitate profesional semnificativă de a se orienta într-un spațiu de informații cu scopul de căutare, selectare și analiză a surselor de informații și utilizarea tehnologiilor informaționale în cariera profesională.

Cuvinte cheie: competență, abilitate, societate informațională, competență informațională, viitorul manager în educație.

In conditions of the society's informatization an important part of professional training of future specialists of education is a formation of their information and communication competencies aimed at ensuring their ability to use new information technologies in their future professional activities.

Requirements to primary school teachers are increasing and becoming more complex to meet the needs of society and scientific and technological progress. They are stated in such state documents as the Law of Ukraine «On the National Informatization Program» and «On the Fundamentals of Information Society Development in Ukraine for 2007-2015»; the Decree of the President of Ukraine «On measures to develop the national component of global information network Internet and providing wide access to the network in Ukraine»; in the State Program «Information and communication technologies in education and science for 2006-2010».



In Ukraine due attention has always been paid to research of professional training of future specialists. Problems of modern philosophy of education were highlighted in works of V. Andrushchenko, V. Kremen; theoretical and methodological foundations for continuous professional education are reflected in works of S. Honcharenko, S. Sysoieva; those of higher pedagogical education – in works of Dubaseniuk A., I. Ziaziun and others. The theoretical and methodological foundations of information technology in education were dedicated in investigations of domestic scientists V. Bykov, R. Hurevych, M. Zhaldak, V. Klochko, T. Koval and others. The problem of use of information and communication technologies in professional training of teachers: information technology provision of professional training of future teachers at university (V. Osadchy); use of information and communication technologies in the profession; training of a teacher (R. Klopov, A. Kolomiets).

Identify features of formation of information and communication competence of future primary school teachers in a process of vocational training at a higher education establishment.

The profound social and economic changes taking place in Ukraine in the transition to the European system of education significantly increase the requirements for modern primary school teachers, who have to quickly adapt to the new realities of life, able to creatively perform professional teaching activity, continuously developing and self-realizing in it as an individuality.

Today the main directions of modernization of the education system in the world include competency approach and informatization of education as a powerful tool of not only informative and professional, but professional training as well. Active development of the information society in the last two decades led to the increasing role of information technology in all areas of life, especially in science and education.

At the core of creation of an information society is a process of its informatization, defined as «an organized socio-economic and scientific-technical process of creating optimal conditions for improvement of information needs and realization of citizens' rights, public authorities, local governments, organizations and associations based on formation and use of information resources»[5].

The main factors of its occurrence is an increasing role of knowledge and information that are becoming an important strategic resource for society, providing access to information, education, cultural heritage, creating new opportunities for work and communication through development and implementation of information and communication technologies.

Therefore, the main purpose of the information society is to create conditions for spiritual and intellectual development of an individual, enrichment of national capital as basis for development of humanitarian, social, economic, cultural, political and other spheres of public life.



National strategy [11] requires improving the training system by enhancing information training and bringing its content to the requirements of the information society, creation of a modern material and technical basis for the education system, provision of conditions for development of the industry of modern education, creation of a new generation of textbooks and teaching tools. In addition, parallel directions to informatization of education are refocusing the content and organization of education on competency approach and development of innovative activity [11]. This is explained by that readiness of higher education establishments' graduates to perform their responsibilities in a high professional level of their employment is an indicator of their mobility at present.

Competence approach, as O. Dubaseniuk noted, focuses on professional competence as a quality of future specialist personality that characterizes a level of his integration in professional activity environment as well as in different social environments, entry into which identifies a need to perform different social roles [4, p. 11].

The term «competence approach» should be understood as orientation of the educational process towards formation and development of key and subject competencies of an individual. The result of this process will be creation of a general human competence, which is a set of key competencies, integrated by a personality's characteristic that is formed in a learning process and includes individual's knowledge, skills and attitude to activities. Transfer to the competency education, as L. Khoruzha notes, means switching from a process to a result in terms of activity [17, p. 178].

The key concepts in a competence-based approach are concepts of «competence» and «competency».

The concept of «competence» means «the requirements to personal and professional traits of a group of workers; personal expert's ability to solve professional tasks at an appropriate level; ability to solve problems, provided not only by mastery of ready-to-use information but also for intensive pupils' intelligence, experience, creative abilities involvement»; knowledge and experience in a particular area; discipline, a scope of issues where someone's knowledgeability; range of powers, the rights of any body or authority [6, p.197].

The term «competency» is considered as a systemic transformation of knowledge, skills and personal experience with a relevant motivation and attitude (system of values) to a new qualitative state – an ability or readiness of an individual to a certain type (sort) of successful activity in non-standard (unpredictable, variable) conditions, ie, effectiveness or functionality of knowledge and skills [3, p. 6].

It should be noted that at present time the scientific literature contains many works that focus on clarifying essence of the concepts of «competency» and «competence». In particular, the definition of



I. Sokolova, «competency» is both a goal and a result of professional training at higher education establishment. Success of socialization, expression of which is realization of life plans and professional functions, preconditioned by a set of specialist's developed competencies [14, p. 68]. I. Zymnia treats a concept of «competency» as both intellectually and personally preconditioned experience of a social and professional human life based on knowledges [7, p. 35]. V. Maslov considers «competency» as professional readiness to perform own official and professional duties in accordance with modern and theoretical achievements and best practices, approach to international requirements and standards. Competency is a combination of science and practice in a personal's activity at such rate which enables to continuously provide high end result with minimal nervous and physical organization of individual and collective labor, is a result of thorough basic training, creative activities and continuous improvement of ideological level in various forms [10, p.62].

In order to understand the features of concepts of «competency» and «competence» let us refer to an opinion of O. Savchenko and N. Bibik. O. Savchenko in particular believes that competency is an objective category, socially recognized level of knowledge, skills and attitudes in a certain sphere of human activity. It is, as researcher noted, alienated from man, is a predetermined social norm. Competency helps specialist effectively solve various tasks related to his professional activities. Competent specialist differs from a qualified one in that he: implements professional knowledge and skills in his work; always self-developes and goes beyond his discipline; consider his profession a great value. Thus, from a standpoint of competency approach, the researcher says, a level of education is determined by the specialist's ability to solve problems of varying complexity based on existing knowledge and experience, and competency education is an attempt to go beyond the traditional paradigm of learning [12]. N. Bibik, considering the «competency» as a socially fixed result and «competence» as an evaluative category that characterizes a person as a subject of professional activity as a person's ability to successfully execute his own powers [2]. Competency unlike competence as personal formation is alienated from the subject, a predetermined social norm of educational training of a teacher, another specialist, and which is necessary for his quality productive activity in a particular area. Result of acquisition of competencies is expertise, which includes personal characteristics, attitudes to the subject activity. The feature of the competencies is their specific objective or general objective character that helps identify priority areas of formation (education sectors, disciplines, content lines) [2].

According to a study of domestic scientists a system of competencies in education includes the following competencies: key ones – these are intersubject (interdisciplinary) competencies, defined as a person's ability to perform complexed multifunctional, polidisciplinary, culturewise activities,



effectively solving relevant problems; the industry common – they are acquired by a pupil within mastering the content of an educational field in all secondary school grades; objective – they are acquired by pupils during study of a subject in all secondary school grades [9, p. 64].

We agree with an opinion of S. Sysoieva that «competency» is a combination of developed competencies. Competency has a subject focus – normatively defined range of powers, a certain set of knowledges, skills, attitudes necessary for successful activity within this circle, that is in a particular area of human activity. While the notion of competence is close to an individual – individual perceived range of powers and understanding of essence of activity within this range, possession of relevant knowledge and skills [13].

Thus, competency as a set of basic knowledge, skills, awareness of own capabilities and prospects of development and competence is a range of current and potential knowledge and skills preconditioned by requirements of a particular type of activity, profession, direction and etc. In a process of a certain competence formation – acquisition of knowledge on a subject and experience of use – the formation of competence as personal instruments takes place.

It should be noted that a competency-based approach is focused on the professional competence of a future specialist's personality. Therefore, L. Khoruzha defines «professional competence as a set of theoretical knowledge, practical skills, experience, personal qualities of a teacher, the dialectical development of those ensures efficiency and effectiveness of an educational action»[16, p.18].

Actual problems of modern information society in which main values are considered to be knowledge and information are the formation of information competency, which is very important for future primary school teachers, since any activity is intended to deal with information. Information competency is manifested in an ability to technologically think and provides for availability of analytical, projecting, forecasting skills in learning and applying information. Future primary school teachers who need to operate in the information society, should master ways of receiving, storing, processing and transmitting information, learn to efficiently use information and information technologies to implement and develop their potential.

In scientific researches concepts of «information competency» and «information and communication competence» have various interpretations. In particular, P. Bespalov believes that «information competency» is an integral personal formation that characterizes a mature identity of a personality of the modern information society and one that covers three main substructures of a personality: motivation (to learning and application of computer and information technologies); capacity (up to perception, mental processing and sharing computer information technologies with others); experience (knowledge of computer information technologies and an ability to apply them)



"[1, p. 41]. The term «information and communication competency» P. Bespalov determines as an integral characteristic of a person who assumes motivation to master the relevant knowledge, ability to solve problems in educational and professional activities by means of computer technology and possesses a computer way of thinking. It is formed both at a stage of studying a computer and during its use as a mean of further education and professional activity and is considered as one of faces of personal maturity [1, p. 47-49].

A. Khutorskyi considers information competency as one of key competencies that ensures formation of a pupil(s)' skills of independent search, analysis, procession of necessary information and those determine contents of disciplines or training courses and characterize environment of a man. By means of real objects (a TV-set, a tape recorder, a phone, a fax, a computer, a printer, a modem) and information technologists (audio-video records, emails, mass media, Internet), a future professional is fdeveloping skills of independent search, analysis and selection of relevant information with its subsequent organization, preservation and transfer [18, p. 421].

Researcher A. Elizarov by "Information and communication competency" means a set of knowledge, skills and experience of activity and along with that availability of such experience is determinative for implementation of professional functions [5].

Information and communication competence is a confirmed ability of an individual to use information and communication technologies in practice to meet his own individual needs and solve public issues of importance, professional tasks in a certain subject area in particular [15].

Formation of information-communication competency is a process of transition to this condition where future primary school teachers becomes able to find, understand, evaluate and use information in its variety to solve personal, social and professional problems. That is, to use information and communication technologies in education and everyday life; to rationally use computers and computerized equipment to solve problems related to information possession , its search, classification, storage, presentation and transmission; to assess a process and a progress of technological activity.

Thus, information and communication competence covers a wide range of issues requiring future teachers of primary classes to possess relevant knowledge and skills. But information and communication competency is determined by a degree of mastering of this knowledge, abilities and skills.

Having formed basic competencies which include communication and information one, future primary school teachers will be able to successfully apply them in their professional activities. Formation of information and communication competency through organization of the educational process, educational content and conditions that contribute to formation of individual's certain



psychological qualities. This process is continuous and is carried throughout learning activities of students in a higher education establishment. That information and communication competency is a pedagogical tool of formation of a competent person.

Consequently, information and communication competency of future primary school teachers should be understood as professionally significant ability to navigate in information space in order to search, select and analyze information sources and use information and communication technologies in professional activities.

The perspective of further research could be development of technology of formation of information and communication competency of primary school teachers in educational environment of higher education establishments with consideration of foreign experience.

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