

Svitlana Salohub¹

National Pedagogical Dragomanov University, Kiev, Ukraine

Information competence of students as the most important factor in the formation of their worldview

Słowa kluczowe: kompetencje, kompetencje zawodowe, kompetencje informacyjne

Key words: competence, professional competence, information competence

One of the important goals of modern teacher education is the formation of information competence of the future teacher. Scientific and technical processes and the development of modern society require new means of education, new educational technologies aimed at individual development of the worldview of the individual, which form the creative initiative, skills of independent existence in the information field, a universal ability to set and solve problems that help to adapt to modern life².

Experts of the European Union countries define the concept of competence as “the ability to apply knowledge and skills”³ that provides active application of educational achievement in new situations.

European scientists believe that young people acquire knowledge and skills aimed at improving their knowledge, which promotes intellectual and cultural development of the individual, forming their ability to respond quickly to time demands. That is why it is important, to the realization of the concept of compe-

¹ PhD student of Humanitarian and Engineering Institute, National Pedagogical Dragomanov University, Kiev, Ukraine

² V. L. Akulenko, Formuvannya IKT-kompetentnosti vchytel'ya-predmetnyka v systemi pidvyshchennya kvalifikatsii / V. L. Akulenko // Zastosuvannya novykh tehnologiy v osviti: Materialy XV Mizhnarodni konf., 29-30 chervnya 2004 r., g. Troitsk Moskovska obl.: Izd-vo «Trovant», 2004. p. 344–346.

³ Key Competencies. A developing concept in general compulsory education. Eurydice. The information network on education in Europe, 2002. P. 28.

tency, to understand what and how competence should be formed, which should be the result of learning.

In Ukraine, the research of the problem of introducing competence approach in education appears systematically in the works of many researchers – V. Bondaria, V. Lozovetskoi, I. Kovchynoi, L. Makarenko, N. Nychkalo, O. Pometun, O. Khyzhnoi and others. They commonly raise a question of competence approach in education from the perspective of forming a hierarchy of competencies (key, industry, subject) and detailed development of these issues for the educational sector of “social science” and subject competencies from history.⁴ Some aspects of the competency approach in “Technology” education were discussed in the works of Professor O. Kobernik.

The competence is a multilevel concept, which includes professional knowledge and the abilities to realize it – the ability to think analytically, the ability to operate according to the situation, the possessing of communication capabilities in professional community, the motivation, the self-fulfilment and the development in professional sphere⁵.

The professional competence is the complex of business and personal properties of a specialist: the possessing of professional activity of high level in certain industry; the ability to further design professional development; the assertiveness in professional environment; the ability to conduct business discussions; the moral position – to bear the responsibility for the outcome of labour⁶.

The modern information technologies transform educational technologies on a new level. The informative competence becomes the constituent of professional competence in the conditions of transition to informative society. Specialists determine informative competence as integrative quality of personality, which is the result of reflection on the processes of selection, mastering, processing, transformation and generating of information in special type of objective and specific knowledge, that allows to produce, to accept, to forecast and realize optimal decisions in different spheres of activity.

The informatization of education imposes on teachers the requirements of certain level of informative competence⁷. The teacher has not only to own modern information technologies for setting and deciding on professional tasks, but

⁴ O. I. Pometun, *Kompetentnisnyi pidhid – naivazhlyvishyi oriientyr rozvytku suchasnoi osvity* / O. I. Pometun // *Ridna shkola*. 2005 sichen. p. 65–69.

⁵ J. Raven, *Kompetentnist' v suchasnomu vyyavlenni, rozvytku i realizatsii* / per. z ang. M., 2002. p. 396.

⁶ E. N., Gusynskiy, *Etapy nabuttya kompetentnosti* / E. N. Gusynskiy, Y. I. Turchaninova // *Rozvytok ta otsinka kompetentnosti: tez. dokl. konf. – Moskva, 1996* / Pid red. V. I. Bilopilskoho ta I. M. Trofymovoi. – K.: Instytut psykhologi RAN, 1996. P. 29–31.

⁷ A. L. Semenov, *Rol' informatsiynyh tehnologiy v zagalnyi seredniy osviti* / A. L. Semenov. M.: Izd-vo MIPKRO, 2000. p. 12.

also to be able to use it for providing the educational process. The knowledge of informative systems, informative processes, different types of informative products and resources is very important. The special informative competence as a constituent of professional competence of a teacher requires the knowledge of informatics, possessing computer facilities for preparing the material for creation of the educational database, electronic tutorial, electronic educational and methodical complexes, tests, control programs.

We will consider, from positions of educational technologies, the informative competence of teachers as a constituent of their professional competence and informative competence of a student as a future specialist⁸. The constituents of informative competence of teachers and students are identical, but functions and maintenance of technologies are different.

Students need universal informative knowledge and abilities to work with ICT (the informative and communication technologies) for forming their informative competence. The study of ICT in pedagogical university has its specific. The information and communication technologies are the object of study, the instrument of objective and pedagogical activity, the way of educational and methodical providing of educational process. Its development requires the mastering of essence, possibilities and prospects of developing the informative technologies, studies and psychological and didactic grounding of its using by the future teachers.

The universal character of knowledge provides the possibility of its application in different areas of activity: the general information about ICT; the technology for treatment of text information; the technology for processing tabular data; the technology for creating multimedia presentations; the technology for treatment of graphic information; the technology for storage and searching for information; the technology for creating web pages.

The “universal” informative competence of a student is formed in such educational disciplines as “informatics”, “Informative technologies”, “Network informative technologies”, “Informative systems” and in others. It provides includ-

⁸ V. L. Akulenko, Formuvannya IKT-kompetentnosti vchytel'ya-predmetnyka v systemi pidvyshchennya kvalifikatsii / V. L. Akulenko // Zastosuvannya novykh tehnologiy v osviti: Materialy XV Mizhnarodni konf., 29–30 chervnya 2004 r., g. Troitsk Moskovska obl.: Izd-vo «Trovant», 2004. – S. 344-346; M. H. Dzugoeva, Postanovka I vyryshennya zavdan' – osnova informatsiynoi kompetentnosti studentiv / M. H. Dzugoeva // Problemu yakosti osvity: materialy XIII Vseros. parady – M.: Izd-vo Doslidnytskyi tsentr problem yakosti pidgotovki fahivtsiv, 2003. Kn.2. p. 31–36; O. B. Zaytseva, Formuvannya informatsiynoi kompetentnosti maybutnih vchyteliv zasobamy innovatsiynykh tehnologiy: Avtoref. dys. kand. ped. nauk. / O. B. Zaytseva. – Bryansk, 2002. – 19 s.; S. V. Trishyna, Informatsiyna kompetentnist' fahivtsa v systemi dodatkovoi profesiynoi osvity / S. V. Trishyna, A. V. Hutorskyi (Electronnyi resurs). Rezhym dostupu: <http://www.eidos.ru/journal/2004/0622-09http>.

ing in informative educational space, which develops informative requirements, abilities and skills of independent activity in an educational process. So it is the way of introducing to the student the informative way of life and development of their informative thought. The study in this direction is carried out by the teachers of educational disciplines, for which an informative competence is professional.

The task of higher school consists in forming the professional competence of student, in the ability to teach to performing professional tasks in an educational process, in mastering methodology of scientific and technological process of future sphere of activity.

The informative competence, on the one hand, is a base, which provides these capabilities, on the other – is the constituent of professional competence, which characterizes the professional and personal properties of graduating student. The modern specialist must be able to make correct decisions in the conditions of deficit in information and in the conditions of surplus of information, in the conditions of informative noise, informative manipulation. This informative competence is special.

The teacher teaches the students about analytic and synthetic processing, using and storage of branch information, to work with the professional and oriented informative resources, with application's packages, acquaints with professional communications etc. The inclusion of future specialist into the informative professional environment, the professional informative thought, technological development, the creative and the investigative skills form on the basis of modern technical providing.

Conclusion

Thus, information competence of students is a part of their professionalism. The complexity of the process of formation of information worldview lies in the fact, that it is affected by many factors, including social and home environment, training and education in universities, the media and others. Formation of worldview of the students is achieved by consistent implementation of moral, aesthetic, labour and other forms of education. The scientific worldview is the basis for solving all educational tasks.

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Summary

The article is devoted to the problem of forming information and communication competence of students with the use of ICT in the learning process. Information competence is regarded as the most important factor shaping the worldview of the student. In the article, the indicators and methods of information competence were determined. Teacher's information competences, as a part of his professional competence, as well as the information competence of students as future specialists were considered from the perspective of educational information.

Kompetencje informacyjne studentów jako najważniejszy czynnik kształtowania ich światopoglądu

Streszczenie

Artykuł poświęcony jest kształtowaniu kompetencji informatycznych studentów z wykorzystaniem w nauczaniu technologii informacyjno-komunikacyjnych. Kompetencje informatyczne rozpatrywane są jako ważny czynnik kształtowania światopoglądu studenta. W artykule zdefiniowano wskaźniki i metody kompetencji informatycznych. Z punktu widzenia współczesnych technologii nauczania rozpatrywano kompetencje informatyczne wykładowcy jako składnik jego kompetencji zawodowej, również kompetencje informatyczne studenta jako przyszłego fachowcy.