Digital Competence As A Component Of Professional And Information Culture Of A Teacher

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Summary

Based on the scientific and pedagogical analysis of the theory and experience of teaching computer science disciplines, the didactic mechanism for ensuring the continuity of the average (full) general and higher professional education of economists for practical implementation innovative technology of personal experience foundation.

The pedagogical conditions for the formation of information competence, including laboratory, design, research work, the use of active teaching methods for acquiring management skills in production and activities of the enterprise. An indispensable requirement for the conditions for the implementation of basic of educational programs is the assessment of competencies. With this the goal was to develop criteria and levels of formation information competence of future economists and carried out complex diagnostics.

Key words: *higher education, competencies, education system, information competence.*

1. Introduction

Currently, the system of modern economic education, like the entire educational system of Ukraine, is undergoing radical changes. Society and the state are faced with the political and national task of modernizing education, which is expressed in the formation of the younger generation system of values and ideals of civil society, civic identity, preparation of moral, spiritually mature, independent, active and competent citizens living and working in conditions information society and economy based on knowledge and competencies. New conditions also put forward new requirements for the quality of training of specialists.

As you know, economics is one of the most popular areas of higher education. Competitiveness issues and employment of young specialists is becoming especially important.

The market is overflowing with graduates of economics departments, and companies cannot fill vacancies for months. Judging by the results of sociological research in the field of labor and employment, employers often express an opinion about the need to increase the level of professional knowledge of graduates.

The modern economist is a key figure in the market economy, the success of which depends on the readiness to seize opportunities, provided by the market. His field of activity includes planning, forecasting, organization, accounting and analysis of financial and economic activities of the enterprise. In this respect, the value of information technologies, which should arm the economist with modern methods of management in the economy.

Purpose of the article: to develop pedagogical conditions for the formation of information competence of future economists in the process of teaching information disciplines.

2. Theoretical Consideration

Currently, a new concept of education has been formed in domestic pedagogy - education based on competencies.

(competence-based education - CBE). Its goal is to bridge the gap between learning outcomes and modern labor market requirements [2-4].

The main goal of modern vocational education in Ukraine

is the training of a qualified employee of the appropriate level and a profile that is competitive in the labor market, fluent in its profession and oriented in related fields, ready for action and professional growth with social and professional mobility, capable of adapting to changing external conditions. But therefore, improving the quality of education is one of the most urgent problems for the entire world community. Educational outcomes throughout the world is increasingly linked not only with the amount of acquired knowledge and skills, but also with the experience of activity and the application of knowledge to solve non-standard tasks and problematic

social, life and professional situations. In the modern world, knowledge in itself ceases to be a value, and "learning" begins to be valued more than "learning".

Recently, the professional sphere clearly defines the requirements for specialists and increasingly conducts their selection according to the results of the formation of certain competencies and competencies, which are the keys to the world of the profession and success. By definition, "the market requirements are tough and quite definite - people are needed, not only and not so much knowledgeable, but possessing a certain set of competencies necessary for the successful development of modern professions."

This approach to the educational process abroad has already become the norm.

It orients the education system towards ensuring the quality of training that meets the needs of the modern world labor market, bringing in line, on the one hand, the needs of the individual to integrate himself into activities of society and, on the other hand, the need of society to use the potential of each individual to ensure their economic, cultural and political self-development. For this, it is important to understand what competence is required by the professional sphere, to create a model of a graduate and a specialist, to determine by what methods and at what stages of training certain competencies can be formed, by what means and technologies can be used to assess the levels of their formation. It is important that the competence-based approach does not deny the importance of knowledge, but it emphasizes attention to the ability to effectively use the knowledge gained.

There are many opinions about the concept of "competence".

It is difficult to define this concept, since in itself it is nothing, it is impossible to point to it, it is a symbolic image of a non-existent object. To date, there is still no common understanding of the differences between competence and competence, as well as a unified point of view on how many and what competencies a person should have. Nevertheless, some general approaches to the definition of these concepts have already emerged.

The history of the formation of the concepts of "competence" and "competence" originates not in pedagogy, but in the field of business, economics, management and personnel training. Competence is the personal capabilities of an official and his qualifications (knowledge, experience), allowing him to take part in the development of a certain range of solutions or to solve issues on his own, thanks to the presence of certain knowledge and skills. Concept "Competence" reflects the end result, which testifies to the effectiveness of the employee's work, his ability to achieve goals in his work. Employee competency assessment is based on professional standards, on his ability to cope with official duties.

In order to demonstrate competence, people must show their competencies - behaviors that allow them to be competent.

Competence - a range of issues in which a given person has knowledge, experience. Thus, competence is usually characterized as the ability to solve work tasks, and competencies - as standards of behavior, providing this ability.

A model reflecting a competence-based approach in the field of business, economics, management and personnel training, according to a specialist in the field of practical technologies for personal development, consists of the following elements:

1. Algorithm (technology) of the effective activity of a specialist - sequence of "steps" and their nature, optimal for achieving the planned result in the given conditions, or rather, a set of such sequences, generally similar to each other, but different for different conditions and for different levels of quality.

2. Theoretical knowledge - systematized information about the activities performed, as well as about the conditions of this activity, its objects and subjects, necessary for the conscious formation of skills, as well as for formation and variable application of the algorithm for effective activities.

3. Psychological attitudes - understanding the meaning of the implemented activities, a positive attitude towards her, self-confidence.
Integrative characteristics of competence in terms of attitudes motivation and purpose are.

4. Skills and skills - a set of individual actions that allow effectively implement the algorithm for effective performance.

5. Personal and professional qualities - provide a level, and often the very possibility of implementing all the actions performed. They differ from skills and abilities in their relative non-specificity.

6. Professional experience - ensures the stability and cost-effectiveness of the implementation of the chosen algorithm of activities, especially in difficult conditions (against the background of fatigue, in the presence of interference, after long breaks, etc.) [1, 5-7].

However, considering the professional activity of a person, one can see that when the conditions of activity change or as the requirements for its results, a specialist has a need to improve the activity itself.

Let's move on to considering the concept of "information competence" as a general cultural and key competence of a modern person, as part of the modern educational space and one of the most relevant strategies for the development of a modern educational system. Information and communication technologies play a special role in the transition to information society, as they

prepare school and university graduates for life and activity in the information society[6-8].

Preparing a student for life in an information society, we form in him not only the skills of working with a variety of information, but also the ability to use modern information technologies to process this information. Information and communication competence can be considered as the ability to search and process the found information through information technologies, is critical of this information and based on this do any conclusions and make decisions in the face of uncertainty. One from the results of the informatization process, there should be a manifestation in students information and communication competence, which should provide students with the opportunity to use modern information and communication technologies to work with information in any field of activity, prepare for the chosen professional activity, live and work in information society. Recommendations for the informatization of the educational process in system of general secondary education, information competence is "Complex ability to independently search, select the necessary information, analyze, organize, present, transmit it; simulate and design objects and processes, implement projects, including individual and group human activity ".

From the point of view of the system of continuous education, starting from the first years of a person's life and continuing throughout life, information competence in a broad sense is information literacy, education, information culture and individual information mentality of a person. Elementary and functional literacy in the use of information technologies is formed at the preschool level of education, when play and learning activities begin to intersect in a child's life with continuation in primary school (the propaedeutic part of a continuous school course in informatics). Information education is achieved at the basic school level, where a person acquires the necessary and sufficient knowledge in the field of information technology and masters the most general methods of activity aimed at transforming certain objects of reality. Information competence is associated with the formation on the basis of the general (basic) level of such professionally significant qualities in the use of information technologies, which allow you to realize yourself in specific types of professional activities.

In educational literature and other sources of information, the terms "information competence" and "Computer competence". The concept of information competence is associated with the skills and abilities to receive information, process it, provide it in a form convenient for oneself and other users, demonstrate understanding of the information received, draw conclusions and make decisions in the face of uncertainty. In turn, computer competence determines the student's readiness to apply various software and hardware tools for processing the received information[5-7].

Many researchers are inclined to believe that information competence includes two groups of basic competencies. According to many authors, the first group "is the competence of working with information: to be aware of the need for information; find how you can fill the knowledge gap; develop search strategies information; select, compare and evaluate information;
systematize, process and reproduce information;
synthesize existing information, creating new information on its basis knowledge ", and the second group" is the competence of using information technologies: use standard software;
use technical devices (computer, office equipment, digital / cassette recorder, camcorder, projector); realize information search on the Internet; to establish communication through Internet technologies "[8].

Here is a common European point of view of understanding information competence, which was reflected in the TUNING project (Tuning of educational structures in Europe). Elementary computer skills and information management skills (the ability to extract and analyze information from various sources) in the TUNING project are classified as general
competencies (OK). During this project, a questionnaire survey was conducted university graduates and employers to indicate the importance of general competencies for professional work in the relevant field. Of the list of 30 general competencies "elementary computer skills" received the eighth level of significance, and "information management skills" - fourth level of significance. Interestingly, graduates come first put the competence "ability to analyze and synthesize", employers "ability to learn", and the faculty, who also took part in this survey, gave first place "Basic knowledge in subject areas."
Summarizing what has been said regarding information competence we can formulate the following. Indeed, information competencies as general knowledge and skills in the field of information technology are the key, the basis for other, more specific and subject-oriented competencies. They are required to work with information or the implementation of projects in any academic subjects and educational areas using computer technology.
A person with information competence is one who able to effectively carry out information activities in educational, professional and daily life.

Conclusions

Based on the scientific and pedagogical analysis of the theory and experience of teaching and education in the system of higher economic education, we will formulate the main results of the dissertation research on the problem of

formation information competence of economists based on the concept funding:

brought into a single theoretical picture the essence competence-based approach in domestic and foreign education, the history, ontology, classification and qualimetry of the studied phenomena;

identified and structured the state of views and experience

formation of information competence in the system of modern education, clarifying this concept for higher economic education;

clarified the essence of information competence of the future economist and revealed the pedagogical conditions of its formation in the course of

training in informatics disciplines, namely: professionally oriented training using laboratory, practical and research work, solving cross-cutting applied problems, imitating the production and economic activities of the enterprise, use in the educational process of active teaching methods to obtain business management skills and a real possibility of making economic decisions;

defined the content and structure of information competence as the most important factor in the success of future professional activities economist, expanded the understanding of the ways of formation, development and assessment of the considered pedagogical category in the system of higher education.

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