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THE STRUCTURE AND CONTENT OF THE INFORMATIONAL COMPETENCE OF THE TEACHER OF PROFESSIONAL TRAINING OF COMPUTER PROFILE

The article studies the main scientific, scientific and methodological developments in the interpretation of psychological and pedagogical concepts "competence" and "informational competence". The formulation of its own version of this term, its content and structure is suggested.

Key words: competence, competence, informative competence, knowledge, skills, abilities.

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The purpose of the study of the main theoretical approaches to the definition of the essence of the concept of "computer competence", its content and structure.

Currently, the problem of training teachers of professional computer training is relevant and is in the sight of many scholars. The need to consider this issue is conditioned by the needs of the labor market in high-quality and competitive professionals. One of the priority directions of the reformation of education in Ukraine is recognized competence approach, which becomes important, as it moves the emphasis from the process of accumulation of normatively defined knowledge, skills and abilities in the area of information and development of specialists, the ability to practically act and creatively apply the acquired knowledge and experience in different situations. The development of the computer competence of the teacher of professional training of the computer profile must overcome the gap between knowledge and their practical application in the field of information technology and education, to teach with the help of the received and acquired knowledge to effectively solve professional pedagogical tasks.

Different aspects of computer competence of teachers of professional computer-aided learning were researched in the works of domestic and foreign scholars. The term "competence" is analyzed in the works of I. Agapov, G. Golub, E. Zier, E. Kogan, I. Fishman, A. Khutorsky, S. Shishov. The term "competence" is considered in the writings of L. Sukhentseva, V. Hutmatcher, A. Khutorsky. In modern scientific research N. Balovsyak, M. Golovany, A. Lytvyn, L. Petukhova, O. Semenikhina, O. Spirina, A. Khatko, A. Khutrsky study the structure and content of the term "computer competence". During the study of literature, it was discovered that further refinement and study required the content and structure of the notion "computer competence of future teachers of professional computer training".

The concept of competence and competence is devoted to a large number of psychological and pedagogical works. In most works, these concepts are delimited. Under the competency we will understand the predetermined social requirement (norm) for the preparation of a person, necessary for its productive activity in a

particular field [10]. The concept of competence is appropriate to consider as a personality (knowledge, skills, skills) that are necessary for a high-quality productive professional activity.

In pedagogical researches distinguish professional, key, subject competences, etc. Knowledge culture, information competence, information and communication, information and computer, information technology, ICT competence, etc. are associated with the competence in the field of computer science, computer technology and information and communication technologies. At present, the problem of competence in the field of informatics is not sufficiently developed: there is no clear definition of this phenomenon, its structure is ambiguously considered, there are differences in the allocation of key competences in the field of informatics, which makes it difficult to find a system of adequate ways and methods for the formation and development of computer competence of students.

A. Khatko defines the informative competence of the engineer-teacher of the computer profile as a systemic and dynamic quality of the individual, which integrates knowledge of the theoretical and technological character of the basic methods of informatics and information technologies, skills, skills and experience of their use in solving professional engineering- pedagogical tasks by means of information and communication technologies, is characterized by awareness of the informational competence as one of the leading professional values, is revealed I am in the quest for the ability and readiness for the effective use of modern means of information and communication technologies and comprehension, self-analysis and self-assessment of own professional informatics activity and its results [9].

At the same time, T. Pidgorna determined that the system of informational competences is an integrative personality formation, which integrates knowledge about the basic methods of informatics and information technologies, the ability to use existing knowledge for solving applied problems, computer skills and communication technologies, the ability to submit messages and data in a form that is understandable to the recipient and manifests itself in the desire, ability and readiness for the effective use of modern information and communication technologies for solving The tasks of professional activity and everyday life, while realizing the significance of the subject and the result of the activity. In Informatics competence is considered as one of the key competencies, is the subject of progressive scientific interest and is considered in various aspects and from the standpoint of different methodological approaches [6, p. 1].

Having distinguished the main characteristics of the above concepts and compiled them with the official definition of competence, the computer competence of the teacher of professional training of the computer profile will be understood as a dynamic system of cognitive, activity, motivational, value-reflexive, emotional-volitional and heuristic qualities formed on the appropriate level of higher education. personalities necessary for effective professional activity in the informational and educational space.

This model of the structure of computer competence as a holistic integrative personality formation will be the same for representatives of all sectors of social and economic activity, but it is obvious that its content will depend on the functional responsibilities and nature of the tasks directly implemented or related to the functioning of information and communication technologies .

To disclose the content of the component of the computer competence of the teacher of professional training of the computer profile should consider the scope of the demand for this competence.

The order of the Ministry of Education and Science No. 665 of 01.06.13 "On the approval of the qualification characteristics of the professions (positions) of pedagogical and scientific and pedagogical workers of educational establishments" specifies the qualification requirements for the replacement of the position of the teacher of professional education, namely: Basic or incomplete higher pedagogical education in the direction Training "Professional Education" (by profile). This allows us to conclude that the computer competence of a specialist should be formed during the study at the first (bachelor) level of higher education and can be improved upon obtaining the following levels of higher education.

Taking as a basis the description of components of informational competence, given by M. Golovan, O. Spirin, O. Seminikhin, having analyzed the research of separate components of competence in the works of A. Khatko, O. Spirin, N. Bolsovych, the content of motivational, value-reflexive, emotional-volitional and the heuristic component can be represented as follows:

- the motivational component of the informational competence characterizes the professional orientation of the personality of the teacher of professional training of the computer profile by the following indicators: value attitude to professional activity; the degree of interest in raising the efficiency of professional activity; development of diverse interests; presence of social activity; availability of creative abilities etc .;

- value-reflexive component provides perception and adequate self-assessment of own possibilities in use of information technologies in professional activity, confidence in their choice and implementation; presence of own position concerning application of information technologies in professional activity for solving professional tasks. The high level of this indicator is provided by the ability of the teacher of professional training to assume responsibility for informatization of professional activity;

- emotional-volitional component of informational competence covers such qualities as perseverance, ability to effectively carry out professional tasks using information and communication means by regulating their own emotional states, controlling emotional stress; the ability to maintain their activity, energy, maintain optimal organization of mental functions in the event of unforeseen situations and increased fatigue that occurs in the event of the appearance of professional risks;

- heuristic component shows the ability of the teacher of professional training to solve professional problems associated with the use of information and communication tools in the conditions of incompleteness of input information and the lack of a clear program management process solving problems.

Based on the foregoing, we note that there is no unity of views in the pedagogical literature regarding the definition of the terms "competence" and "computer competence". The concept of competence should be considered as a set of knowledge, skills and skills necessary for the professional activity of the college supervisor. The computer competence of the teacher of professional training in the computer system should be understood as a dynamic system of cognitive, activity, motivational, value-reflective, emotional-volitional and heuristic qualities of the personality formed on the corresponding level of higher education, necessary for effective professional activity in the informational and educational space. In further research it is planned to pay attention to the study of the methodology of forming the informative competence of future teachers of professional training of the computer profile.