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THE TEACHER'S IT-COMPETENCE AS THE RESULT OF THE INFLUENCE OF PERSONAL LEARNING ENVIRONMENT

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The article deals with developing the teacher's competence in the use of information and communications technology and gives the author's opinion on the ways to develop IT-competence.

The article views the teacher's IT-competence as the ability to efficiently perform professional duties making use of the information and communications technology resources according to the achieved level of computer skills influenced by the personal learning environment and the learning environment of the educational institution.

Keywords: information and communications technology, professional competence of a teacher, model, competence.

МОДЕЛЬ IT – ГОТОВНОСТИ ПЕДАГОГА КАК РЕЗУЛЬТАТ ФОРМИРОВАНИЯ И РАЗВИТИЯ ЕГО ЭЛЕКТРОННОЙ ПЕРСОНАЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

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Статья посвящена решению актуальной задачи повышения профессиональной готовности педагога в области применения информационно-коммуникационных технологий. Имеет исследовательский характер, выражающийся в том, что в ней представлена позиция автора в отношении

путей формирования модели IT – готовности педагога.

В статье предлагается рассматривать IT – готовность педагога как способность педагога эффективно выполнять свои профессиональные обязанности, используя возможности информационно-коммуникационных технологий, согласно достигнутого уровня ИКТ – компетентности, при постоянном воздействии на него электронной персональной образовательной среды и информационно-коммуникационной образовательной среды образовательного учреждения.

Ключевые слова: информационно-коммуникационные технологии, профессиональная готовность педагога, модель, компетентность.

The model of IT competence should be viewed as the structure which is formed and developed under the influence of the teacher's personal learning environment and the learning environment of the educational institution. The model (pic.1) is aimed at assessing general rather than professional IT-competence.

The model encompasses five levels, each of them is autonomous and can be used to the necessary extent in the educational process:

1. Zero Competence (no skills);
2. Pre-Competence (intuitive and spontaneous skills);
3. Basic computer skills (standard skills);
4. Communicative IT competence (analytical and synthetic skills);
5. Tutor's IT competence (instructional and creative skills).

The five levels correspond to the degree to which personal learning environment is formed. Depending on the teacher's personality, their abilities, working environment and many other factors they should not try to achieve the highest possible level of IT knowledge as soon as possible. Knowledge without practical skills results in demotivation or poor digestion of practical operational techniques or distorts the information about the application of information communications technology in education [pages 1-122]. That is the reason why the

teacher should become proficient in two or three IT services rather than have a superficial knowledge and short-lived ‘skills’ at one of the higher levels of computer skills. Therefore, achieving a stable high level should become a lengthy process and should be assessed by actual results and products according to the competence criteria (IT-packages are relevant to every IT competence level).

The suggested IT competence levels and IT packages, which correspond to each of them, and interactive personal learning environment can help to improve the teacher’s IT competence. The potential of the interactive personal learning environment is multifaceted and universal, which the teacher can benefit from [pp. 3-89]. The teacher works with their personal learning environment, performs certain tasks and solves problems. The more competent the teacher becomes in IT the more complex tasks they are able to solve, as constant upgrade of software tools makes the teacher improve their skills. The process can be viewed as constant information exchange between the teacher and their personal learning environment [pp.2-192].

When the teacher interacts with the personal learning environment IT package is constantly updated, which gives an opportunity to replace obsolete and inefficient technology in education with more advanced. That is the way how IT-competence is being built.

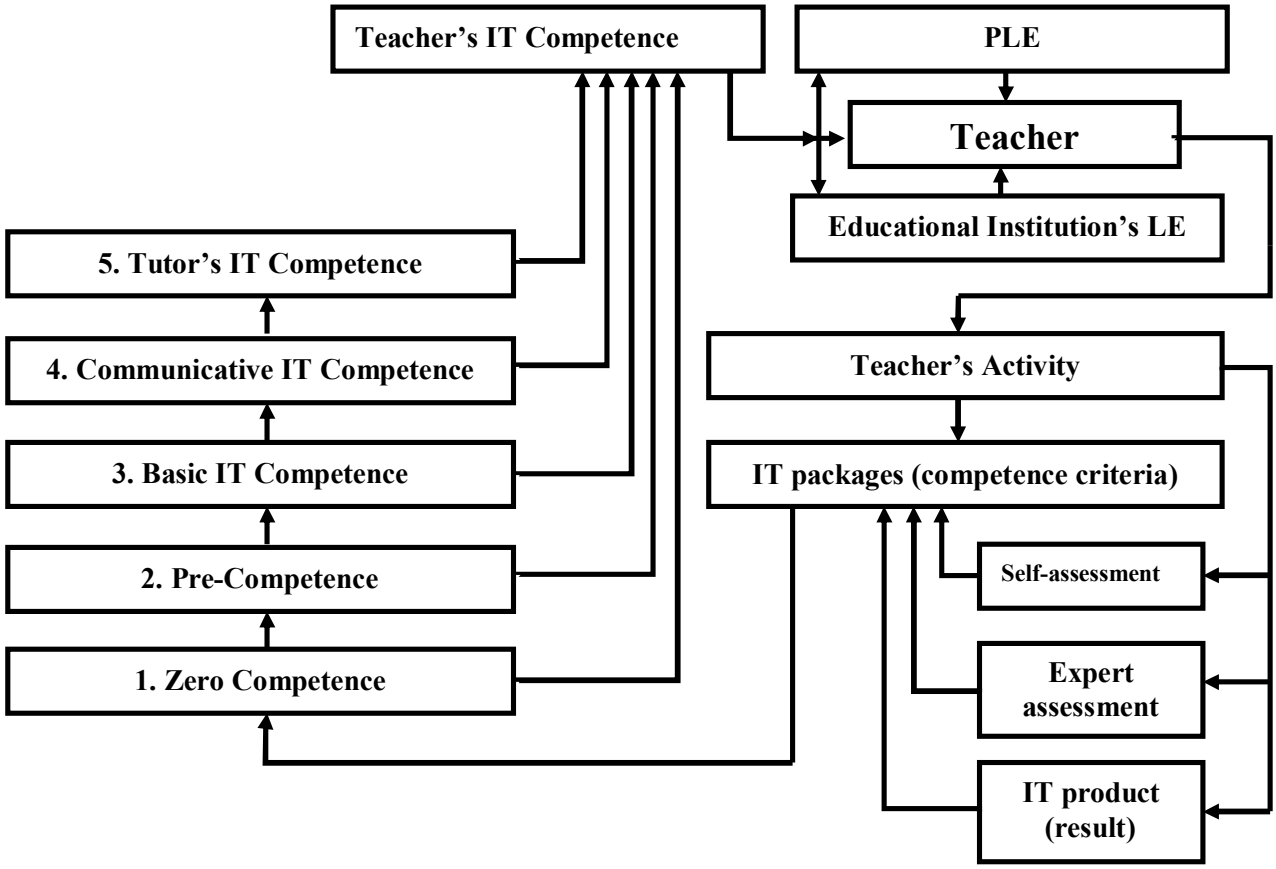
The final goal of the teacher and their personal learning environment is to achieve the level of IT competence, which would allow them to pursue their professional ambitions. The teacher has to make certain effort to achieve the results step by step to benefit from the idea of personal learning environment.

According to our structure most teachers involved in practical work need to achieve the level of communicative readiness to be able to efficiently apply information and communications technology in education [pp. 6-19]. The teacher’s gradual upgrade of their IT skills is constantly influenced by two main environments – personal learning environment and the learning environment of the educational institution, which make them analyze their professional activity and develop their IT competence.

It is a cyclic process. The cycle of building IT competence is an algorithm of achieving the result based on the interaction between the components during the activity, which allows the teacher to perform their professional duties at a higher level or regress to the previous level. IT competence depends on the teacher's motivation. Nowadays, there is a fast upgrade of information and communications technology, which makes the teacher develop acquired skills and constantly learn how to work with new and updated technology, which is the essence of life-long learning [pp. 7-31]. The loss of contact with this process on the side of the teacher reduces their IT competence.

Therefore, the model of building IT competence is an open cycle, which depending on the teacher's activity ensures constant change of IT competence, which can either progress or regress if the teacher's professional activity for some reason does not comply with the level of their duties (pic.1).

Therefore, the teacher's IT competence should be viewed as their ability to efficiently perform their professional duties benefitting from information and communications technology; IT competence level is constantly influenced by the personal learning environment and the learning environment of the educational institution.



Pic. 1. The Model of the Teacher's IT Competence as the Result of the Development of their Personal Learning Environment

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