

Formation of Information and Communication Competence of a University Teacher in the Sphere of Art and Culture

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Summary

The article is devoted to the study of the prerequisites and stages of the formation of information and communication competence, its place in the system of professional competence of a teacher, and the way its development occurs. Information and communication competence is presented in the paper as a systemic property of the subject's personality, and the components of this system, namely the activity, communication, reflexive, and cognitive components, are disclosed.

Keywords:

information and communication competence, information competence, professional competence, levels of competence formation.

1. Introduction

In current scientific research, the concept of "competence" covers complex and voluminous content that integrates professional, social-pedagogical, socio-psychological, legal, and other characteristics and is understood as:

- a special ability required to perform a specific action in a specific subject field, which includes narrowly specialized knowledge, skills, ways of thinking, and understanding of responsibility for one's actions;
- a measure of a person's inclusion in an activity, whereby knowledge is seen not as a collection of information, but as a means of mental transformation of the situation;
- a set of interrelated qualities of personality (knowledge, abilities, skills, methods of activity) given in relation to a certain range of objects and processes and necessary to act in relation to them with quality and productivity [1].

The dynamic development of information society determines the fact that the professional practice of modern teachers in higher education is not predetermined for the entire period of their employment, but on the contrary, assumes the need for continuous education and a willingness to continuously improve their professional competence. In current conditions, even during the training of a future specialist, several generations of software and hardware replace each other, new information technologies appear, and the content of information and communication competence changes and is further refined. Therefore, in the

process of professional training of teachers, it is vital to not only form subject-specific knowledge and skills but also promote the development of those personal qualities that would allow solving new pedagogical problems in the future.

The integral characteristic of such training could be professional competence which defines the ability to solve typical professional tasks along with the problems that arise in real situations of pedagogical work using knowledge and professional experience. The professional competence of a teacher is provided by the formation of a set of key basic (pedagogical) and special competencies, with special competencies reflecting the specifics of the subject area.

2. Methods

As one of the competencies that characterize the professional qualities of a teacher, we examine information and communication competence. In the context of personnel training, of great importance is the task of its formation and continuous development.

Information competence is understood as the ability of a person to navigate the flow of information, find and select the necessary materials, classify them, summarize, and be critical about it, as the ability to specifically and efficiently solve some information problem based on the acquired knowledge. Information competence is seen as a fundamental component of information culture, which, in turn, is part of the overall culture of the personality [2].

Communicative competence is also quite widely used as one of the goals of vocational training. It reflects mastery of complex communicative skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and limitations in communication, knowledge of customs, traditions, etiquette in the field of communication, respect for decency, politeness, and awareness of communication tools, including the latest technological hardware used in the communication process [3].

Information and communication competence in our understanding appears as a system property of the subject's personality that characterizes their deep understanding of

the subject area of knowledge and the subject's personal experience; is aimed at prospects in the work; is focused on transferring the body of knowledge for the development of the modern scientific outlook and students' personality; is open to the dynamic enrichment and self-improvement by means of receiving and evaluating information and the ability to create and communicate new information; contributes to the achievement of meaningful results and quality in professional activities.

3. Results and Discussion

The formation of each component is associated with the development of its characteristics and properties as part of an integrated system.

The value-motivational component includes motives, goals, and needs for professional education, improvement, self-education, self-development, and values of self-actualization in professional activity and stimulates the creative expression of personality in professional work. This component assumes an interest in professional activity, which characterizes the person's need for knowledge and mastery of effective ways of organizing professional practice.

The cognitive component, aside from theoretical knowledge of the subject and abilities and skills of operating with information, information objects, etc., involves knowledge of the ways to receive and transmit information, the skills of advancing one's own professional knowledge and skills, and knowledge of interdisciplinary connections, of the history of computer science and computer technology, etc. The level of development of the cognitive component is dictated by the completeness, depth, and consistency of knowledge in the subject area [4, pp. 238–241].

The activity component consists of the active use of information technologies and computers in professional practice as a means of learning and developing information culture, self-improvement, and creativity, as well as of the cultivation of such qualities in students.

The communicative component manifests itself in the ability to establish interpersonal relationships, choose the best style of communication in different situations, and master the means of verbal and nonverbal communication [5].

The reflexive sphere of information and communication competence is defined by the teacher's attitude to themselves and the world, to their pragmatic activity, and its execution. This sphere includes self-exploration, self-control, self-assessment, understanding of one's own importance in the team, understanding of the results of one's activity, responsibility for the results of activity, self-knowledge, and self-realization in professional work.

It would be more appropriate to distinguish three levels of

formation of information and communication competence: high, medium, and low. In defining the criteria for the level of formation of information and communication competence of the teacher, we proceeded from the essential characteristics of the competence and the provisions of the criterion approach: the criteria need to establish the activity state of the subject and carry information about the nature of the activity, the motives behind it, and attitudes to its performance [6].

Following the division of educational content into general meta-disciplinary (for all subjects), interdisciplinary (for a cycle of subjects or educational areas), and subject-specific (for each subject), a hierarchy of relevant competencies is identified as follows:

- the key competencies attributed to the general (meta-disciplinary) content of education;
- general subject competencies related to a certain range of subjects and educational areas;
- subject-specific competencies, which are private in relation to the previous two levels of competency, having a specific description and the possibility of formation within the framework of academic subjects.

One of the fundamental indicators of a teacher's professional readiness to function successfully in today's educational environment is their competence in the use of information and communication technologies (ICT). The general interpretation of the term “information and communication competence” is defined by E.K. Khenner as “the totality of knowledge, skills, and abilities formed in the process of learning and self-learning informatics and information technology, as well as the ability to perform pedagogical activities using information technology” [1, p. 9].

We believe that the concept of “information and communication competence” has to reflect the specific acts of professional practice of university teachers, to which we attribute:

- propaedeutism, which is due to the fact that the subject teacher stands at the origins of the formation of all learning activities related to the core discipline;
 - the multidisciplinary nature of their practice and, consequently, the need to use the meta-subject properties of ICT when working with many types of information;
 - multifunctionality, which is expressed in the fact that the teacher of the sociocultural institution of higher education is entrusted with the developmental and upbringing function on a par with the educational one.;
 - consideration of the age specifics of students, aimed at compliance with special psychological, methodological, and health-saving conditions of educational activity;
- the specialized nature of training in ICT, which reflects the need for a teacher to know how to teach the basics of computer science and the elements of computer literacy.

4. Conclusion

Under the information and communication competence of the teacher of a higher education institution of arts and culture, we understand their motivated desire, readiness, and ability to effectively use ICT in multidisciplinary and multifunctional pedagogical activity as part of the training and development of students in view of their inclusion in the information and communication educational environment.

As an outcome of the improvement of information competence in teachers of arts and culture universities, the teachers must be ready to:

1. Use ICT instruments as a tool for the formation of students' universal learning activities;
2. Implement an integrative approach to multidisciplinary learning activities based on the use of electronic educational resources;
3. Utilize the potential of information and communication educational resources for development and upbringing;
4. Organize the transformation of empirical technical familiarity into purposeful and conscious cognitive informational and communicative activity in accordance with the ethical and legal norms of the information society;
5. Perform smooth integration of students into the information and communication educational environment, considering the age-specific characteristics of students while observing the principles and norms of health-saving technologies;
6. Independently master new software products and improve their professionalism in a constantly changing information and educational environment;
7. Select or independently develop information and methodological support for the educational and organizational and managerial processes.

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