THEORETICAL AND PRACTICAL ASPECTS OF PROFESSIONAL COMPETENCY OF FUTURE TEACHERS OF INFORMATICS

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Today, one of their important tasks is to provide professionals with high-quality knowledge and to develop skills necessary to be competitive in the labor market. Key components of future teacher's professional competences are not defined by scientists, so the decision of the escalated issue is urgent to many scholars having different scientific interest and fundamentally important for us.

In particular, teachers' professional competence should be based on the educational process and primarily, the development of students [4]. Scientists mostly pay attention to special knowledge, skills, attitude and motivation as key elements in the formation and development of professional competence [1, 3]. Their combination makes possible to integrate the teacher's most important characteristics [8]. Studying this phenomenon, a systematic relationship among obligations and high demands in the attitude to themselves, which are manifested in quality and perseverance as highest forms, is proved by scientists [5].

To begin with, we will give a scientific examination of the most important elements of professional competences essential for the development of future professionals. So, V. Krychevskyi determines a quaternary professional competence consisting of functional, intellectual, situational, social components. The author highlights their greatest significance to the development of real professionals [7]. Then I. Zimniaia notes that any professional competence is presented in different configurations and distinguishes three groups: personal (competencies related purely to the personality), communicative (competences dealing with the establishment of contacts among people), activity-related (competences related to labor activities) [6].

The professional competence of teachers [4] includes profound and constructivist biases, some internal attitude to own work and self-regulation of the content.

As to the report “The Future of Jobs, Skills and Workforce Strategy for the Fourth Industrial Revolution” presented at the World Economic Forum held in Davos in January 2016, the experts from the Global Council defined ten mostly demanded skills: solving complex problems, critical thinking, creativity, managing people, interacting with others, emotional intelligence, assessment and decision-making, service orientation, negotiation, and cognitive flexibility [2].

According to the results of the survey, it is established that the majority of respondents agree with the list of components of future computer science teachers’ professional competence proposed by the author of this article. Moreover, it was in studies revealing that at the request of “highlighting 3 core competencies that future computer science teachers should possess,” the majority of respondents (83.3%) chose information, communication, moral-psychological, methodological and pedagogical key competences.

The formation of professional competences is determined by the content of future professionals’ training. Studying with critical and analytical mind of researches based on a similar topic, we may say that definition of professional competence is constantly supplemented and acquires its specific kind in each area. Dedicated components of professional competence are essential important elements for the professional growth of future teachers. The obtained results of the research confirmed some positive impact on the formation of professional competence of future computer science teachers.

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