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VÄLKOMMEN FÀILTE VÍTEJTE HERZLICH ΚΑΛΩΣ ΗΡΘΑΤΕ  
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ICT-COMPETENCE AS A PROFESSIONAL CHARACTERISTIC OF A MODERN TEACHER

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*Abstract: Our starting observation is that there is a lot of literature about the use of ICT in teaching. Much of this literature with frameworks, schemes, flow charts etcetera, is about the process of introducing ICT in teaching. In our view the teacher and his or her main concerns, the learning and teaching processes inside the classroom, deserves much more attention. Our second observation is that there are much relevant new ICT-tools available which can support these learning and teaching processes. So, we focus in this paper on these aspects: what are the most important competences with respect to ICT for a teacher in order to support these learning and teaching processes? Because there are nowadays so many modern digital media available we propose the term media-competences for the teachers instead of ICT competences.*

*Keywords: ICT, ict-tools, ict-competence, modern teacher, education, students, ict for a teacher*

### **Introduction**

Distinctive for our time changes in the nature of education is in its orientation, goals, content, more and more clearly focus it on "free development of man", on the creative initiative, independence of students, competitiveness, mobility of specialists. Information and communication technologies affect the professional competence of the teacher and significantly expand the scope of his activities, so this topic, relevant and significant.

One of the main directions of informatization of education is the use of ICTs to improve various approaches to learning, focused on the development of the intellectual potential of the student in the conditions of informatization of modern society. In accordance with the order of society, in which most of the information is presented in electronic form: the teacher must be attuned to the formation of this competence. In this respect, the teacher himself/herself must have a set of specific ICT competences.

Teacher ICT competency is an important element of modern teacher qualifications. In the context of growing requirements to the level of teaching subjects in higher education, ICT competencies allow individualization of the learning process and introduction of innovations which will improve student learning and increase their interest in education.

Modern teacher training should also take into account the specificity of multilevel training of IT specialists, as their peculiarities in education are the following: formation of future highly qualified specialists; specialized content and timely improvement of curricular documentation and didactic materials, taking into account advanced training; application of modern information technologies and teaching methods, demonstrating positive results; constant improvement of

Also a modern teacher should know the educational opportunities of the main types of telecommunications: e-mail, webinars, forums, chat conferences, etc.; have information about the main educational sites (the content of resources and their quality, didactic capabilities); know the most popular types of programs, classification of programs by function, characteristics of individual types of training programs; know the methods of

distance learning. Thus, the teacher should be well aware of different types of information and communication technologies and be able to practically apply some of them, be able to organize learning and cognitive activities.

ICTs make it possible to improve the pedagogical process of learning and assimilation of taught disciplines, beginning with primary school children and ending with university students, master's and doctoral students. In addition, the use of ICTs in the learning process affects the growth of professional competence of the teacher, it contributes significantly to improving the quality of education, allows you to make the lesson more modern, interesting and exciting for the student. No less important is the fact that the capabilities of computer technology allow the teacher to prepare an interesting lesson on any subject or topic quickly, and most importantly, qualitatively.

For example, application of ICT in the teaching process for different groups of students: the modern child lives in the world of electronic culture, and the role of the teacher in the informational culture is changing, where he/she has to become a coordinator of the informational flow. Consequently, a teacher needs to know modern methods and new educational technologies, in order to communicate in the same language with students. We can see that with the use of ICT in the classroom, the learning process is aimed at developing logical and critical thinking, imagination, and independence. The learning process becomes creative rather than boring and monotonous.

The main priorities of the new education standards are based on the development of ICT literacy of students and teachers and the formation of ICT competencies at all levels of education.

In the course of implementing the program for informatization of the educational process, the relationship between the continuous and incremental development of the components of teachers' ICT competencies and activities aimed at transforming the information and educational environment of the school was revealed. The level of ICT-competence is reflected in: mastering of resources; involvement in the system of lifelong education; activity of innovative activity; transformation of their pedagogical system; creation of local environments. The informational and educational environment acts as a means and sphere of personal development of teachers, and forms a structure of personal changes. There are three main aspects of ICT competence (Fig. 1).

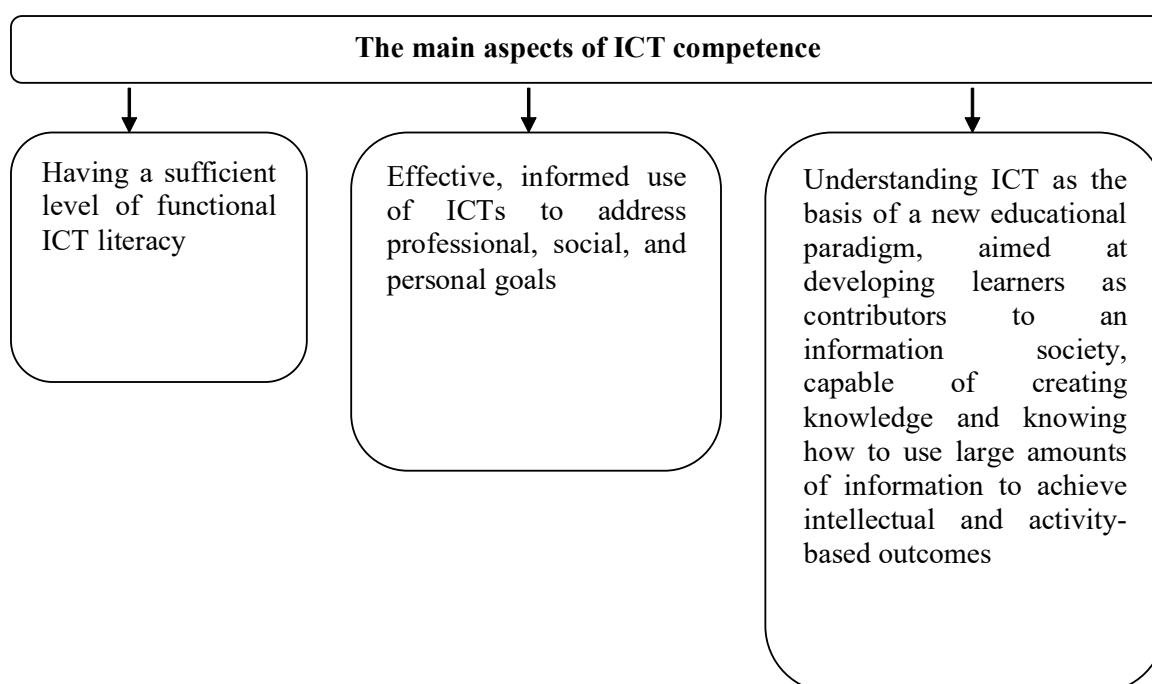


Fig. 1 Main Aspects of ICT Competence



At present, the strategy of education development is aimed at training specialists in the system of lifelong professional education, the principle of which should be "lifelong learning" based on mobile information and communication in an accessible information and education environment.

The mechanism for transition to a new modern form of education is e-learning based on the integration of pedagogical and information and communication technologies, which provides a radical increase in the effectiveness of learning and quality education. At the expense of electronic learning there is a transformation of traditional educational process in cognitive activity on acquisition of knowledge and skills in a studied subject, and also universal it is search, selection, analysis, organization and representation of the information, use of the received information for the decision of concrete vital tasks.

**ICT COMPETENCES OF TEACHERS** Apart from the strategy of introduction of ICT, some confusion is found about ICT competences to be acquired by teachers. In the Dutch Act on Professions in Education it is formulated as follows. A teacher has to be a professional with respect to the content and pedagogy of the teaching of that content. This includes that the teacher knows (reflectively) the process of designing teaching strategies and teaching materials, including ICT. And also: The teacher selects a diversity of learning tasks, adapted to the students, using modern materials and tools, including ICT. If applicable he uses an electronic learning environment which enables time- and place-independent learning and which supports effective communication about the learning from different locations (<http://www.lerarenweb.nl/lerarenweb-english.html>). Hogenbirk (2006) points out that the ICT competences of teachers should support the following educational goals: making teaching flexible, creating individual learning paths, enhancing the possibilities of part time education, creating rich learning environments, trying out new teaching concepts, intensifying interaction teacher - students, supporting collaborative learning, motivating students, preparing students for life long learning, enhancing the effectiveness of teaching, costs reduction, enhancing the attractiveness of the profession of teachers. Simon and Rubens (2003) mention: stimulating creativity, possibilities for contacts between experts and students, stimulating students, making learning processes transparent, stimulating learning to learn, developing competences of students. The Dutch Inspectorate has the task to check the use of ICT during school visits, more in particular: the functionality of the use of ICT inside and outside the school, the contribution of ICT to the effectiveness of the teaching, the contribution of ICT to the learning environment, the extent to which ICT enhances the learning in meaningful contexts.

Kirschner et al. (2003) made an overview of the professional competences of a teacher. With respect to ICT they formulated:

- personal ICT competences: teachers in training should have basic skills in Office applications and applying these skills in communication
- ICT as mind tool: teachers should be able to use applications to support meaningful thinking and working
- ICT as pedagogical tool: teachers should enhance their knowledge, skills and experience in resource based learning and collaboration in digital environments
- ICT as teaching tool: teachers should know the educational possibilities and impossibilities of ICT
- social aspects of the use of ICT: teachers should not only be aware of ICT but also deliberately use ICT. In a review study one year earlier Van Eck et al. (2002) also mentioned the following ICT competences: - the use of hardware - the use of software

- the use of ICT in the learning process and the coaching of the students - the use of ICT in the neighbourhood of the teaching - the use of ICT in further professionalization.

Conclusion.

Currently, the improvement of information technology has made it possible for students of universities to distance learning, which allows the learner to choose the time and place for training; makes it possible to educate people who are deprived of traditional education for various reasons; significantly reduces the cost of training through the use of new information technology; increases the possibility of individualization of training. Also, the most effective means of obtaining the necessary knowledge by distance learning are electronic textbooks and tutorials. Where they contain a significant number of exercises and examples for students to perform independently, illustrated in detail various types of information with the provision, if necessary, video files and animation.

Thus, the use of information and communication technologies in education makes it possible to significantly enrich, qualitatively update the educational process and increase its effectiveness.

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