

Teachers' Information Competence and Use of ICT Methods and Tools – Research Report

Abstract

The article presents the results of diagnostic-correlative research of quantitative/qualitative character, related to information competence in teachers in the scope of the application of ICT methods and tools in the context of new trends in technology and the accompanying civilizational transformations. The methods of a diagnostic survey and statistical methods were applied (poll and narrative interview). A sample of 1160 teachers was examined and it was determined that: 1) the level of competence represented by the majority of the respondents can be described as satisfactory (in the light of standards – sufficient) to undertake activities for the implementation of ICT in professional practice; 2) there is a distinct connection (correlation: high, positive) between the level of information competence (findings in the cognitive sphere of teaching achievements) and the level of application of modern ICT tools (appropriate incentives in practice).

Keywords: *teachers' information competence, use of ICT methods and tools, diagnostic and correlative research*

Introduction

The reality of the digital era confronts teachers with new challenges as well as with ever-increasing demands in the existing requirements oriented towards forming some determined areas of ICT competence, by charting relevant directions in their professional development, including the area of application of the latest ICT trends in educational practice. Contemporary teachers are expected to support