

Summary

In relation to the forwarded general methodological predictions, we may acknowledge that there is a distinct connection between the level of the teachers' information competence in using information and the level of their application of modern ICT tools. Since a half of the variance of one variable (ICT application) may be predicted on the basis of the variance of the second variable (teaching competence), then we are confronted with a pertinent connecting power, high correlation between practical incentives and the level of represented knowledge and ability. Depending on whether and to what extent teachers have mastered the modern sources of information and the art of solving information problems (searching, organising, selecting, storage, creating and providing access to digital information), the extent of application of modern ICT tools, such as: ICT equipment, software, Internet technologies, multimedia teaching materials, in teachers' educational practice will vary. One of the determinants conditioning positive attitudes in the field of the application of modern digital tools for educational purposes is included within the appropriateness of the level of competence, which is in turn conducive to (especially in the light of contemporary technological progress) permanent professional development aimed at the extension of one's knowledge and abilities in terms of the latest ICT trends.

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