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The Personality of the Future Computer Teacher Competence Increase Model

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Abstract: This article is for a future computer science teacher as a methodological contribution to the modulation of competencies in computer education analyze and formulate a set of applied disciplinary competencies includes.

Keywords: Motivation, Competence, Contextual

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INTRODUCTION

The educational needs of students in the field of computing constitute the profession develops in accordance with the development of the intellectual and practical spheres. Among the many issues raised is what constitutes a computer as a fan and how computer training is described and communication between different stakeholders the emergence of a more general understanding of what to do. Which is new to answer these questions even in determining that developments further expand the depth and breadth of science, it is also important in the transition to other intellectual and professional fields. Computer this is especially important in education because of the different sciences of the computer and the whole world in what is meant by a particular computer term in various training programs across there are significant differences. Thus, computer training programs and their relevance there is an urgent need for a "common system" to rationally describe its goals.

Similarly, computing techniques are three interrelated intellectuals is more accurately described as a family of traditional sciences: mathematical (or analytical, theoretical or formalistic) tradition, scientific (or empirical) tradition, and engineering (or technological) tradition. In these three intellectual traditions, it is primarily cognitive development of development-oriented competence models and ontologies became a general trend and therefore the predominance of the knowledge dimension. For this reason, One of the motivations for this work is that the goals of higher education programs are "cognitive to propose and demand a model and methodology that allows for "going out" skills, knowledge, attitudes and professional values to be more clearly defined is an expression, finish.

The next motivation is to make tertiary computing programs "out of technique" to encourage a clear expansion of its direction. Many professional, educational programs and disciplinary documents informatics students are more than their technical knowledge strongly recommends that they demonstrate professional competence in terms of Expanding the scope of the discipline, for example by emphasizing social aspects, to the greater diversity of people involved in computer science, and that with technological development can lead to more democratic development.

Thus, the attractive competency model is the technical of computer graduates offers a tool for more clearly integrating off-field expectations.

The normative solution to questions about meaning is a coherent structure for language creating an ontology that creates and defines a common area of use consists of the output, the language is then "general" to establish a common meaning system. ''Different in the development of computer education ontologies the attempts were useful, but they were also incomplete and made them on the level of education incomparable. Curricula range from computer competencies to nationalities, languages, meaningful in geographical locations and possibly computer science as a means of describing computational level programs in a comparable way intended for use. The studied works are related to the professional context, IT as a triad of interrelated parameters of ability and inclinations provides a scientifically based definition of competence.

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Our goal is not to create an ontology of computer education various computer sciences in general and in particular computing levels programs is to provide a model and method of authority that can be used to describe.

Using a broader approach to competencies will create new currencies, the whole world describe computer level programs and their components across and allows you to tattoo new tools of comparison.

This article discusses the competencies of a future computer science teacher is a methodological contribution to modulation, a discipline used in computer education involves analyzing and formulating a set of competencies. This the purpose of the article is to compare the competencies presented in each level program allowing you to compare degree programs across nations and disciplines coming, broad for modeling competencies in computer education develop comprehensive, evidence-based competence frameworks and guidelines is the output.

The aim of the work is computer education and its quality and innovation is to develop a better conceptual framework to explain the relationship. That's it therefore, the CSR model competencies, knowledge bodies, professional profiles, education in this article help describe the relationship between contexts and degree programs developed as a method of giving.

Competency model the meaning of competencies in the structure of education and focuses on the use of. Competence using this approach it is possible to describe in detail the methods of how to form and describe its structure. Discipline of computer and other training programs used in education descriptions of fields standardize all terminology and overtime should suggest ways to harmonize terminology.

Develop an online comparison tool with SOC open access provides Stakeholders of this tool (e.g., computer science teachers, administrators, etc.) in the development of curricula and course descriptions is expected to use this and other academic work for their benefit.

For example, they can make changes to the existing curriculum or encourage, correcting or evaluating a given curriculum with one curriculum with another to compare or contrast one computer discipline to another One of the strengths of this research is for the term “competence” is to offer a more complete and practical set of evidence-based definitions. It's a job not just the sum of knowledge, skills, and abilities, but individual competence represents. Instead, it’s all a well-formed competency statement components (most of the components in each category) and known to them suggests a process that integrates meaningfully in context.

Although this claim is based on the available literature, "competence" acknowledging that the term has different and often contradictory definitions emphasizes this. We make three main points on this issue. Firstly, competencies are skills developed in a particular area of work.

Second, competence has a structure that includes knowledge, skills, and inclinations embodied Third, competencies in the learning environment are self-contained not in the degree program or study department where the study will be conducted demonstrate relationship relationships to describe different stages of learning reaches.

In the literature, competencies are related to indicators specified in the context of labor there is a well-established notion that Competence under certain conditions and understood when performing targeted specific tasks. Some expectations about performance while they may be ambitious, they are ultimately executors and performers can be evaluated as discussed in the evaluation literature.

The second basic concept of competence is the internal structure of competence appropriate this is a cognitive that is common to many (many?) Computing programs oriented models, knowledge, skills, abilities, and similar formulas is the answer. In this sense, we offer integrated knowledge, skills and the propensity model is better suited to a more holistic approach to education and assessment that is, current research in the science of behavior states that “everyone is on his or her own very clearly shows that it responds in a peculiar way. "the whole organism." or "whole creature".

In this sense, the article is available on competency modeling is an extension of the literature because it is not the sum of its parts of

competence, rather, a context-dependent synthesis of these parts, extending the "merger" approach suggests that. Understanding propensity and competency-based learning understand how and why it is important to apply effectively (e.g. this is one of the main intellectual contributions of the work.

The basis for the development of tools for the description of contextual competencies The approach in this study was basically twofold:

- study the theory of competencies and
- a series of practices to demonstrate the potential application of the research conduct research.

Here to provide information and strengthen the theoretical working model if designed, different retrospectives are associated with different approaches such as to help understand problems and use them in education to help provide information on how to develop models was designed.

Competencies in model development, competency modeling and in-depth educational knowledge related to their use in various educational institutions was an important contribution to the study.

Another important aspect is the study of our understanding of the concept of authority methods are based on data from the perspective of faculty and students is a collection of applied research. The purpose of several case studies, first and foremost, the views of key stakeholders in the field of education understanding, secondly, the characteristics of the model being developed and the authority in practice was to provide information on development methods. They are in the two bottom boxes in Figure 1 reflected.

We emphasize the development of guidelines for teaching computer science Most of the previous work on is available and important in various disciplines unit of knowledge and time to create a set of knowledge (CS) that is a resource used the approach, information for our work.

The purpose of the directions is to describe the competencies placed in different contexts theoretical of teaching competencies that can be applied to create was to develop the basics.

A study of competencies and their role in shaping the learning process literature is extensive, including gnoseology, agency, skills acquisition and there are opinions about the comparative affirmations of different competencies. This when trying to define the scope of the basic definitions of the theory, some are intertwined the emergence of different terms that are contradictory and almost all confusing led to In fact, some researchers are considering the terms that it is not possible to effectively reconcile different applications and stressed the need to completely abandon the use of competence:

Winterton et al wrote to describe it this way: "Competence" there is so much confusion and contradiction in the concept that it is consistent define or attribute a theory or consider an entire theory and

it is impossible to come up with a definition that is capable of harmonization, a variety of terms application."

Van der Klink and Bunn popularized the concept, ironically, as "competence" argues with a lack of clarity about the term and the number of definitions "probably accounted for out of the books. ''Stouff, Martens, and Van Merrienboer Literary research by puts this word in the category of "bad words", that is, it is difficult to define its boundaries, which is a complete agreement on its meaning creates an illusion. Although uncertainty remains, the term refers to learning outcomes and work promises to be helpful in bridging the gap between requirements.

In part, this confusion is often used synonymously in everyday language fundamental terms related to competence, in particular "competence", it is possible to distinguish the words "competence, ability, ability, ability" due to the absence of In addition, sometimes "competence" and "competence" plurals have not been defined as simple plurals that expand the unit.

In addition to competency components such as knowledge, understanding and skills the words to which they belong are also vaguely defined, and this again leads to confusion came For example, are we talking about playing the piano or playing the piano or about playing the piano at a concert?

Competences as a conceptual framework for evaluating higher education outcomes Legal

education programs for nurses and teachers in the United States in the 1970s years. Needed by the best performers in these programs behaviors to learn and develop skills special attention is paid to occupation. Behavioral copying skills the resultant approach to the study did not lead to the intended competencies and so the experiments did not attract many followers. Although trade unions and interest in this concept has re-emerged by vocational education however, it was only in late 2009 that interest in higher education was revived began to engage. And today the following factors can be highlighted:

- transition to career and professional mobility in the labor market;
- apply knowledge and skills and "motivate to continue studying" “knowledge workers” and “knowledge that are important for personal and professional growth the emergence of the "economy";
- the acquisition of technical knowledge was insufficient new trends in higher education in response to an increasingly dynamic and complex world;
- Collaborative learning in science and education, in-depth study and Innovations such as contextualization have led to a shift from 'knowledge to learning'.

In conclusion, it is important to shift learning to new situations the problem continues with the transition from knowledge to learning despite the discussions, the popularity of the terms “competence” and “competence” created favorable conditions for. developing their meaning and curricula about application at the exit. To recall this section, we use these terms some of the meanings inherited and the historical context in which they were applied we give instructions. Our review of the relevant literature is also in this article also provides a practical definition of the competence presented. Based on this definition, we assist in the development of curricula and the implementation of diploma programs We propose two models for: the Competency Model (CSM) and the Competency learning model.

Competence. In general, we mean “competence” ability status or general ability or performance required for performance understand the set of features that provide. Some authors are competent and differ between the concepts of competence, competence is usually functional areas and areas of competence behavior. Professionalism and professionalism In relation to education, this concept can be described in other words: professional competence sustainable effective (decent) work in a particular field (ie including problem solving, innovation and change) considered as a general, holistic, and internal ability, professional field, work, role, organizational context and function. For example, Armstrong tries to differentiate between competence and competence

- Competence is what people are able to do to do a good job describes the need; the main focus is probably on achieving the desired result.
- Competency is the perspective of those aspects of performance-based behavior determined in terms of Because they are often called behavioral competencies they are to describe how people behave in doing their jobs designed.

Authorized. Competence is compliance or skill, as well as performance and a quality that expresses developmental ability or qualities.

Competence can be applied in different contexts:

- Special training and to allow internships in a particular profession competence as a mandatory condition, such as training requirements;
- As a result, competence, ie compliance with established standards;
- As an ability to perform specific work tasks competence, ie. qualification as a practical achievement.
- Woodruff [11] noted that the term competence was used to refer to two factors suggested:
- Proven ability to perform work competently, ie. to get a job
- in accordance with the required standards;
- The person must demonstrate to perform the duties and functions of the job competently a set of behaviors.

Passow competencies are “as complex and as professional work, civic activism and personal to act skillfully on a person in uncertain situations (i.e., to make informed decisions knowledge and skills that enable describes as attitudes and other characteristics, life."

Traditional measures of competence: knowledge, skills, and attitudes - or head, arms and heart - can now be seen and reconstructed ... of competence to better understand its integrity.

Relationships, skills and knowledge are separate competencies or skills, but within the same holistic competence components. It can be said that ignorant ability is blind, unqualified knowledge is empty, unrelated knowledge and skills are inert and inefficient. This look of knowledge and understanding skill and really like any material movement as a cognitive movement emphasizes that it is an action that requires attitude. The second, accordingly, is knowledge and requires and shapes skills and without the right attitude at all will not, that is. desires and must do. The meaning of these definitions. We that there is no consistent difference between the terms "competence" and "competence" and some we note that languages have a single word for this construction.

We call this "general" we chose to use the English word "competence" to model the system while computer training programs to computer education stakeholders helps in describing, comparing and reporting.

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