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ASSESSMENT AND CONTROL OF DIGITAL COMPETENCIES

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Abstract

Digital competencies play a key role in today's world of education. Preparing future computer science teachers to use modern information technology and educate students is important for a successful career in the profession. However, in order to effectively integrate digital competencies into the educational process, it is necessary to monitor and evaluate these skills. In this chapter, we will consider methods for assessing digital competencies in future computer science teachers and the development of assessment criteria.

Assessing the digital competencies of future computer science teachers is necessary for several reasons. First, it allows you to assess the effectiveness of the curricula and methodologies that are used in the process of teaching digital skills. This makes it possible to determine how successfully students are mastering the material and which aspects require additional attention [1].

Secondly, the assessment of digital competencies helps students understand how ready they are to use modern technologies in their future professional activities. It serves as a motivation tool, allowing students to see their progress and improve their skills.

There are several methods that can be used to assess the digital competencies of future computer science teachers. One of the most common ways is to create a portfolio. In the portfolio, students can present their projects, assignments, and work related to digital skills. This makes it possible to assess their ability to apply the acquired knowledge in practice.

Another method could be testing, which includes questions and tasks related to specific aspects of digital competencies, such as data processing, information security, programming, and others [2].

Questionnaires and surveys can also be used to get feedback from students on the quality of learning and their own assessments of their digital skills.

For an effective assessment of digital competencies, it is necessary to develop clear and objective criteria. Evaluation criteria should be specific and measurable to ensure the objectivity of the evaluation process.

Examples of evaluation criteria may include the following:

- Ability to create and edit multimedia presentations.
- Programming and application development skills.
- Knowledge and application of information security principles.
- Ability to analyze and interpret data.
- Effective use of digital tools and resources in the learning process.

Assessment and control of digital competencies of future computer science teachers is an important part of the educational process. It allows you to measure students' progress, motivate them to develop digital skills, and provide quality learning. The development of clear assessment criteria and the use of a variety of methods help to create an effective system for assessing the digital competencies of future computer science teachers [3].

For a more complete understanding of the process of assessing the digital competencies of future computer science teachers, let's consider several examples and best practices [4].

- **Portfolio Creation:** Students can maintain e-portfolios that include work, projects, and reports that demonstrate their digital skills. This can include creating websites, biographies, project descriptions, and delivering them.
- **Self-assessment: In** addition to materials, students can include self-assessment sections in their portfolios, explaining how they feel they meet the learning goals and criteria.
- **Creating** online tests: Educators can design online tests that include questions related to specific aspects of digital competencies and provide students with the opportunity to take them.
- **Hands-on assignments:** In addition to quizzes, you can provide students with hands-on assignments that assess their ability to apply knowledge to real-world situations, such as building websites, developing apps, and analyzing data.
- **Regular Discussions:** Organising regular discussions on assessments and the learning process with each student helps them better understand their progress and areas that need improvement.
- **Collaborative Reflection:** Conducting a collaborative reflection on portfolios and completed assignments, including a dialogue about achievements and challenges, fosters mutual learning and growth for both students and faculty.

Assessment and control of digital competencies of future computer science teachers has a significant impact on the quality of training of specialists in the field of education. A well-designed assessment process allows students to develop their skills and monitor their own progress. It also allows universities and educational organizations to analyze and improve their programs and teaching methods.

In conclusion, we can say that the assessment of digital competencies is an integral part of modern education, which helps future computer science teachers to become leaders in the field of digital technologies and provides quality education for the next generation.

Assessing the digital competencies of future computer science teachers not only supports their development, but also contributes to the improvement of educational practices and prepares specialists for the challenges of the modern world.

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