STRUCTURE OF INFORMATION-ANALYTICAL COMPETENCE OF FUTURE BACHELORS OF COMPUTER SCIENCE

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The article is devoted to the problem of forming students' information-analytical competence as an integrative quality, which characterizes purposeful and effective search, analysis, systematization, processing, use, and interpretations of various aspects of information, intellectual data analysis for obtaining new knowledge and prompt provision for the process of making timely and informed decisions that are specific to the activity in the information society. It is stated that such competence is the basis of professional training of students of the specialty "Computer Sciences", the result of which is mastering the methods of various aspects of informational activity, adaptability to high-speed informational technologies and dynamic information environment, etc.

It is established that the vast majority of modern scholars characterize information-analytical competence as a multicomponent phenomenon but its structure is considered to be different in different publications. Scientists identify the target, content, processing and diagnostic components; praxiological, gnosiological and axiological component; motivational, cognitive, operative-activity and evaluative-reflexive; cognitive, motivational, behavioral, value-semantic, emotional-volitional; motivational, cognitive, activity and personal components, etc.

The components of information-analytical competence are identified: motivational (students' desire for search, analytical-synthetic information processing); knowledge (digital awareness in the context of methods and means of searching, storing and analytical-synthetic information processing); technological (possessions of skills, algorithms, means, experience to apply different technologies in search activities and analytic-synthetic information processing); reflective (awareness of the need for information-analytical activity, ability to analyze personal experience in this field, evaluate the results, ability to find mistakes and ability to correct them), creative ones. The close interconnection between the components of competence, which can be considered as consequences of each other, is outlined. The existence of such links allows to consider information-analytical competence as a systematic formation.

The perspectives of further research which consist in studying the real state of formation of information-analytical competence of future bachelors of computer science are highlighted.

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