

## **Information Technology in the Process of Key Competence Development – a Description of Conditioning**

### **Abstract**

In an age of globalisation, knowledge-based economic development and information and telecommunications revolution, the concept of education focused on lifelong development of key competences is growing in significance in the education systems of European states. This article presents the results of a diagnostic survey with the aim of providing a description of conditioning in the process of key competence development with the application of information technology.

### **Introduction**

None of us is in any doubt that changes are occurring with great rapidity on every plane of human existence. It may well seem that time passed once with less haste than it does in the contemporary world, which has come to be dominated by highly valuable ‘information’. Put colloquially, ‘life is moving on’ and we are, according to Montesquieu, attempting to adjust to it, “for it will not adjust to us” (A. Łaski, 1993, p. 11). The need for change and the expectations of European Union citizens with regard to social processes has led the European Parliament and Council to create ‘frameworks of reference’ for key competences in lifelong learning. In this document the following key competences are mentioned:

- Communication in the mother tongue,
- Mathematical competence and basic competences in science and technology,
- Digital competence,
- Learning to learn,