

Building a system for independent assessment of educational results of future teachers

UDC 378.1



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Abstract

Objective of the study was the theoretical and methodological substantiation of the construction of a system for independent assessment of the educational results of future teachers (hereinafter referred to as SIA).

Methods and structure of the study. The theoretical and methodological basis for creating a system for independent assessment of the educational results of future teachers is systemic, activity-based, competence-based, criteria-based and level-based approaches that allow to define, reveal the essence and describe the following key components of such a system: goals, objects of assessment, assessment tools, assessment procedures and levels of achievement.

Results and conclusions. On the basis of the selected approaches, the need to consider three types of student activities is substantiated: educational, practice-oriented, professionally-oriented, the results of which allow us to describe their components in the form of measurable actions and assess the degree of achievement of results. Difficulties associated with the assessment of competencies are identified, and the transition to the use of the concept of educational result is justified. The article presents the author's approach to the description of the concepts: educational result, invariant form of presentation of the evaluation tool and levels of achievement of the educational result.

Keywords: *independent assessment system, future teacher, educational result, assessment tools, achievement levels.*

Introduction. The relevance and significance of the problem of creating a system for an independent assessment of the educational results of future teachers is due to the need of society to develop a unique Russian system for an independent assessment of the quality of teacher training [2]. In the main provisions of the Concept of training pedagogical personnel for the education system until 2030 [3], the issues of creating a system for independent assessment of the educational results of future teachers and a comprehensive assessment of the results of mastering the educational program are updated. At the same time, the analysis of existing approaches to the assessment of competencies and educational results in the studies of Russian scientists made it possible to establish that at present there is no clearly defined mechanism for obtaining objective information on the assessment of the formation of competencies; unified approaches to the interpretation of the concept of educational results of future teachers have not been developed. Existing

assessment tools, including those for conducting the final state certification, as a rule, do not allow identifying the levels of achievement of educational results [5, 6]. The analysis carried out served as the basis for setting the goal of the study, which is the theoretical and methodological substantiation of the construction of a system for independent assessment of the educational results of future teachers (hereinafter SIA).

Objective of the study was the theoretical and methodological substantiation of the construction of a system for independent assessment of the educational results of future teachers (hereinafter referred to as SIA).

Methods and structure of the study. The theoretical and methodological basis for the creation of SIA of educational results of future teachers is determined by systemic, activity and competence-based approaches, works in the field of criteria and level approaches, methods: analysis of regulatory and methodological documents and psychological and



pedagogical literature, comparison, synthesis and generalization.

Results of the study and their discussion. The systematic approach underlying the study makes it possible to identify the key components of SIA and establish links between them. In the process of building such a system, we proceed from the fact that it should be an activity system, which, in turn, is a subsystem of the higher education system. This means that the built SSS should be associated with regulatory documents in the field of higher education, in particular, comply with the requirements of the Federal State Educational Standard of Higher Education in the field of training "Pedagogical Education" (hereinafter FSES HE) [11] and the Professional Standard of the Teacher [9]. The measure of compliance of the achieved results with the requirements of the FSES HE allows you to establish the quality of training of students and graduates of the university. Consequently, the target component is the key component of the planned SIA of educational results of future teachers, and the purpose of creating such a system is to establish the compliance of the personal achievements of students and graduates with the requirements of the FSES HE and the main professional educational program (hereinafter referred to as the MPEP) on the basis of unified assessment tools.

The next key component of the designed system is the objects of evaluation. Let's consider these objects from the positions of system, activity and competency-based approaches. In accordance with the Federal State Educational Standard of Higher Education, such objects include competencies, which are interpreted as the ability to apply knowledge, skills and practical experience in labor activity. Competences are determined by the types and tasks of professional activity, for which the student must be ready. However, the analysis of studies and existing practices of formation and assessment showed that it is rather difficult to assess the formation of competencies in the process of preparing a future teacher [1, 4, 7]. We will only point out some problems: competencies, as a rule, are formed non-linearly, in different academic disciplines, and they can only be assessed in the postgraduate work of a graduate, but then the experts are not university teachers, but representatives of employers. This means that in order to describe the objects for assessing the quality of training of future teachers, one should take into account the types of activities that they perform in the process of mastering the main professional educational program: educational, practice-oriented and professionally-oriented activities.

Such types of activities are carried out by students in the study of all disciplines included in the curriculum for the preparation of a future teacher and aimed at the formation of competencies.

Consequently, the objects of assessment should be the results of the students' performance of the named activities, which reflect their achievements in the process of mastering the MPEP. The totality of such results, presented in the form of measurable actions of the student, we consider as the educational results of the training of future teachers. The stated idea is the basis for the definition of the concept of "educational result".

Thus, "under the educational result we will understand the result of the student's mastering the MPEP or its part during the period of study at the university, presented as a set of actions that the student can demonstrate when performing educational, practice-oriented and professionally-oriented activities at a certain stage of mastering the MPEP, and allows you to quantify the degree of mastering knowledge, skills, competencies and activity experience, in accordance with the requirements of the Federal State Educational Standard of Higher Education and the Professional Standard of a Teacher" [7].

It should be noted that in the above formulation of the concept of educational result, another fundamental point is singled out, which implies the obligatory coordination of the result not only with the competencies, but also with the teacher's labor actions, presented in the Professional Standard of the Teacher [9].

The activity approach, which is the basis for the design of the Federal State Educational Standard of Higher Education, focuses on the inclusion of students in activities, thereby it becomes possible to describe the results of all types of students' activities. This approach, in combination with the system approach, makes it possible to single out the measurable actions of trainees that are part of the future professional activity and are necessary for solving professional problems. Thus, reliance on the activity and system approaches makes it possible to describe the system of indicators that characterize the object of assessment in the form of appropriate descriptors [12].

Since appropriate tools are needed to evaluate the results achieved at all control stages of the educational process, we consider evaluation tools built in accordance with the criteria approach as the next component of the system for independent evaluation of educational results of the results of future teachers.



However, an analysis of existing studies has shown that at present there are a number of unresolved issues related to the implementation of the criteria approach in the system of higher education [8].

In particular, questions about the construction of evaluation criteria, the correlation of educational results, indicators of their achievement and evaluation indicators become important. In the course of the study, we came to the conclusion that in order to implement the criteria approach and obtain an objective assessment of educational results, it is necessary to build assessment tools in a special way. We need an invariant form of representation of the evaluation tool, which allows answering the following questions: what is measured and why, that is, to determine the purpose and object of evaluation; the development of what content is planned to be assessed, that is, describe the content of the control activity; and how the evaluation is carried out, that is, to formulate the criteria, indicators and evaluation procedure. Thus, the form of presentation of the evaluation tool should include three interrelated parts: organizational and methodological, content and criteria-evaluative [5].

When designing an activity system for an independent assessment of educational results, one more important component of this system should be singled out, which determines the assessment procedure, associated with a level approach to assessment. This component should reflect the processes and procedures for measuring and evaluating at various control points in the educational process. Therefore, for each control point, it is necessary to build a link of the type: goal - educational results - indicators of achievement - evaluation tools and establish a correspondence between the planned and achieved results based on the levels of assessment known in pedagogy.

In our study, based on the studies of B.M. Teplov [10], we consider the levels that characterize the degree of success of the subject in the process of performing the control task, which is included in the presentation form of the evaluation tool. These levels include the optimal, acceptable, critical and unacceptable levels, and the degree of success is established on the basis of correlating the test result with the indicators of achieving the educational result and with the limits of points established within the 100-point assessment scale adopted at Minin University [5, 7]. At the same time, the objectivity and openness of the evaluation procedures is ensured by the presence of evaluation criteria and indicators provided for in the

criteria part of each evaluation tool.

Conclusions. Thus, the analysis of existing approaches to the assessment of competencies and educational results, reliance on the main provisions of the Concept for the training of pedagogical personnel for the period up to 2030 and an integrated approach based on a combination of systemic, activity-based, competence-based, criterion and level approaches to building a system of independent assessment of educational the results of future teachers, made it possible to identify not only the key components of such a system, but also the subjects of assessment. In the proposed system, university teachers who are not involved in the process of developing students' competencies, but who have experience in training future teachers, can act as internal experts. Representatives of employers can carry out the assessment of educational results as external experts. An important condition for the effective functioning of such a system is the optimal combination of two levels of assessment: internal and external.

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