ФОНД ОЦЕНОЧНЫХ СРЕДСТВ КАК ИННОВАЦИОННОЕ СРЕДСТВО ФОРМИРОВАНИЯ КОНТРОЛЬНО-ОЦЕНОЧНОГО КОМПОНЕНТА ПРОФЕССИОНАЛЬНОЙ ГОТОВНОСТИ БУДУЩИХ ПЕДАГОГОВ

FUND OF EVALUATION TOOLS AS AN INNOVATIVE TECHNIQUE
OF FORMATION OF CONTROL AND EVALUATION COMPONENTS
OF PROFESSIONAL READINESS IN FUTURE TEACHERS

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Аннотация:

В статье рассматривается проблема формирования контрольно-оценочного компонента профессиональной готовности будущих педагогов. Актуальность данной статьи обусловлена важностью оценки персональных достижений студентов, то есть сформированных компетенций, посредством фонда оценочных средств в системе высшего образования. Анализ ряда педагогических исследований, где рассматривается готовность к профессиональной деятельности и общению, профессионаграмма личности будущего педагога для работы с обучающимися, свидетельствует об актуальности изучения и оптимизации системы оценивания эффективности подготовки будущего педагога к своей профессиональной деятельности.

В экспериментальной части исследования представлены результаты сформированности контрольно-оценочного компонента профессиональной готовности будущих педагогов, которые указывают на преобладание у студентов низкого уровня исследуемого компонента готовности. Студенты

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Abstract:

The article deals with the problem of formation of control and evaluation component of professional readiness of future teachers. The relevance of this article is due to the importance of assessing the personal achievements of students, that is, formed competencies, through the fund of evaluation tools in higher education. Analysis of a number of pedagogical studies, which examines the readiness for professional activity and communication, job analysis personality of a future teacher for work with students, shows the relevance of the study and optimization of the system of evaluation of efficiency of training of future teacher to professional activity.

The experimental part of the study presents the results of the formation of the control and evaluation component of professional readiness in future teachers, which indicate the prevalence of low-level of the studied component of readiness in students. Students demonstrated unformed professional interest as well as personal qualities such as

демонстрировали несформированность профессионального интереса и таких личностных качеств, как коммуникативность, креативность и организованность, неудовлетворенность выбором педагогической профессии, а также отсутствие умения адекватного самооценивания.

Результаты нашего исследования подтверждают необходимость применения фонда оценочных средств как одного из инновационных средств подготовки будущих педагогов, так как он позволяет преподавателю измерять уровень достижения студентом установленных профессиональных компетенций, а студенты самостоятельно оценивают собственный уровень приобретенных компетенций. В статье представлены задачи, этапы и структура фонда оценочных средств. К фонду оценочных средств следует относить тестовые задания, профессионально-ориентированные задачи, контрольные работы, рефераты, эссе. Важным аспектом является поэтапное применение фонда оценочных средств при организации текущего и итогового контроля. В целом качественная разработка и применение фонда оценочных средств позволяют анализировать учебную деятельность студентов, регулировать и управлять процессом подготовки будущих педагогов к профессиональной деятельности, что способствует формированию у них адекватной самооценки. Результаты исследования могут быть использованы в организации подготовки будущих педагогов, при индивидуализации учебного процесса для студентов с ОВЗ и инвалидностью, а также в системе дополнительного образования.

Ключевые слова:

самооценка, контрольно-оценочный компонент готовности будущих педагогов, фонд оценочных средств, тест.

communication, creativity and organization, dissatisfaction with the choice of teaching profession, as well as the lack of adequate self-assessment skills.

The results of our study confirm the need to use the fund of evaluation tools as one of the innovative means of training future teachers, as it allows the teacher to measure the level of achievement of the student's established professional competencies, and students independently assess their own level of acquired competencies. The article presents the tasks, stages and structure of the fund of evaluation tools. The fund of evaluation tools should include test tasks, professionally-oriented tasks, control works, abstracts, and essays. An important aspect is the phased application of the evaluation fund in the organization of current and final control. In general, the qualitative development and application of the fund of assessment tools allow to analyze the educational activities of students, regulate and manage the process of training future teachers for professional activities, which contributes to the formation of adequate self-esteem. The results of the study can be used in the organization of training of future teachers, in the individualization of the educational process for students with disabilities and disabilities, as well as in the system of additional education.

Keywords:

self-assessment, control and evaluation component of the readiness of future teachers, fund evaluation tools, test.

Relevance

In the system of higher education, the purpose and the final result of students' education are general cultural (GCC) and professional (PC) competencies, which are not only the goal, but also the object of evaluation [1]. These competencies are highlighted in the requirements for the results of the development of the educational

program of bachelor and master in a particular field of study. To assess the personal achievements of students, that is, formed competencies, phased requirements of the relevant PLO (ongoing monitoring of progress and interim certification), the formation of their control and evaluation component of professional readiness are funds evaluation tools. They include tests, questions for self-control, essay writing, essays, creative tasks, tests, as well as allowing to assess the skills, knowledge and level of competencies formed control methods. In this regard, the problem of evaluating the effectiveness of training future teachers for their professional activities is relevant. The study of readiness for professional activity and communication, development of job description personality of a future teacher for work with students, the contents and conditions of professional psychological training of teachers, their professional competence engaged in R.O. Agavelyan (1995), V.M. Akimenko (2003), N.A. Bessmertnaya (2001), V.A. Genkin (2000), I.V. Galanova (2000), E.N. Zhucatinskaya (2008), I.A. Zimnaya (1997), T.Yu. Kornijchenko (2004), M.E. Oreshkina (2007), R.M. Sultanova (2005), E.I. Popov (2001), N.G. Petelin (2006), N.K. Kharchenko (2003) and others [2]. Among the different approaches to the definition of “readiness” there are two main: readiness as a certain mental state and as a property or system of properties and qualities of the person [3].

Taking into account the views of O.A. Abdullina, T.A. Altukhova, A.K. Markova, I.A. Shcherbakov for the future professional activities of teachers in the formation of monological speech of the senior preschool children, it is possible to present as a unity the following interrelated components: motivational and personal, information theoretical, the activity and monitoring and evaluation. In our opinion, the selected components in unity form the basis for the formation of professional readiness of future teachers. Let us dwell in more detail on the formation of control and evaluative component. As it is noted by O.A. Abdullina, self-esteem is expressed in the evaluation of the personality of their capabilities, psychological qualities and place among other people [4]. It involves an assessment of their abilities, qualities and actions, their life goals and opportunities to achieve them. Self-esteem is a regulator of personal behavior, since the relationship of a person with others depends on a properly formed, adequate self-assessment of their own achievements. Under the influence of self-esteem are formed such important qualities of personality as criticality, self-demanding, awareness of success and failure.

The presence of proper self-assessment helps the teacher to analyze the content and methods of acquired theoretical and practical material critically, and then improve and transform the activities of children in accordance with this analysis. This fact indicates the corrective function of self-assessment, which is formed on the basis of thinking. Thinking provides the process of development, forming the pedagogical consciousness, its corresponding social and pedagogical orientation. Indicators of formation of the control and evaluation component of professional readiness of future

teachers are:

- 1) skills of adequate self-assessment;
- 2) the ability to assess their own actions by pedagogical measurements.

Aim and objectives

The aim of the ascertaining stage of the experiment was to identify the level of the control and evaluation component formation of future teachers professional readiness. In ascertaining stage of the experiment involved 180 students of the Bryansk State University named after academician I.G. Petrovsky and MPSU Bryansk branch components experimental group (EG) and control group (CG) [5]. To explore monitoring and evaluation component of readiness in future teachers had used the technique of self-assessment of the student, developed by I.Y. Kiselev, which includes an assessment of personal qualities that are most desirable, important, useful, and less desirable, and the assessment of personal quality which is inherent to the student in the most and the least [6].

Materials and methods

The interpretation of the test results allows us to determine the coefficient of rank correlation (r), which is noted between the qualities in a specially prepared form and their own qualities, according to respondents. Thus, 43% of EG teachers and 53% of KG students rank correlation coefficient is 0.62-0.68. This value corresponds to the average level of self-esteem. Which is characterized by the fact that future teachers of the experimental group adequately assessed their professional level of activity or underestimated it. The self-esteem of the other part of the students (EG – 33%, KG – 30%) is overestimated (the rank correlation coefficient is 0.85 and higher), which corresponds to a low level. It is noteworthy that 24% of EG students evaluate their professional activity adequately (rank correlation coefficient is 0.75 – high level), and in KG it is 17%. It should be noted that the most important qualities of the students of the experimental group consider patience, communication, commitment, perseverance. Less significant qualities (negative): passivity, nervousness, carelessness [5].

Interview “Assessment of educational achievements” allowed to reveal the initial level of students' ability to develop monologue speech of preschool children. The interview questions are divided into two groups:

- Questions that reveal students' knowledge about modeling as a method of scientific cognition and learning. For example, “what is the predictive modeling function?”, “As determined by the reception of scientific knowledge, with which stands out one of the most interesting parameter for the study and do not take into account the insignificant?” and others.

- Questions eliciting the students' knowledge on the development of monologic speech method for visual modeling. Here are the formulations of some questions: "What is the purpose of modeling in the formation of monologue speech of children?" or "Complete the operations characteristic of the model experiment in order to form monologue speeches" and others [5].

As shown by the results of the study of skills to assess their own actions by pedagogical measurements, the study of both groups required the assistance of the experimenter in the form of guiding and clarifying questions, tips. Most students demonstrated a low level of evaluation of their own educational activities, characterized by a lack of knowledge about the concepts of "modeling", "model", monologue speech of preschool children (in EG – 87%, in KG – 67%). Comparative analysis of the results shows that in both groups there is no high level of control and evaluation component. The experimental group is dominated by a low level (adaptive-reproductive) (53%) control and evaluation component, which is characterized by a lack of professional interest in the problem of speech development of children and personal qualities such as communication, creativity and organization, dissatisfaction with the choice of teaching profession, as well as the lack of adequate self-esteem as a result of a set of tasks of the evaluation fund. In turn, the control group showed an average level (53%) of the corresponding readiness component.

Results

At the formative stage of the study, the formation of a monitoring and evaluation components contributed to the fund of assessment tools (a set of regulatory materials), in our opinion, it performs a dual function: allows the instructor to measure the level of achievement of established student learning outcomes (professional competences), and students self-assessment of their own level of acquired competencies. The results of the evaluation contribute to increasing the motivation in students in the discipline and the formation of adequate self-esteem.

To the fund of assessment tools we took tests, professionally-oriented tasks, examinations, reports, essays, etc.

Let's consider the features of development of the fund of assessment tools for academic discipline, as should be provided with them consistent with every level of legal and regulatory documents (Federal State Educational Standard of Higher Education, curriculum, working program of a discipline). The purpose of the application and development of the fund of assessment tools is the establishment of conformity of level of preparation in future teachers to the requirements of the new standard in the learning outcomes of the basic professional educational programs of higher education, implemented in the direction of training, in particular, 44.03.03 "Special (defectological) education". The main tasks of creating a fund of evaluation funds in the formation of control and evaluation component of professional readiness

in future teachers to the development of monologue speech of children are: the organization of monitoring and evaluation of educational achievements during the study of disciplines of the curriculum; planning the trajectory of preventive and corrective measures to form professional competencies; systematic management of process of acquisition by students of necessary knowledge, abilities, skills and level of competence, certain legal documents in the direction of training; raising the level of culture of evaluation of activity of subjects of educational process, to ensure social standards of quality of higher education defined by the requirements of the FSES HE; compliance results of the educational process the tasks of future professional activity by optimizing traditional and introducing innovative ways of learning in the educational process in the University [7].

Evaluation funds in our study are presented in two forms: current control and final control. Current control contributes to the formation of future teachers the ability to carry out control and evaluation activities aimed at themselves in the learning process. Control is carried out after studying the topics of each module of the discipline. It is a continuous observation of the acquired knowledge and the formation of competencies for a certain time (semester or academic year) in the laboratory, practical and seminar classes. Assessment funds of current control necessarily contain an approximate list of questions for self-control and tasks for preparation for the test and (or) exam, which can be presented in the form of a portfolio. Tasks included in the portfolio students perform during the study of the discipline. For example, the portfolio structure for the course "Formation of communicative skills of the teacher-speech therapist" of the variable part of the curriculum in the direction of preparation 44.03.03 "Special (defectological) education" includes:

1. To develop a model of frontal classes and conduct it in the educational process, revealing the communicative skills of the future teacher (accuracy, clarity, logic and expressiveness of speech) – tasks in microgroups;
2. To perform exercises on the development of voice and diction;
3. To prepare a report (essay) and emotionally "convey" it to colleagues in the learning process;
4. To organize a discussion on the modern problem of special pedagogy.

The final control is organized after the study of all modules of the discipline. It includes tests on all subjects of the discipline, as well as monitoring the activities of students in the process of practical training.

The evaluation fund should be developed in stages. So, the first step is to determine and analyze the competencies generated by the discipline in the direction of training 44.03.03 "Special (defectological) education"; the second stage is to agree on the main goal of the discipline with the end results of training; the third stage is the formulation of sub-goals and the main requirements for knowledge and skills for each subject discipline; in the fourth stage is to determine the content of training for each module of the discipline and the development of evaluation criteria, the final stage is

the development of tests to control the knowledge, skills and achievements of students.

For example, the purpose of mastering the discipline “Methods of education in the field of special (defectological) education” is the formation of professional competencies in accordance with the requirements of the GEF in the direction of training “Special (defectological) education”; the development of personal qualities of students, students acquire knowledge and skills for the implementation of education of persons with disabilities. Competencies formed in the study of this discipline are implemented in the following descriptors (sub-goals and basic requirements for knowledge and skills for each topic):

PC-1: to know the nature and types of education in the implementation of correctional and educational programs; to be able to select correctional education programs are student-centered and individually-differentiated approach to persons with disabilities; to possess the ability of implementing correctional-educational programs based on student-centered and individually-differentiated approach to children with speech disorders.

PC-2: to know the methodological provision of correctional-developing environment; to be able to choose the methodological provision of correctional-developing environment and to determine the direction of corrective-compensatory work, taking into account the sphere of professional activity; to possess the ability to promote the organization of correctional-developing environment in the implementation of corrective and compensatory educational work in the areas of education, health and social protection with a view to the successful socialization of persons with disabilities.

PC-3: to know the forms and models of integration in terms of special (correctional) and General education institutions; to be able to plan remedial-pedagogical educational activity in conditions of special (correctional) and general education institutions to implement integrative models of education; to master the ways of implementation of integrative education models and implementation of correctional-pedagogical educational activity in conditions of special (correctional) and general education institutions [8].

Taking into account these competencies, students were offered test tasks that should be formulated in the affirmative form and have four possible answers. Tests had four versions of tasks: in a closed form, in an open form, the tasks to establish compliance and to establish the correct sequence. The evaluation fund must meet the following requirements:

- Related relationship between disciplines with theoretical and practical orientation;
- Mandatory presence of the problem, the importance of solving which affects the formation of future professional activity;

- Focus on competency testing in standard and non-standard situations;
- Updating of the content of professional activities in the tasks;
- External assessment of the quality of evaluation tools conducted by representatives of the professional community;
- Connection of evaluation criteria of assimilation of knowledge and skills with the planned results of training in disciplines (modules), practical training.

Discussion

Thus, the use of the evaluation fund in our study was effective, as it performed an integrating role, to be precise:

* A motivating factor for one's own progress. In the course of performing of the fund, teachers analyze their learning activities to draw conclusions that can be negative or positive. Identification of negative achievements leads to dissatisfaction with the requirements of the body, necessary for its normal functioning. Therefore, based on the analysis of their own achievements, students seek to eliminate this dissatisfaction and determine the trajectory of their own actions.

* Regulating and controlling factor in the process of training future teachers for professional activities. The results of the implementation of the fund allow students to distinguish among methods of learning the most optimal one, which will lead to a lasting and system company training material. In addition, students can independently develop and perform tests that correspond to each module of the discipline. Performance of test tasks indicates the formation of a certain theoretical and practical base. Students evaluate their test results together with the teacher. Test evaluation parameters: error-free test execution (2 points), one-two errors (1 point), three-four errors (0 points). According to the results of test tasks, students under the guidance of a teacher discuss the difficulties encountered in the study of educational material. This work allows to determine:

- Actual opportunities of students at this stage of training;
- To identify individual and personal characteristics of students and their interests in the study of the discipline and practical tasks [9,10];
- To jointly outline topics for follow-up and independent work of students.

* Correction factor of students' training, that is, when using the fund, it is possible to correct and design an individual learning trajectory of each student. For example, the results of the use of the fund on the subject "Methodology of education in special (defectological) education" showed that students know the nature and types of education in the implementation of correctional and educational programs, but do not have the ability organization of correctional-developing environment in the implementation of corrective and compensatory educational work in the field of education. In our opinion, the presence of these difficulties is due to the narrowness of interdisciplinary connections and short terms of training practice, so it is necessary to

spend more time practicing practical skills at the university.

Conclusions

Thus, the control and evaluation component of the readiness in future teachers is formed with the help of the fund of evaluation tools. Self-assessment is the most important component of performance of pedagogical activity in future teachers. Formation of self-esteem contributes to properly formed fund for each discipline. The fund is an innovative and effective tool not only to assess the knowledge, skills and level of acquired competencies, but also to improve the quality of training of future teachers.

There is no conflict of interests.

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