



INNOVATIVE TECHNOLOGIES IN IMPROVING THE ASSESSMENT COMPETENCE OF FUTURE TEACHERS

Submission Date: February 07, 2024, **Accepted Date:** February 12, 2024,

Published Date: February 17, 2024

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-05-02-07>

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Yodgor Turganov

Jizzakh State Pedagogical University, Uzbekistan

ABSTRACT

This article discusses effective innovative technologies and their importance in improving the assessment competence of future teachers.

KEYWORDS

Education, quality, improvement, trend, concept, competence, self-assessment.

INTRODUCTION

In order to improve the evaluative competence of future teachers, we have tried to mobilize the didactic capabilities of the following technologies at the formative stage of experimental work.

Technologies of self-assessment and mutual assessment. In improving the assessment of educational results of future primary school teachers based on competence-based and personality-oriented approaches, technologies of self-and mutual assessment are becoming important. Self-esteem, in our opinion, forms students' reflective skills. The

technology of self-assessment is practically not used in the education system of our republic, in methodological (technological) developments, as a method, almost no serious attention is paid. Let's briefly consider the role and importance of self-assessment and mutual assessment of students in learning outcomes assessment systems.

In the large psychological dictionary of the Russian language, self-esteem is defined as "the value, the importance that a person attaches to himself, and consists of certain aspects of his personality, activity, behavior. Self-esteem has a relatively stable structural



structure and acts as a structural element of self-awareness, the concept of self, as well as a process of self-assessment. Self-esteem is based on an individual's value system [2]. In almost all scientific and pedagogical literature, self-esteem is defined as a complex and multifaceted psychological phenomenon, an integral element of the development and functioning of personality in various mental manifestations. Self-esteem reflects both the cognitive and emotional sides of a person [3; 5; 4; 1].

Researchers point to specific functions of self-esteem: regulatory and protective, related to activities related to personality development, influencing behavior and relationships with other people [2]. The highest form of self-esteem consists in a creative attitude towards one's own personality, the desire to change and improve oneself and the realization of this desire in practice. Self-assessment has other regulatory functions: assessment, control, stimulation, blocking and protection.

Self-esteem serves not only to adapt the personality to the surrounding conditions: as an integral part of the mechanism of self-regulation of personality, it is the most important factor in mobilizing human forces and realizing creative potential.

One of the features of self-assessment technology is that it helps students focus on the results achieved at a certain stage of learning. Alternatively, such attention, along with achievements in the learning process, indicates the student's shortcomings and makes it possible to plan future achievements, evaluate past successes, check whether current activities meet expectations and predict the characteristics of the final product. Self-esteem is reflexive, that is, it manifests itself on a conscious level, the future teacher can evaluate his own and others' actions.

In the course of experimental work, it was found that the effectiveness of the technology of self-assessment and mutual respect depends on a number of pedagogical conditions and factors:

practical introduction of students to self- and mutual assessment technologies;

providing students with criteria and indicators for a preliminary assessment;

practical acquaintance with the possibilities of these technologies in the process of preparing future primary school teachers to assess the educational achievements of students.

Of particular importance in improving the assessment competence of future primary school teachers are the possibilities of critical "criteria-based" assessment technology. Future primary school teachers need to practice the technology of developing assessment criteria for the subjects taught in primary schools.

Criteria for evaluating student performance should be developed based on learning objectives.

Evaluation criteria:

- Goals should be specific, specific, clear about what needs to be achieved;
- be able to measure goals to make a clear conclusion about whether they have been achieved;
- to be real;
- specific deadlines and simple means for implementation should be specified .

For example:

The goal: to form the skill of writing a description of one of the pets (4th grade).

The result of the lesson: an essay (a small written work).



1. Correspondence of the written work to the description (enumeration of the pet's symbols in the essay, placement of symbols in a certain sequence, use of words given in the cluster and selected by him);
2. Correspondence of the content to the chosen style of speech (vocabulary, syntax);
3. Compliance with the sequence of constituent elements in the essay (introduction, main part, final part, conclusion);
4. Literacy (compliance with spelling and punctuation rules);

Thus, one of the effective technologies for evaluating the learning outcomes of younger students is formative assessment. Pedagogy in higher educational institutions, there is a need for special training of future primary school teachers to assess the quality of education and educational achievements of students.

We are talking about technologies for authentic assessment of the quality of education, educational achievements of students (authentic assessment). An authentic assessment is usually contrasted with a traditional assessment. In our opinion, an authentic assessment should not replace, but complement, the traditional assessment of educational activities. The development and application of authentic assessment abroad is associated with the emergence of practical and student-oriented educational models. It is interpreted as a method of "assessing the real achievements of students."

Authentic assessment has the following features: tasks are developed for the most realistic (real) conditions for the implementation of activities in the assessed area, leaving enough space for the development of students' learning styles as sources of formation of their abilities and interests, it becomes possible to identify (possibly previously hidden) their strengths;

the criteria used in this type of assessment are aimed at assessing the "core" in behavior and activity in accordance with clearly defined standards of activity (for example, writing an essay on a socially significant topic, convincingly defending one's position);

During an authentic assessment, students are often expected to present their work publicly and verbally. Authentic assessment is carried out using alternative assessment methods, which include: research projects, scientific experiments, oral presentations, debates, creative student work, etc. It focuses mainly on the practical results of students' activities, takes into account and stimulates their initiative, striving for self-improvement and personal growth based on self-assessment of achievements achieved by the planned result of educational activities, gives students the opportunity to see these results and receive a positive assessment, recognition of their achievements.

Self-esteem, in our opinion, forms students' reflective skills. The technology of self-assessment is practically not used in the education system of our republic, in methodological (technological) developments, as a method, almost no serious attention is paid. Therefore, in our research work we have revealed the role and importance of self-assessment and mutual assessment of students.

In this process, it was established that the effectiveness of self- and mutual assessment technology depends on a number of pedagogical conditions and factors: practical familiarization of students with self- and mutual assessment technologies; provision of students with criteria and indicators of preliminary assessment; use of these technologies in the process of preparing future primary school teachers to assess student performance. We have seen that the chances are great.

REFERENCES



1. Бернс Р. Развитие концепции и воспитание [Текст] / Р. Бернс. М., 1986.
2. Большой психологический словарь. Издание 4-е, расширенное. Под редакцией Б. Г. Мещерякова, В. П. Зинченко. М.: 2003. - 672 с.
3. Российская педагогическая энциклопедия. Под ред. В.В. Давыдова, т. 1—2, М., Научное издательство «Большая Российская энциклопедия», 1993—98.
4. Турянская О.Ф., Уман А.И. Определение результатов учебной деятельности учащихся: системно-деятельностный подход [Текст] / О.Ф. Турянская, А.И. Уман // Новое в психолого-педагогических исследованиях, 2015, №2. С. 81-95.
5. Философский энциклопедический словарь / Ред.-сост. Е.Ф.Губский и др. - М.: Инфра-М, 2003.
6. <https://sciencebring.com/index.php/ijasr/article/view/376>
7. <https://uzjournals.edu.uz/tziuj/vol2022/iss2/34>

