

UDK 378:37.011

## CHARACTERISTIC OF THE FUTURE SPECIALISTS PROFESSIONAL PREPARATION TO THE QUALITY EDUCATIONAL ASSESSMENT

**Larisa Olexiivna Savchenko**

doctor of pedagogical sciences

The position head at the department of pedagogy  
and methods of technological education, of associate professor

SHED «Kryvyi Rih national university»

Kryvyi Rih pedagogical institute

### **Abstract**

*To consider the characteristics of the levels of formation of professional readiness of future specialists to pedagogical diagnostics of quality of education. Diagnostics of levels of formation of professional training of future teachers is realized through a number of research methods: observation, testing, interview, analysis of the results. The basis of the diagnostic systems research on three-level assessment scale, supplemented by «high level», which allows to adapt to local conditions and to enrich the features of a particular region. Analysis of modern works on the organization of control of educational achievements of students; the log books of progress and attendance of students in classes, conversations with teachers and our own observations have proved that in educational practice there are different models of the organization of control of educational achievements of students in pedagogical disciplines and professional subject training, validation should be carried out using various schemes and scales of evaluation present different approaches to the calculation of rating of students (in some cases even within the same University) and others. The analysis proved that the existing complex control tasks and tasks for independent work is only seventy percent of jobs differentiated by professional orientation, the rest of the job for the overall development of pedagogical competence of students. In our opinion, well developed task, that is, those that consist mainly of problems of professional and pedagogical orientation that enhance future teachers ' motivation to learn pedagogical disciplines. The quality of education becomes the main reference point that determines the credibility and competitiveness of educational institutions on regional, national level and international arena.*

**Key words:** *levels; pedagogical diagnostics; the quality of education; professional training*

**The problem statement in the context of modern pedagogical science.**

In the modern society, influenced by globalization and information technologies, the global pedagogical community is looking for the new priorities in education. The education quality becomes the key benchmark that determines the reputation and competitiveness of educational institutions at the regional and national levels, as well as internationally. In the Constitution of Ukraine, the Law “On Education”, “On Higher education”, the National Strategy for the Development of Education in Ukraine until 2021, and in other public documents, the goals and vectors for reforming the education are coupled with the need to create the education quality assessment system, to ensure the systematic monitoring and analysis of the current issues arising in the education area and their solution. To ensure the proper quality of the education the material, financial, human and scientific resources of the society have been allocated, it becomes a basis for assessing the educational services by the state and citizens, and a guarantee for the citizens that they will have the possibility to obtain the in-depth education requested by the society.

Based on the questionnaire survey of the teachers and students, the analysis of the education-related documentation and a number of publications dedicated to the problem in question, as well as our own observations, we discovered that presently a lot of models are proposed for the organization of the educational assessment (aka “pedagogical diagnostics”); and the evaluation takes place by using various rating scales, criteria and approaches to estimating the students rating; there is a lack of the methodological support to the pedagogical disciplines diagnostic analysis in the higher pedagogical schools; there is also a lack of the professionally and educationally oriented stuff in the tests kits and self-study materials; as well as of the methodological advice for the students on how to use the teaching information and perform the diagnostic tasks.

The analysis of the present state of the educational assessment organization as of the tool for improving the quality of education and students academic achievements in mastering the pedagogical and specialized disciplines enabled us to identify the main drawbacks in the educational assessment system: 1) the insufficient professional orientation of the system of control over the future teachers training (in particular, the tests), which does not stimulate the cognitive activity of the future teachers and the formation of the stable internal motivation to study pedagogical disciplines, including the skills to use the pedagogical knowledge in their future careers; 2) the limited use of the information and communication technologies in controlling the preparation of the future teachers which is contrary to the new trends in the modern education; 3) the lack of awareness among the students

regarding the variety of educational assessment methods, which reduces the motivation of the future teachers to improve the quality of education.

**The recent researches and publications.** The Ukrainian researchers (like V. Bondar, I. Bulakh, S. Goncharenko, O. Kazakov, Y. Malovanyy, L. Momot, I. Raspopov, M. Rzhetsky, N. Rosenberg, O. Savchenko, et al.) initiated the approach to the analysis of pedagogical phenomena and processes that ensure the quality of education, taking into consideration the common factors and conditions of their functioning. The researchers emphasize that the increase in the quality of education in general, and in the higher pedagogical education in particular, will be impossible without using the educational assessment as a tool to control this process. The future technologies and drawing teachers preparation to the quality educational assessment is presented in the research as a multidimensional phenomenon that requires an integrated approach to its realization as the personal and professional quality that determines the educational activity, subjectivity, and self-development that subsequently stimulate the efficiency of the quality educational assessment of the students in the professional and educational activities (A. Averyanov, S. Archangelski, L. Bertalanfy, I. Blauberg, V. Lugoviy, V. Ognevyuk, V. Sadowski, M. Sagatovskiy, E. Yudin, et al).

**The identification of the study's goal and objectives.**

Consider the characteristics of the levels of the future specialist's professional preparation to the quality educational assessment. The assessment of the future teacher's professional preparation is realized through a whole number of testing methods, namely: observation, testing, interview, the results analysis.

**Methods:** analysis, comparison, content analysis, generalization and systematization of scientific and theoretical principles, synthesis, classification, prognosis. The diagnostic systems used in the research are based on the 3-tier evaluation scale complemented with the "high level" which allows to adapt to the maximum extent to the local conditions and assimilate the specifics of each region. As compared with the qualimetric model this assessment system is more simple and it enables to cover the maximum range of the educational process participants.

**The body of the paper.** The assessment system is as follows: the high level – 4 and over scores; the average level – 2–3 scores; the low level – 0–1 score. In order to evaluate any process, phenomenon and so on, you should introduce a system of standards (i.e. evaluation system). Presently, there are four evaluation systems: 4-score evaluation system, from which our society has been trying to get rid of for many years, 12-score evaluation system, letter-based evaluation system (A, B, C...), etc. To assess the students education quality the evaluation system presented below was used.

To enhance the preparation for the quality educational assessment at all stages (including preparatory and cognitive, practical and constructive, analytical, technological, reflexive and evaluative) the systemic concept of the educational assessment was used. The educational assessment structure was conditionally divided into three modules: preparatory, organizational, summarizing and adjusting ones. Each of them contains certain elements that depending on the specific tasks of the diagnostic control can be modified, combined, differentiated, singled-out, and create subsystems. Usually, in the educational assessment practice it is impossible to take into account all the components submitted, however, one should understand the technological aspects of the diagnostic control, as the very perception of the conceptual basics of the educational assessment will allow to have the objective results.

Table 1

**The future technologies and drawing teachers' levels of preparation to the quality educational assessment**

Level of preparation	Parameters
Low	<p>The student distinguishes the basic concepts, however, he is able to use them only when assisted by the teacher, he performs fragmentary the practical tasks and independent works, his education is of the reproductive nature only, and the gained knowledge is quantitative. The motives for the professional activities are not formed. The negative emotional mood prevails. The appetite to self-improvement in the professional activities is low.</p>
	<p>He has unstable professional motivation, and the conservative attitude. His cognitive interest in the activity has no professional orientation. The student fragmentary reproduces the elementary portion of the material, demonstrates his ability to formulate his opinion using the basic concepts of the course, and performs with the third party assistance the practical tasks and independent work, and his accumulated knowledge is of quantitative nature.</p>
	<p>The student reproduces the most part of the material using the basic concepts of the course, however, commits a lot of serious mistakes when performing the practical tasks and independent works, he asks the third parties for assistance, and often violates the safety rules. The professional actions in this type of activity are often performed with the emphasis on his intuition. The student does not understand the role of the educational assessment in the process of obtaining the high quality education.</p>

<b>Level of preparation</b>	<b>Parameters</b>
Average	<p>The student reproduces the most part of the material using the basic concepts of the course, however, commits a lot of serious mistakes, the reproduction activity prevails, he can perform the practical tasks and independent work under the professor supervision only. The student masters the basic concepts to the extent enabling him to describe using his words the professional actions. The stereotypic forms prevail in his actions, while the actions themselves are performed hesitatingly.</p> <p>The student understands the major part of the teaching material; using the basic concepts of the course he can perform a partial analysis of the material, substantiate it, however, commits a lot of mistakes. The future teacher has a positive attitude towards his professional activity in the education area, but does not possess skills and knowledge sufficient for that.</p> <p>The student demonstrates knowledge and understanding of the most part of the teaching material, gives correct, yet unthought, answers to the questions, his knowledge is of mostly reproductive nature; when performing the practical tasks and independent works he commits some mistakes and inaccuracies. He has some difficulties in the ability to change the course of action according to the educational assessment in the course of the training process.</p>
High	<p>The student demonstrates the profound and strong knowledge, and the creative approach to the solution of the problem situations of the various difficulty levels, in the course of his training he uses the additional sources of information, and he excellently performs all his practical tasks. He systematically improves his qualification, attends the professional seminars and workshops, trainings, and master classes. The diagnostic view on the problem situation prevails.</p> <p>The student has the profound and strong knowledge, he can consolidate any information, demonstrates a creative approach, uses additional literature, his works are performed at high level. He masters new theories and approaches, he is able to work out his own teaching concept, he is open to the alternative ideas.</p> <p>The professional actions of the future teacher are performed based on the scientific knowledge complying with the purpose and tasks of the activity, they are accurate and creative. The student has in-depth systemic knowledge, takes creative decisions in performing the tasks of the various difficulty level, scrupulously performs all his practical and artistic works.</p>

The system for the preparation of the future teachers is based on four the most important areas with the most “weighty” parameters including the methodological concept. In the higher pedagogical school, the future teachers of the technologies and drawing are prepared for the quality educational assessment in the following areas: the rector’s and dean’s office management activity; the professional skills of the higher school professors; the education efficiently, the educational work with students.

Management activity:

- the compliance with the law of Ukraine “On higher education”, the realization of the training process and the fulfilment of the training programs;
- staffing the institution with the pedagogical staff, their appointment according to their professional competence;
- the preparation of the annual and perspective work plans allowing for the training specialization and meeting the educational needs of the students;
- the competitive selection of entrants for the institution;
- the efficiency of the approved managerial decisions (of the rector’s office, dean’s office, and the student council);
- the state of the material-technical base, methodical support, training aids, and their quality;
- the stimulus of the professor creative potential.

Professional skills:

- the staffing quality analysis (education, scientific knowledge, etc.);
- the efficiency of the professors advance training (performance review, self-education, cooperation with other professors of the universities and research centers);
- the effectiveness and the organization of research activities (the work on the scientific and methodological problem, the development of the copyright programs, the creation of the educational and methodical complex, the participation in the work groups of various levels, studying the progress in the innovative technologies practical implementation by the teachers).

Efficiency of the education:

- the study of the students academic achievements in the basic disciplines;
- the analysis of the quality of education in the specialized subjects;
- the analysis of the students skills to independently acquire and use educational information;
- rating the participation in contests of various levels, etc.;
- the study of the motivation for education;
- the evaluation of the students intellectual abilities.

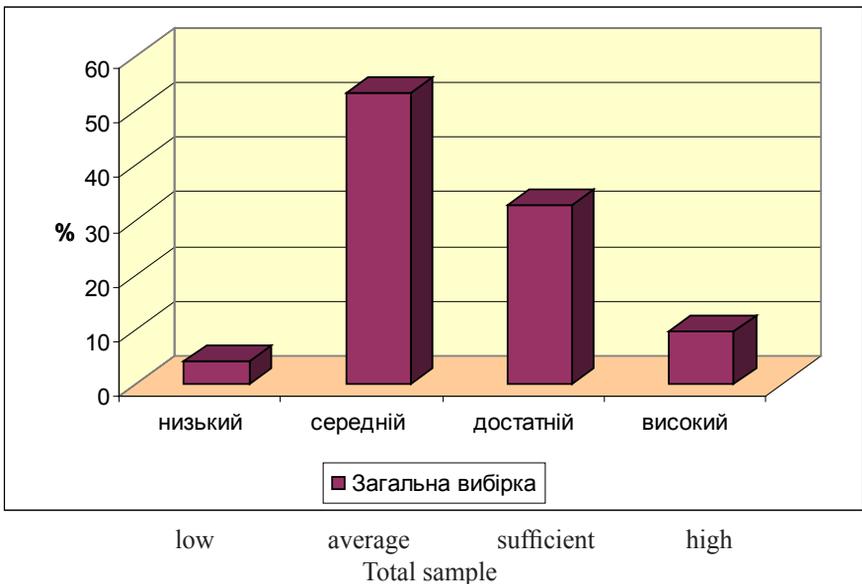
One of the stating experiment task is to determine the performance of the future technology teachers based on the aforementioned parameters. The test included 25 academic questions and 25 practical tasks that encompassed various types of the theoretical and practical skills of the students in the comprehensive test.

The results of the evaluation snapshot to check the proficiency of the future technology and drawing teachers in the specialty subjects, namely pedagogy and the methodology for teaching the technological sciences, demonstrated that majority of the student have the average knowledge of theory (52.60 %), and just 33.64 % – the sufficient knowledge. The future teachers proficiency in the pedagogical disciplines was as follows: the low level – 5.2 %, and the high level – 8.56 % of all the students.

Table 2.

**Evaluation of the students knowledge and skills in performing the quality educational assessment**

Number of people	Levels								X
	low		average		sufficient		high		
	number	%	number	%	number	%	number	%	
327	14	4,28	174	53.21	107	32.72	32	9.79	3.48



**Fig. 1. Evaluation of the students knowledge and skills in performing the quality educational assessment at the stating stage**

According to Table 2, the majority of the students of the sample has the average level of the knowledge and skills in performing the quality educational assessment at the lessons and during their teaching practice (53,21 %). The sufficient level was demonstrated by 32.72 % of the students, the low – 4.28 %, and the high – 9.79 %.

The assumption was made that during the first years of studying the professional and pedagogical disciplines the future technologies and drawing teachers do not yet have the solid skills of the self-guided work. During the transition from the school-like organization of work to the university-like work, where the self-guided work prevails over the teaching, the students may face substantial difficulties during the project works. To support that assumption the following topics for the projects were offered: “My strategies for the creative self-guided development at the university”, the research project “Types of teachers in the historical, pedagogical literature”, the creative project “The ideal modern teacher”.

The project realization and the defense thereof were evaluated using the national 4-score system. However, the student may get the score for his individual contribution into the project only if he is able to defend the project successfully. The results of the offered projects realization and the defense thereof are presented in Table 3 and Fig. 2 below.

Table 3.

### Evaluation of the students self-guided work in the development of the evaluation tests

Students number	Levels								X
	low		average		sufficient		high		
	number	%	number	%	number	%	number	%	
327	29	8,87	205	62,69	81	24,77	12	3,67	3,23

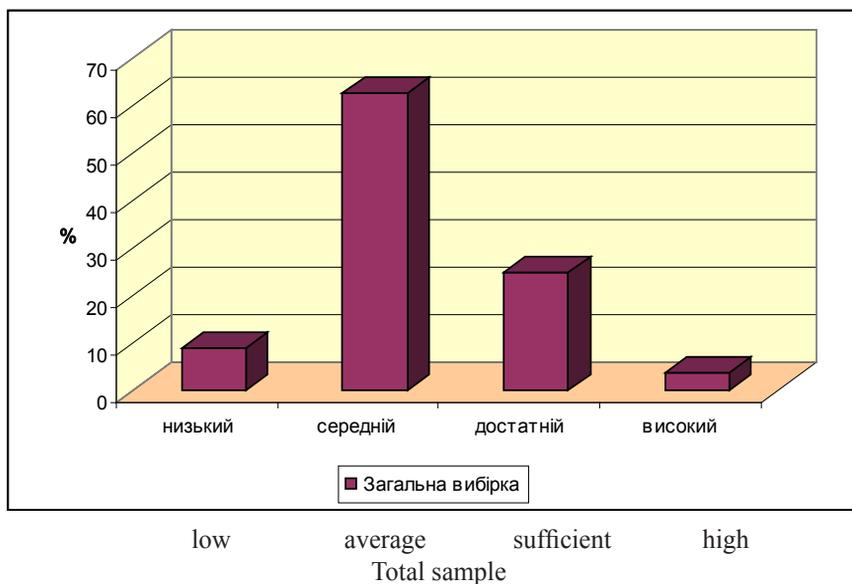


Fig. 2. Evaluation of the students self-guided work in the development of the evaluation tests at the stating stage

According to the Table and Fig. 2, the students of the sample have mostly the average level of the self-guided work skills in the project that requires the knowledge of how to develop the evaluation tests (62.69 %). The sufficient level of the of the self-guided work skills when developing the evaluation tests was demonstrated by 24.77 % of the students, the high level – by 3.67% respondents of the total sample. The evaluation demonstrated that the low level had – 8.87% of the students.

Finally, we identified that the universities students of the first years that will become technologies and drawing teachers have no motivation to master the pedagogical disciplines, and have no understanding of the need for the independent accumulation of the knowledge of how to perform the quality educational assessment. The reasons for the low level of the skills related to the development of the evaluation tests for checking the technological education of the alumni, are explained by the average and low levels of knowledge and skills in the pedagogical disciplines that do not focus on the methodology for working out the tests for the educational assessment.

Developing the independent thinking of the students is one of the most important factors for the highly professional specialist formation, so, the low results of the students self-guided work should not be treated as the satisfactory ones.

### **The conclusions and prospects of further investigation in the field**

The review of the modern papers dedicated to the control over the student academic achievements; the students progress and attendance records, interviews with the professors and own observations demonstrated that the educational practice includes various models for organizing control over the the students proficiency in the pedagogic disciplines and their professional and specialty training results, the evaluation is performed by using various schedules and scales, there are different approaches to the students rating (sometimes, even within the same university), etc. The analysis proved that the current kits of tests and tasks for the independent work contain just 70 % of tasks differentiated by the speciality, the rest – are the tasks for the general development of the students pedagogic competence.

In our opinion, the well-developed tasks, i.e. those that consists mainly of the professionally and speciality oriented tasks, contribute to the increase in the futhre teachers motivation to study the pedagogic disciplines. The previously mentioned idea was backed by the questionnaire survey results, according to which, 46.79 % of the interviewed students of the pedagogic specialties believes that the professional and pedagogic-focused materials and the possibility to use the pedagogic knowledge in their future career is a powerful motivating factor. Therefore, when developing the tests and tasks for independent works it is necessary to increase the share of the tasks oriented at the profession and pedagogy. *Subsequently*, we believe that our next job will be to develop the tasks to be used for the speciality disciplines diagnostic control.

### Список використаних джерел

1. *Беспалько В. П.* Параметры и критерии диагностической цели / В. П. Беспалько // Школьные технологии. – 2006. – № 1. – с. 118–128.
2. *Боднар О.* Інноваційні технології у форматі контрольної оцінювальної діяльності / О. Боднар // Школа № 1. – 2010. – с. 5–6.
3. *Вікторов В. Г.* Атестація і акредитація закладів освіти в системі управління якістю / В. Г. Вікторов // Мультиверсум. Філософський альманах. – К. : Центр духовної культури, 2004. – № 43. – с. 23.
4. *Підласий І. П.* Діагностика та експертиза педагогічних проєктів : [навчальний посібник] / І. П. Підласий. – К. : Україна, 1998. – 343 с.

### References

1. *Bespal'ko V. P.* Parametry y kryteryu dyagnostychnoj cely / V. P. Bespal'ko // Shkol'nyye tehnologyu. – 2006. – № 1. – S. 118–128.
2. *Bodnar O.* Innovacijni tehnologii' u formati kontrol'no-ocinjuval'noi' dijal'nosti / O. Bodnar // Shkola № 1. – 2010. – S.5–6.
3. *Viktorov V. G.* Atestacija i akredytacija zakladiv osvity v systemi upravlinnja jakistju / V. G. Viktorov // Mul'tyversum. Filosofs'kyj al'manah. – K. : Centr duhovnoi' kul'tury, 2004. – № 43. – S. 23.
4. *Pidlasyj I. P.* Diagnostyka ta ekspertyza pedagogichnyh proektiv : [navchal'nyj posibnyk] / I. P. Pidlasyj. – K. : Ukrai'na, 1998. – 343 s.

**Лариса Алексеевна Савченко,**

доктор педагогических наук, доцент  
заведующая кафедрой педагогики и методики  
технологического образования  
ГВУЗ «Криворожский национальный университет»  
Криворожский педагогический институт

**Савченко Л.А.**

### **ХАРАКТЕРИСТИКА УРОВНЕЙ СФОРМИРОВАННОСТИ ПРОФЕССИОНАЛЬНОЙ ГОТОВНОСТИ БУДУЩИХ СПЕЦИАЛИСТОВ К ПЕДАГОГИЧЕСКОЙ ДИАГНОСТИКЕ КАЧЕСТВА ОБРАЗОВАНИЯ**

#### **Аннотация**

*В статье представлены и аргументированы характеристики уровней сформированности профессиональной подготовленности будущих*

*спеціальство педагогической диагностики качества образования. до педагогічної діагностики якості освіти. Діагностика рівней сформованості сформованості професійної підготовленості майбутніх педагогів реалізована з допомогою методів спостереження, тестування, аналізу результатів. В основі діагностичних систем дослідження трьохрівнева шкала оцінювання з доповненим «високим рівнем», що дає можливість максимально адаптуватися.*

**Ключевые слова:** педагогическая диагностика, профессиональное образование и подготовка, уровни, качество образования.

**Лариса Олексіївна Савченко,**

доктор педагогічних наук, доцент

завідувач кафедри педагогіки та методики технологічної освіти  
ДВНЗ «Криворізький національний університет»

Криворізький педагогічний інститут

**Савченко Л.О.**

## **ХАРАКТЕРИСТИКА РІВНІВ СФОРМОВАНОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВЛЕНОСТІ МАЙБУТНІХ ФАХІВЦІВ ДО ПЕДАГОГІЧНОЇ ДІАГНОСТИКИ ЯКОСТІ ОСВІТИ**

### **Анотація**

*У статті здійснено характеристики рівнів сформованості професійної підготовленості майбутніх фахівців до педагогічної діагностики якості освіти. Діагностування рівнів сформованості професійної підготовки майбутніх учителів реалізоване за допомогою низки методів дослідження: спостереження, тестування, бесіда, аналіз результатів. В основу діагностичних систем дослідження покладено трирівневу шкалу оцінювання, доповнену «високим рівнем», що дає змогу максимально адаптуватися до місцевих умов і збагачуватися особливостями певного регіону.*

**Ключові слова:** педагогічна діагностика, професійна підготовка, рівні, якість освіти.