

opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 35, diciembre 2019 N°

90-2

Revista de Ciencias Humanas y Sociales

ISSN 1012-1537/ ISSNc: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Preparing future teachers to evaluate learning outcomes

Salih Tuna

Akhmet Yassawi International Kazakh-Turkish University, Turkestan,
B. Sattarkhanov Ave, 29, the Republic of Kazakhstan.

Hisar52@mail.ru

Aktolkyn Boranbayeva

South Kazakhstan State Pedagogical University (Shymkent,
street A. Baitursynov), 13, the Republic of Kazakhstan.

aktolkyn81@mail.kz

Baktiyar Ortayev

Akhmet Yassawi International Kazakh-Turkish University, Turkestan, B.
Sattarkhanov Ave, 29, the Republic of Kazakhstan.

baktiyar.ortayev@ayu.edu.kz

Abdinabi Isaev

Akhmet Yassawi International Kazakh-Turkish University, Turkestan, B.
Sattarkhanov Ave, 29, the Republic of Kazakhstan.

abdinabi.isaev@ayu.edu.kz

Gani Isaev

Akhmet Yassawi International Kazakh-Turkish University, Turkestan, B.
Sattarkhanov Ave, 29, the Republic of Kazakhstan.

gani.isayev@ayu.edu.kz

Gulnar Mussabekova

Syrdariya University, 11 M. Auyezova str., Zhetysay, 160500,
the Republic of Kazakhstan.

gulnar.hanum22@mail.kz

Abstract

Education is important for the implementation of socio-economic development of the country. Therefore, it is known that the conformity with the needs of society to assess the quality of education, technology and teaching methods, implementation of social and professional mobility of a modern specialist who is able to improve their knowledge are reflected in educational programs and concepts. The theme of the Address of the nationwide leader Nursultan Nazarbayev in 2012 - "Socio-economic

modernization is the main vector of development of Kazakhstan” is obvious to the people, including teachers. It is known that the address has a distinctive feature for teachers. The President paid particular attention to human capital, among the priority areas, saying that qualitative growth of human capital in Kazakhstan, is primarily related, in particular to education and healthcare, "Firstly, introduction of modern methods and technologies into the learning process; Secondly, it is important to improve the quality of teachers;...fifthly, learning should not only provide education to youth, but also teach how to use education in the process of social adaptation; sixthly, it is necessary to strengthen the educational component of the educational process"- noted he the importance of measures. These issues promote the organization of the educational process, which is the basis of the knowledge acquisition, and the quality of training of future teachers.

Evaluation of educational achievements, learning outcomes of schoolchildren was considered as a component of pedagogical, methodological training of the teacher. At the same time, it is necessary to study the readiness of teachers to assess. The article outlines the model for preparing future teachers to assess the learning outcomes, which has been experimentally tested. The aim of the research is to determine the level of readiness of future elementary school teachers to evaluate the outcomes of their learning/teaching via comparative qualitative research methods. As a result, the readiness of future teachers to evaluate student performance in the established and non-established state of education are not well studied. In conclusion, If the training of future teachers is carried out in accordance with the readiness to evaluate learning outcomes, this will prepare future teachers for developing and implementing learning outcomes/teaching outcomes of students and their evaluation criteria.

Keywords: Future teacher, Learning outcomes, Assessment.

Preparar a los futuros maestros para evaluar los resultados del aprendizaje

Resumen

La educación es importante para la implementación del desarrollo socioeconómico del país. Por lo tanto, se sabe que la conformidad con las necesidades de la sociedad para evaluar la calidad de la educación, la tecnología y los métodos de enseñanza, la implementación de la movilidad social y profesional de un especialista moderno que puede mejorar sus conocimientos se reflejan en los programas y conceptos educativos. El tema del discurso del líder nacional Nursultan Nazarbayev en 2012: "La modernización socioeconómica es el principal vector de desarrollo de Kazajstán" es obvio para las personas, incluidos los docentes. Se sabe que la

dirección tiene una característica distintiva para los docentes. El Presidente prestó especial atención al capital humano, entre las áreas prioritarias, y dijo que el crecimiento cualitativo del capital humano en Kazajstán se relaciona principalmente, en particular con la educación y la atención médica. "En primer lugar, la introducción de métodos y tecnologías modernas en el proceso de aprendizaje; en segundo lugar, es importante mejorar la calidad de los docentes; ... en quinto lugar, el aprendizaje no solo debe proporcionar educación a los jóvenes, sino también enseñar cómo utilizar la educación en el proceso de adaptación social; en sexto lugar, es necesario fortalecer el componente educativo de el proceso educativo "- señaló la importancia de las medidas. Estas cuestiones promueven la organización del proceso educativo, que es la base de la adquisición de conocimientos y la calidad de la formación de los futuros docentes. La evaluación de los logros educativos, los resultados de aprendizaje de los escolares se consideró como un componente de la formación pedagógica y metodológica del maestro. Al mismo tiempo, es necesario estudiar la preparación de los maestros para evaluar. El artículo describe el modelo para preparar a los futuros maestros para evaluar los resultados del aprendizaje, que se ha probado experimentalmente. El objetivo de la investigación es determinar el nivel de preparación de los futuros maestros de primaria para evaluar los resultados de su aprendizaje / enseñanza a través de métodos comparativos de investigación cualitativa. Como resultado, la preparación de los futuros maestros para evaluar el desempeño de los estudiantes en el estado de educación establecido y no establecido no está bien estudiada. En conclusión, si la capacitación de futuros maestros se lleva a cabo de acuerdo con la disposición para evaluar los resultados de aprendizaje, esto preparará a los futuros maestros para desarrollar e implementar los resultados de aprendizaje / resultados de enseñanza de los estudiantes y sus criterios de evaluación.

Palabras clave: Futuro docente, Resultados de aprendizaje, Evaluación.

INTRODUCTION

One of the components of future elementary school teacher training is the preparation for monitoring and evaluation of student learning achievements and learning outcomes. In this modern society, where education is transmitted from the educational paradigm to individual orientation, this component of pedagogical activity is now particularly

important. Monitoring and evaluation of learning achievements and learning outcomes of elementary school children should be a significant part of the learning process and should be appropriate to modern pedagogical science achievements, social needs of junior school and educational priorities. The pedagogical activity of the teacher, including pedagogical measurement and evaluation, is one of the most important tasks.

Analysis of modern education objectives is one of its priorities. The most important element in the formation of students' general learning skills and abilities is self-observation and self-esteem. In this regard, the following significant changes and approaches to the assessment of the child's achievements are required in the course of learning: earlier the teacher, first of all focused on the formed results of knowledge of the subject, efficiency and skills in the evaluation of children's achievements, but now he/she should be interested in the process of personality formation in its educational activities, first of all, the method of acquiring knowledge and obtaining basic skills of learning.

At the present stage, it has been revealed that in accordance with changes in the types of assessments and with the fulfillment of criterion assessments, research has not been carried out. It is well known that in any period, the conduct of pedagogical measurements on learning outcomes, with the exception of their positive aspects, maybe contradictory.

Thus, the opportunity of future teachers to prepare for the evaluation of learning outcomes in the process of teaching and learning at

the university and the appearance of a contradiction between the lack of methodology increases the relevance of our research.

MATERIALS AND METHODS

Analysis of educational programs, textbooks, and manuals on psychology-pedagogical, logical-philosophical and subject-methodological literature related to the topic of work; analysis and generalization of the best pedagogical practices; control, inquiry, modeling, experimental operation. International Kazakh-Turkish University named after Khoja Ahmed Yasawi, South Kazakhstan State Pedagogical University (ZHATKIN, 2018).

The study was conducted in three stages. At the first stage the theoretical analysis of philosophical, psychological and pedagogical literature on the subject of research was carried out; goals and objectives were defined; at the second stage an experimental operation was conducted; a predictive model and technology of future teachers to prepare students for the assessment of academic achievements was built up; Formative experiment was conducted; the effectiveness of determined pedagogical conditions of students' appraisal activity was tested; At the third stage, the results of experimental studies were analyzed, summarized and systematized; the basic provisions were fixed and theoretical and practical materials of the work were documented.

RESULTS

In order to evaluate the teacher's learning outcomes, the pedagogical skills should be prepared to address the following tasks:

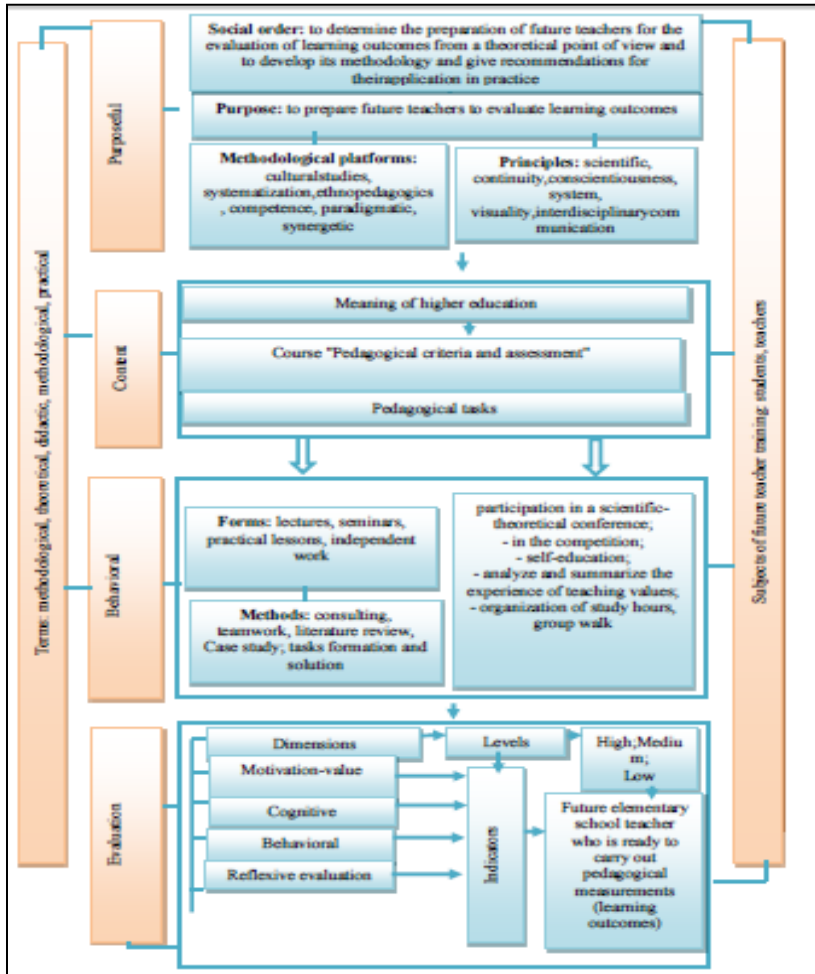


Figure 1. Model for future teachers to prepare to evaluate learning outcomes

In our research, we made a model for preparing future teachers for the assessment of learning outcomes, taking the method of theoretical modeling as a guide. The experimental operation was conducted for the purpose of the implementation of the model. Students of the International Kazakh-Turkish University named after K.Yassawi and South Kazakhstan State Pedagogical University were included in the experimental operation. The formation experiment was covered by students of the experimental group. This was attended by 56 students of control group and 56 students of experimental group. First, we have identified the current levels of readiness of prospective teachers to evaluate students' learning outcomes (Table 2).

Table 2. An experiment for the evaluation of learning outcomes and the first indicator to determine the current level of teacher training in the control group

Preparation components	Formed levels of preparation for the evaluation of learning outcomes - %					
	High		Medium		Low	
	ӘТ	БТ	ӘТ	БТ	ӘТ	БТ
Motivational-value	14,9	14,4	64,2	66,5	20,9	19,1
Cognitive	15,5	13,7	43,3	43,8	41,2	42,5
Activity	12,8	11,6	48,7	46,6	38,5	41,8
Reflexive	12,8	13,0	51,4	50,0	35,8	37,0

The initial readiness indicators of our study groups, including control and experimental groups, were the same. Level identification was carried out in accordance with the criteria and indicators that we

set. The numerical data in the first table are the results of initial control in the markup experiment. The results of the control were made according to the completion of the second course, the Pedagogy course of future teachers (elementary school teachers). The findings of the Identifying experiment show that the future teachers of both groups are less likely to be ready to evaluate the learning outcomes (MUSSABEKOVA, 2018).

This is why the ability to evaluate the learning outcomes of students has been improved by teaching the course Pedagogical criteria and assessment (2 credits), which has a theoretical and practical focus on the experimental group [Table 3]. The course provides a deeper study of actual problems of pedagogical assessment for 3rd-year students, involvement of students in scientific research, formation of creative ways of future specialists in them. When designing course content, we took into consideration the motivational-valued, cognitive, behavioral, and reflexive components of the valuation activity, as well as the initial provisions of the theory of gradual thinking. This theory considers learning to be a system of certain types of activity that leads to new knowledge and skills. The main purpose of this experimental course training was professional training for future teachers to assess the students' learning outcomes in contemporary educational settings at elementary school.

Table 3. Plan of the discipline

№	Topic names	Lecture	Practicea	IWS	IWST	Learning Outcomes
	I. Dimensional evaluation technologies as a subject of study at the University					
1	Introduction. Purpose and tasks of discipline	2	1	3	3	1BJG- B1,10, D1,3,4, G1
2	Objectives, subject and research methods of the course	2	1	3	3	2 BJK - B2, D1, G1
3	Relationship with other sciences	2	1	3	3	1 BJK - B1,10, D1,3,4, G1
	II. Scientific and pedagogical bases of dimensional technology of evaluation					
4	The scientific basis of preparation to evaluation of norms of educational achievements of students (psychological and pedagogical	2	1	3	3	1BKG- B1,3, D2, G2

	bases)					
5	Criteria assessment as a process	2	1	3	3	2 BKG - B 1, D1, G1
6	Peculiarities of evaluation system of the person-oriented teaching	2	1	3	3	1BKG-B1,3, D2, G2
7	Activity of pedagogical marks	2	1	3	3	6 BJK - B2, D2, G2 BKG - B 1,3, D1, G1
	III. Evaluation types and techniques of planning of evaluation of students' learning outcomes					
8	The role of setting goals and evaluating them	2	1	3	3	1 BJK - B 1, D3, G1
9	Formative Assessment	2	1	3	3	1BKG-B 1,3 D2, G2
10	Technique of Formative Assessment	2	1	3	3	2 BKG - B1, D1, G1
11	The portfolio is a tool to evaluate student's learning achievements	2	1	3	3	3 BKG - B 3, D3, G2
12	Stages of	2	1	3	3	3 BJK - B

	portfolio filling					3, D3, G2
13	Self assessment	2	1	3	3	3 BJK - B3, D3, G2
14	Total Assessment	2	1	3	3	3 BJK - B3, D3, G2
15	B. Bloom Taxonomy	2	1	3	3	BJK - B1-3, D3, G2
Total		30	15	45	45	

Methods of teaching discipline: narrative (deductive, inductive, analytical and synthetic), exchange of views, discussion, problematic methods, designing. Lectures: problematic reporting, binary, planned with a mistake, conference.

The study of this course was aimed at solving the following problems:

- To form a comprehensive understanding of the evaluation of elementary school teachers;
- To deepen the knowledge of students on monitoring and evaluation of learning outcomes;
- To improve the ability to plan and organize monitoring and evaluation of learning outcomes of primary school pupils in primary education;

- To study advanced pedagogical practices in the field of evaluation of learning outcomes of elementary school pupils, to form the interest in learning;

- To develop the continuing need for mastering pedagogical skills in the field of assessment activities.

The course is closely linked to elementary education pedagogy, psychology courses, and individual teaching methodologies. One of the leading forms of organization of educational activities in the university is a lecture. However, it does not only provide future teachers with a standardized theoretical knowledge base in the lecture, but also teach them to make non-standard decisions based on the situation, ie, develop their pedagogical thinking, along with traditional lectures, as well as non-traditional lectures:

- Lectures with pre-planned mistakes;

- current control lectures;

- Lectures prepared by two and etc. should be used optimally.

Portfolio - indicates the degree of effectiveness of the learning as a set of activities that demonstrates how the student is involved in the learning process, and is a way to make feedback with students by showing the effectiveness of the learning process for a student. Additionally, the portfolio helps students work together and interact with teachers because it requires the students themselves and the teacher to participate in the analysis of the dynamics of student achievement and development.

The types of portfolios:

1. By purpose: own portfolio, reporting portfolio, portfolio-project.
2. By content: a portfolio of achievements, a portfolio of thoughts, a portfolio of problem solutions, a thematic portfolio.

The list of required sections and portfolio headings can be as follows:

1. About the student.
2. The theoretical content of the discipline.
3. Examples of the work of students.
4. Achievements of the student.
5. Thoughts of the student.

Completion of the portfolio on the subject Pedagogical criteria and evaluation was carried out on this subject.

The final control was carried out after studying the methods of teaching students in the discipline and after teaching the practice in time. In the final control, it is possible to see that the indicators of readiness to evaluate student learning outcomes have increased (Table 4).

Table 4. The final indicator of the current level of readiness of future teachers in the experimental and control groups to assess learning outcomes

Preparation components	Formed readiness levels for outcomes evaluation -%					
	High		Medium		Low	
	ЭТ	БТ	ЭТ	БТ	ЭТ	БТ
Motivational-value	47,3	29,5	41,9	56,8	10,8	13,7
Cognitive	35,2	18,5	54,1	57,5	10,7	24,0
Behavioral	27,0	18,5	57,5	52,5	15,5	28,8
Reflexive	34,5	21,9	52,0	52,7	13,5	25,4

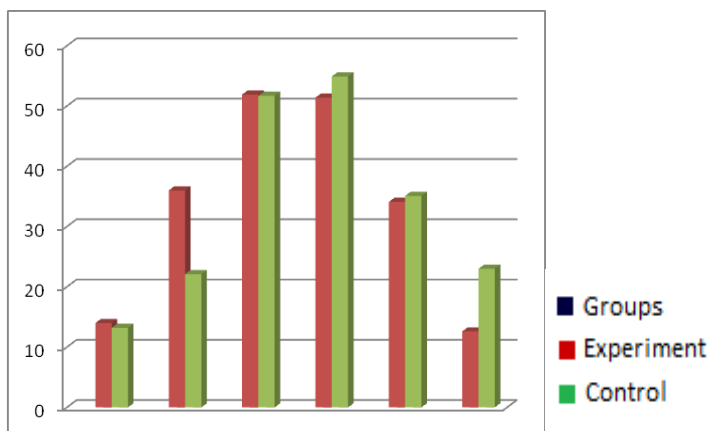


Figure 2 shows the results of the initial and final test results of future teachers (%)

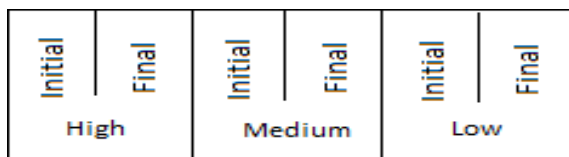


Figure 2. Diagram of initial and final control outcomes

High results in the experimental group were provided in line with the training materials and pedagogical assignments we provided. As a result, the level of training of future teachers in the experimental group was high. And in the control group, the study was conducted by the traditional methodology.

DISCUSSION

Evaluation of educational achievements, student learning outcomes were considered as a component of pedagogical, methodical teacher training. Recently, examining the readiness of teachers to evaluate has become a necessity. Therefore, the works of ABDULLINA (1990), KUZMINA (1999), MISHCHENKO (1991), GALPERIN (1999) and others were devoted to various aspects of students' professional training for assessment activities.

In the majority of psychological and pedagogical research, pedagogical evaluation is studied as a necessary component of the educational activities aimed at measuring the educational curriculum requirements, stimulating the educational process and regulating the behavior of students BOZHOVICH (1995), SELEZNEV (1999), SHATALOV (1979) and others. Special investigations by scientists such as KUCHUGUROVA (1997), OSOKINA (2005), POLYAKOVA (1993), and others revealed that teachers have difficulties in assessing the results of their learning activities.

In recent years, a number of dissertation works have been carried out on this issue:

- On peculiarities of student achievement control in the developing education system (E.V. Ivankova);
- To analyze the problem of monitoring and evaluation of the personal achievements of students in modern school;
- To assess the efficiency of educational activities;

As you can see, at the present stage it is revealed that the research has not been carried out in accordance with the variability of assessment types, including the criteria-based assessment. It is well-known that the pedagogical measurements at any time of learning are contradictory, apart from their positive moments.

However, despite the considerable increase of scientists' interest in this issue, it still shows that the readiness of future teachers to evaluate student performance in the established and non-established state of education, the pedagogical criteria of the educational process and the evaluation of learning outcomes is not well studied.

CONCLUSION

If a model for assessing learning outcomes for future teachers is developed and the training of future teachers is carried out in accordance with the readiness to evaluate learning outcomes, this will prepare future teachers for developing and implementing learning outcomes/teaching outcomes of students and their evaluation criteria.

Suggestions:

- Pedagogical measurement; Learning outcomes and objects of its proof; pedagogical meaning and content of monitoring and evaluation and other concepts;
- It is necessary to form the pedagogical skills of future teachers to assess the learning outcomes;
- It would be a great pleasure if there were courses "Pedagogical criteria and evaluation" at universities;
- The formation of the valuation of the future teacher to conduct pedagogical measurements of learning outcomes should be interrelated with organizational, constructive, research, didactic skills;
- It would be appropriate to use the proposed model of training for evaluation of learning outcomes for future teachers.

We consider it necessary to carry out the research on the following topics in the following areas:

- To form the valuation of future elementary school students;
- To develop the didactic conditions for the evaluation of the outcomes of the elementary school students.

REFERENCES

- ABDULLINA, O. 1990. General pedagogical training of teachers in the system of higher pedagogical education. Enlightenment. p. 141. Russia.
- BOZHOVICH, L. 1995. Problems of personality formation: Selected Psychological Works. Institute of Practical Psychology; Modek. p. 352. Voronezh. Russia.
- GALPERIN, Y. 1999. Development of research on the formation of mental actions. Moscow. p. 230. Russia.
- KUCHUGUROVA, N. 1997. The formation of the future teacher's ability to exercise control over the educational and cognitive activity of schoolchildren. The dissertation of the candidate of pedagogical sciences. p. 241. Stavropol. Russia.
- KUZMINA, N. 1999. Methods of research of pedagogical activity. Leningrad: Leningrad State University. p. 215. Russia.
- MISHCHENKO, A. 1991. Introduction to the teaching profession. Novosibirsk: Publishers NGPI. Vol. 148, p. 89. Russia.
- MUSSABEKOVA, G. 2018. "Formation of readiness of future teachers to creative activity in school". *Opción*. Vol. 34, N° 85-2: 569-599. Venezuela.
- OSOKINA, S. 2005. Formation of assessment skills in the process of professional and pedagogical training of students (on the material of the pedagogical college). The dissertation of the candidate of pedagogical sciences. p. 185. Russia.
- POLYAKOVA, T. 1993. Analysis of difficulties in the educational activities of novice teachers. Moscow: Pedagogy. p. 128. Russia.
- SELEZNEV, N. 1999. When evaluation brings up. Kishinev: Lumina. p. 96. Moldova.
- SHATALOV, V. 1979. Where and how three disappeared. Moscow: Pedagogy. p. 134. Russia.
- ZHATKIN, D. 2018. "Russian literary-critical reception of Burns at turning of the XIX–XX centuries". *Opción*, 34(85-2), 277-300.



**UNIVERSIDAD
DEL ZULIA**

opción

Revista de Ciencias Humanas y Sociales

Año 35, N° 90-2 (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.
Maracaibo - Venezuela

www.luz.edu.ve

www.serbi.luz.edu.ve

produccioncientifica.luz.edu.ve