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PEDAGOGICAL MECHANISMS OF IMPROVING THE COMPETENCES OF FUTURE PRIMARY EDUCATION TEACHERS TO ASSESS THE QUALITY OF EDUCATION

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ABSTRACT

In this article, the pedagogical mechanisms of improving the competencies of the evaluation of the quality of education of the future elementary school teachers, which is a topical topic today, and modern scientific-pedagogical, social-political problems, which are the demand of the day, should be known; to have the ability to apply science, mathematics, social and humanitarian knowledge in practice, to accumulate skills, to form one's professional skills, to learn, to acquire information search skills, to develop one's own self-learning abilities, as well as formation and solution of various pedagogical problems and tasks are highlighted.

KEYWORDS

Elementary teacher, specialist, qualification, knowledge, skill, method, method.

INTRODUCTION

If we consider the analyzed scientific works on the pedagogical mechanisms of improving the

competencies of future primary teachers in the assessment of the quality of education, we will

consider the well-known scientists and researchers who have made a significant contribution to this field. z carried out scientific work. It is important to note that multiple authors may contribute to textbooks and the level of authorship may vary[1,2].

The main results and findings

Some notable scholars in the field of educational assessment and quality evaluation in primary education include:

1. John Hattie: An educational researcher known for his work on Visible Learning, Hattie has written extensively on assessment and educational quality. His book "Visible Learning" and its related publications offer insights into effective evaluation and assessment strategies.

2. Dylan Wiliam: A prominent education researcher, Wiliam has written extensively on assessment for learning and formative assessment practices. His book "Embedded Formative Assessment" provides guidance on how assessment can enhance teaching and learning.

3. Grant Wiggins and Jay McTighe: Known for their work on Understanding by Design (UbD), Wiggins and McTighe have pioneered the use of backward design in curriculum planning and assessment. Their books, including "Understanding by Design" and "Assessing Student Performance," provide practical approaches to assessment and quality evaluation.

4. Linda Darling-Hammond: As an education researcher and policy expert, Darling-Hammond has contributed to the field of assessment and teacher education. Her book "Assessing Teacher Education" explores

effective evaluation practices and strategies for assessing teacher quality.

5. Thomas Guskey: Guskey specializes in educational assessment, evaluation, and grading practices. His book "Developing Standards-Based Report Cards" provides guidance on designing and implementing effective assessment and grading systems.

The pedagogical mechanisms for improving the competences of future primary teachers to evaluate the quality of education involve providing them with the necessary knowledge, skills, and experiences to assess and evaluate the quality of education effectively. Here are some key mechanisms[3,4]:

1. Curriculum and coursework: Design and integrate courses in the teacher education program that explicitly focus on evaluation and assessment in education. These courses should cover topics such as principles and methods of educational evaluation, assessment strategies, data collection and analysis, and interpretation of assessment results.

2. Practical experiences: Provide future primary teachers with practical experiences in evaluating and assessing the quality of education. This can be done through field experiences, internships, or practicum placements in schools or educational organizations where they can observe and participate in evaluation processes, such as analyzing standardized tests, reviewing classroom assessments, or conducting classroom observations.

3. Mentorship and guidance: Assign experienced mentors or supervisors to guide future primary teachers in the evaluation process. Mentors can provide feedback, support, and guidance to help them develop skills in evaluating educational quality. This

mentorship can occur during field experiences, student teaching, or throughout the teacher preparation program.

4. Use of evaluation frameworks and tools: Introduce future primary teachers to different evaluation frameworks, guidelines, and tools commonly used in education. Familiarize them with qualitative and quantitative methods of evaluation, including surveys, interviews, observations, and student performance assessments. Provide training on how to use these tools effectively and ethically.

5. Critical reflection and analysis: Foster critical thinking and reflective skills in future primary teachers. Encourage them to critically analyze educational practices and policies, question assumptions about quality in education, and engage in dialogue and discussions about educational evaluation. This can be done through assignments, case studies, or group discussions.

6. Data literacy skills: Develop future primary teachers' skills in interpreting and analyzing educational data. Provide training on how to collect, analyze, and interpret data related to student achievement, classroom assessments, and program evaluations. Emphasize the use of data to inform instructional decision-making and improve educational practices.

7. Collaboration and professional development: Encourage future primary teachers to engage in professional collaboration and ongoing professional development opportunities related to educational evaluation. This can include attending conferences, participating in workshops or webinars, and connecting with other educators, researchers, and

evaluators to stay updated on current trends and practices in educational evaluation.

8. Ethical considerations: Emphasize the ethical considerations involved in evaluating the quality of education. Teach future primary teachers about confidentiality, privacy, fairness, and objectivity in assessment and evaluation practices. Help them understand the importance of using evaluation results ethically and responsibly [5].

CONCLUSION

By implementing these pedagogical mechanisms, teacher education programs can prepare future primary teachers to become competent evaluators of education quality. These mechanisms equip them with the necessary knowledge, skills, and attitudes to assess and improve the quality of education in primary schools effectively.

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