

MONITORING AND ASSESSING COMPETENCE OF PRE-SERVICE PRIMARY SCHOOL TEACHERS OF ENGLISH

Kmit' Olena

PhD in Pedagogical Sciences, Associate Professor,
Associate Professor of Languages and their Teaching Methodology Department,
T. H. Shevchenko National University «Chernihiv Colehium»

According to the concept of "New Ukrainian School" goals, content, approaches, technologies for teaching younger students and methods for assessing its quality should correspond the requirements of the society, ensuring social and professional mobility of a modern teacher, capable of constant renewal, replenishment of knowledge. One of the components of professional, in particular, methodological training of a pre-service specialist of the primary school foreign language education is its monitoring and assessing competence. In the modern society when there is a transition from the knowledge paradigm of education to the person-oriented one, this component of the teacher's activity acquires special significance for elementary school. Check and assessment of educational achievements of younger students is a very significant component of the training process and one of the important tasks of the teacher's pedagogical activity, which should meet modern achievements of pedagogical science, social requirements and priorities of education at the primary stage of school. Due to the fact that in elementary forms of New Ukrainian School (NUS) the system of control and evaluation is being reformed, the changes require understanding the essence of teacher's monitoring and assessing competence, its content and structure.

In order to determine the essence of monitoring and assessing competence of the pre-service specialists of primary foreign language education, first of all, we are going to clarify the features of control and assessment of educational achievements of junior schoolchildren in mastering a foreign language in conditions of NUS.

According to the concept of "New Ukrainian School," younger students master competence training. This means that primary school students, instead of memorizing information, acquire competences, that is, they learn through practice and learn what will be needed in life. Such foreign language training is focused on the acquisition of foreign language communicative competence by children. Control and evaluation of educational achievements in foreign languages of primary school students is carried out in accordance with the general requirements for control and evaluation on a subject-subject basis, which implies a systematic tracking their individual development in the learning process. Under these conditions, the control and evaluation activity becomes formative for the applicants. Control is aimed at finding effective ways of progress of each child in training, and the determination of personal results of applicants is carried out by comparing the existing level of foreign language communicative competence of students with the expected results defined in the State Standard of Primary Education and the educational program. While studying in elementary school, applicants for education master the ways of self-control, self-reflection and self-esteem, which contribute to the education of responsibility, the development of interest, the timely

identification of gaps in knowledge, skills, abilities and their correction. The approach to assessment in NUS is based on two of its types: assessment of learning achievements of younger students, or the final assessment, which is conducted at the end of the topic, at the end of the semester and year, and assessment of student progress in learning, which is called – formative assessment carried out during the current training. Formative and final evaluation are subordinated to different goals: final evaluation aims to assess the quality of educational achievements, formative - to improve their quality. Educational achievements of students in forms 1-2 are subject to formative assessment in verbal form, in forms 3-4 - formative assessment in verbal form and with the help of grades and final assessment by means of points [1; 2, pp. 94-95].

Formative assessment aims to support the educational development of children; to build an individual trajectory of their development; to diagnose achievements on each of the stages of the learning process; to identify problems in time and prevent their layering; to analyze the implementation of the curriculum and make decisions on adjusting the program and teaching methods in accordance with the individual needs of the child; to motivate the desire to obtain the maximum possible results; to cultivate the value qualities of the individual, the desire to learn, not to be afraid of mistakes; to stimulate beliefs in their own abilities [3].

According to the recommendations of the Ministry of Education and Science of Ukraine in a modern school teachers use authentic assessment carried out in the process of teaching children and covering such forms and methods of assessment as: observation, keeping records, providing feedback, portfolio and others. This approach to assessment differs significantly from the traditional one, where teachers fully rely on control tasks in order to get the necessary information about the student. Classroom observation records, life case records, portfolios of childhood work samples, parent questionnaires and parent interviews all provide strong sources for assessing student progress at school. Through observation and individualized assessment teachers take into account the individual differences of younger students in accordance with the general stages of child development. Monitoring the development of the child provides an opportunity for the teacher to make changes to the curriculum in accordance with the individual characteristics of the students and individualize the training sessions. Results of observations are information that a teacher can share with parents, informing them about the development of children. In order to make it easier for the teacher to decide what exactly to watch, a form of monitoring the development of students 6-10 years of age was created. It is used by the teachers, working under the program "Step by step" [2, p. 96-103; 3].

Consequently, the control and evaluation of educational achievements of younger students in mastering foreign language communication in the conditions of NUS are characterized by such features as: control over the subject - subjective principles, which involves systematic tracking of the student's individual development in the process of learning a foreign language; the ability to control the learning process through feedback; formative nature of control and evaluation; authenticity of control and evaluation; the ability of control to provide teachers with reliable information about the level of mastery of foreign language communicative competence of younger students;

objectivity of formative and final control and evaluation; the use of verbal and point forms of assessment; the ability to contribute to the formation of self-control, self-reflection and self-esteem of the student.

Based on the above and on the basis of our preliminary research, we consider the monitoring and assessing competence of the pre-service specialist primary foreign language education in the conditions of NUS as the teacher's ability to purposefully plan, organize and implement control; as objectively as possible to identify the educational achievements of younger students in mastering foreign language communicative competence; compare the existing level of formation of a foreign language communicative competencies of students with expected results defined in current regulatory documents; perform formative and final evaluation; express the evaluation result verbally and using scores; adjust the results of educational activities of applicants for education [4].

Further we consider it to be necessary to characterize the components of the monitoring and assessing competence of the pre-service specialist in primary foreign language education. This competence includes motivational, cognitive, activity and reflexive components. The motivational and value component expresses a stable positive attitude towards control and evaluation activities, the recognition of each child as a subject of educational activities. The cognitive component involves awareness and adoption of a system of methodological knowledge to control and evaluate the educational achievements of schoolchildren. The activity component consists in the acquisition by students of methodological skills: to determine the purpose, tasks and objects of control; plan and organize control; evaluate and adjust the results of educational activities. The reflective component is focused on the formation of students' adequate self-esteem and the adjustment of their own control and evaluation activities [5].

To control and evaluate the educational achievements of younger students in mastering foreign language communicative competence, pre-service teachers need methodological knowledge and methodological skills.

Taking into account the specifics of the educational subject "Foreign Language" in primary forms, where control is subject to both the level of formation of language, speech, linguistic and sociocultural, educational and strategic competences and taking into consideration our own positive experience in the formation of the students' – pre-service primary school foreign languages teachers' - the monitoring and assessing competence, we are going to specify the methodological knowledge that students should master. It is the knowledge of the follows:

- the main provisions, concepts and features of control as a component of teaching foreign languages system in primary school;
- the objects of control and criteria for assessing the level of formation of speech and speech competencies;
- the objects of control and criteria for assessing the level of formation of linguistic and sociocultural, educational and strategic competencies;
- modern technologies for monitoring and assessing the level of formation of speech and speech competences;

- modern technologies for controlling and assessing the level of formation of linguistic and sociocultural, educational and strategic competences;
- the basic concepts and provisions of the theory of linguistic and didactic testing;
- the types of tests, the requirements for the linguistic and didactic test, its structure;
- the stages of planning and preparation of the test, its main characteristics;
- the specifics of evaluation, processing and interpretation of test results;
- computer testing, which allows to a large extent to automate control and evaluation procedures and make the learning process more efficient;
- the didactic capabilities of modern information and communication technologies for the preparation of tests and testing.

The proper level of methodological knowledge determines the effectiveness of the formation of the following teacher's methodological skills:

- ability to determine the purpose, tasks, objects of control of the level of language formation, speech, linguistic and sociocultural, educational and strategic competences of students;
- ability to provide students with understanding of educational goals and expected results on mastering foreign language communicative competence;
- ability to plan control: establish a correspondence between educational goals and expected learning outcomes, between objectives and content of control tasks; determine whether students have the necessary knowledge and skills to apply direct, indirect training strategies; select material for control in compliance with the intended objectives; choose the most rational methods, forms, methods and controls;
- ability to organize control: clearly formulate instructions for tasks; create a high level of educational and cognitive activity of students when checking their knowledge and skills; diversify methods and forms of control during the educational process; involve students in assessment activities; form knowledge of criteria in students' assessment and self-assessment;
- ability to evaluate the results of control: possess the criteria for assessing the training achievements of younger students; carry out a reasoned assessment of foreign language communication mastery by students; motivate assessment taking into account individuality of the student; express the evaluation result in a certain form of points;
- ability to apply feedback mechanisms for teachers and parents;
- ability to apply feedback mechanisms for students: mood reflection and emotional state, reflection of activity, reflection of content of educational activity;
- ability to adjust the results of educational activities: identify the causes of errors and determine ways to eliminate them; carry out correction based on assessing activities; ensure self-control and self-assessment.

Taking into account the processes of modernization of the content of primary education, the formation of the monitoring and assessing competence of the pre-service specialist of primary foreign language education in the conditions of NUS is of particular importance and is an important component of its professional and methodological preparation. Based on the analysis of the scientific sources, regulatory

documents and taking into account our own positive pedagogical experience, the definition of the concept "the monitoring and assessing competence of the pre-service specialist of the primary foreign language education in NUS" is formulated, the motivational, cognitive, activity, reflexive components of the specified competence are distinguished, the components of this competence: methodological knowledge and methodological skills are described. The formation and development of the above mentioned skills and knowledge should occur during the study of subject "Modern technologies of forming the monitoring and assessing competence of a specialist in primary foreign language education".

References

1. Нова українська школа [Електронний ресурс]: концептуальні засади реформування середньої школи: ухвалено рішенням колегії МОН України 27.10.2016 р. Урядовий портал: єдиний веб-портал органів виконавчої влади України. – Київ, 2016. Режим доступу: <https://www.kmu.gov.ua/storage/app/media/reforms/ukrainska-shkolacompressed.pdf> (дата звернення: 08.04.2020).
2. Нова українська школа: порадник для вчителя / за заг. ред. Н.М. Бібік. Київ: Літера ЛТД, 2018. 160 с.
3. Про затвердження методичних рекомендацій щодо оцінювання навчальних досягнень учнів першого класу у Новій українській школі [Електронний ресурс]: наказ М-ва освіти і науки України від 20.08.2018 р. № 924. МОН України: [офіц. сайт]. Київ, 2018. Режим доступу: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/924.pdf> (дата звернення: 16.04.2020).
4. Ключова Т.М. Особливості формуального оцінювання в умовах Нової української школи. Таврійський вісник освіти. 2018. № 4.С. 57-65.
5. Кміть О.В. Контрольно-оцінювальна компетентність майбутнього вчителя іноземних мов початкових класів. Вісник Національного університету «Чернігівський колегіум» імені Т. Г. Шевченка. Серія: Педагогічні науки. Випуск 9(165). 2020. С.58-64.