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ASSESSMENT OF TEACHING PROFICIENCY USING QUALIMETRIC TECHNOLOGY

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Abstract

The relevance of studying the basic psychological and pedagogical principles of the formation and improvement of teaching proficiency in the current context is due to the social and applied value of the continuing professional development of the teacher. It should be emphasized that the theory of education and teaching practice are not being transformed synchronously, which causes certain contradictions. Therefore objective monitoring of teaching proficiency is required. Nowadays, Russian education is in dire need of teachers who can improve the educational process, offer effective original methods and concepts, master teaching tools, and improve the quality of services provided. Only a teacher who continuously enhances teaching proficiency can meet the challenges of professional reality. The task of encouraging the teacher to improve professional skills seems to be difficult to achieve. The teaching proficiency assessment system, which is currently operating in secondary and higher education institutions, only allows determining the current level of professionalism, but is not able to show the dynamics of changes and determine existing prospects. In this aspect, the monitoring of teaching proficiency with the use of a complex quantitative technology based on the concept of latent variables is of particular importance. The teacher should meet the requirements of the time, demonstrate teaching proficiency and creativity, which are based on professionally important qualities and pedagogical culture. Any teacher should adhere to a humanistic philosophy, consider a person as the highest value and appreciate the uniqueness of each student's personality, build relationships based on respect and mutual trust.

DR. MARINA GEORGIYEVNA SERGEEVA / DR. IRINA VLADIMIROVNA GRISHINA
DR. LYUDMILA ZHALALOVNA KARAVANOVA / PH. D (C) OLGA VLADIMIROVNA BELOKON
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Introduction

It is obvious, that the existing certification system in Russia does not cope with its main function – motivating teachers to improve pedagogical skills. Therefore it is necessary to develop a set of tools for an objective assessment of teaching proficiency. The formation of such a complex, taking into account modern achievements in the field of pedagogical science and based on the use of mathematical tools, will contribute to solving the challenges of pedagogical theory and practice. In particular, this will facilitate the process of training competitive specialists for the implementation of the state policy in the field of education. The federal project “Education” and other state programs are aimed at improving the skills of teachers, methodological and organizational support for the teacher's professional development, and general improvement of the educational environment. Therefore we need new concepts for the assessment of competence and qualifications of teachers.

The results obtained during the theoretical study of the issue prove that Russian and foreign authors mean different phenomena as the main indicator of the teaching proficiency: teaching skills, pedagogical culture, professionalism, competence, experience and position of a school or university teacher.

The lack of cohesion among the views on the content of criteria for teaching proficiency assessment indicates the advisability of systematizing the accumulated information and creating on this basis a diagnostic complex that allows us to build a concept and technology for a comprehensive quantitative assessment of the quality of education, to collect, analyze and save data on the achievements of the teacher and specificity of teaching proficiency.

The study¹ of the teaching proficiency monitoring and the issues related to a comprehensive quantitative assessment of the qualitative characteristics of teaching proficiency, confirmed that their use appears comparatively limited (both in theoretical and practical aspects). Determining the competence of a teacher by available methods is not always objective. Attention should be paid to the further development of diagnostic tools for qualimetric testing. Qualimetry creates the conditions for improving professional skills and self-realization, successfully monitors the quality of the educational process, in contrast to the insufficiently effective comprehensive quantitative monitoring currently used.

Methods

In Russian pedagogical science there are four key methodological approaches to the study of professional activity components of a school or university teacher.

¹ P. Gorev; N. Telegina; L. Karavanova y S. Feshina, “Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education”, Eurasia: Journal of Mathematics, Science and Technology Education Vol: 14 num 10 (2018): 178-185; V. S. Shilova; A. N. Evdokimova; N. V. Arseneva; V. V. Degtyareva y A. V. Zuykov, “Future specialists’ socialization in the context of competence approach”, Revista Praxis Educacional Vol: 15 num 34 (2019): 571-583 y I. A. Novikova y A. A. Vorobyeva, “Big Five Factors and academic achievement in Russian students”, Psychology in Russia: State of the Art num 4/10 (2017): 93-106.

The functional approach considers pedagogical activity as the interaction of various functions related, first of all, to the development by children or young people of knowledge, skills and abilities, as well as to the formation of socially useful personal properties².

The system-structural approach is based on the main principles of the activity theory of Russian psychologist A.N. Leontiev and interprets teaching as a complex of interconnected components. From the point of view of A.N. Leontiev, a specific characteristic of pedagogical activity is its pronounced hierarchy. The highest level is the subject of activity, the motivational basis. The middle level is represented in certain actions carried out for a specific purpose through the implementation of the envisaged operations related to the context of the activity. The lowest level is represented by the functions of human body. Consequently, the motive determines the vector of activity, the goal is the activity itself, and the context is a series of necessary operations³.

According to the system-structural approach, the component composition of the professional activity of a school or university teacher includes various sets of components defined by different researchers⁴.

The operational approach is based on the principle of positioning certain operations carried out by a school or university teacher within the framework of professional activity as structural elements⁵.

In pedagogical theories and concepts, the above mentioned approaches are usually presented in integrated form, allowing the scientific community to identify various meaningful characteristics of teacher or teaching. In this paper we use the definition of Russian researcher O.V. Leus⁶, which understands qualimetric monitoring as the process of continuous standardized monitoring of qualitative changes in a teacher's professional activity with the help of quantitative assessments, in order to activate internal mechanisms for professional development. O.V. Leus⁷ developed a model of qualimetric monitoring of teacher's professional skills, a system that includes target-setting, substantive-methodological, diagnostic-operational and organizational-technological blocks, which describe the monitoring content in a schematic structural form. We rely on the proposed by O. V. Leus⁸ assessment resources based on the concept of hidden variables and the

² I. P. Firova; M. M. Glazov; O. I. Pudovkina; V. N. Solomonova y T. M. Red'kina, "Development of education manager's professionalism", *Revista Genero & Direito* Vol: 8 num 7 (2019): 487-504.

³ J. Bírová; P. Kružlík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, "Mathematical and Statistical Bibliometric Indicators for Scholars in the Field of Romance Languages and Linguistics", *Eurasia: Journal of Mathematics, Science and Technology Education* Vol: 14 num 12 (2018).

⁴ S. Sharonova; N. Trubnikova y N. Sokolova, "Interpreting religious symbols as basic component of social value formation", *European Journal of Science and Theology* Vol: 14 num 3 (2018): 117-129.

⁵ S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region). *INTED2018: Proceedings of the 12th International Technology, Education and Development Conference, Valencia, Spain, (2018): 7977-7982.*

⁶ O. V. Leus y A. A. Maslak, "Measurement of the quality of professional activity of mathematics teachers on the basis of the portfolio", *Modern high technology*. num 4–1 (2016): 30–35.

⁷ O. V. Leus, "Comparative analysis of assessments of teacher pedagogical skills on the basis of portfolio and self-relationship", *Modern problems of science and education* num 4 (2018): 40

⁸ O. V. Leus; A. A. Maslak y V. I. Titarenko, "Measurement on a linear scale of the quality of work of educational institutions", *Standards and monitoring in education* Vol: 3 num 3 (2015): 9-16.

Rasch model. These resources are represented by two complex quantitative methods: 1) analysis of the teacher's portfolio, 2) the results of the teacher's self-diagnostics aimed at assessing hidden indicators that reflect the specifics of professional development. The diagnostic tool is the Rasch Unidimensional Measurement Models dialog complex (RUMM 2020). The choice of resources within the framework markers for each parameter was carried out by mathematical processing of verified information gained from preliminary empirical study. The results were evaluated through factor analysis, which allowed to identify signal variables for an objective assessment of the teacher's portfolio, and the results of the teacher's self-diagnostics aimed at assessing hidden indicators that reflect professional development. The portfolio contains the following components:

information about the achievements of teachers (17 signal variables assuming a standard statement of the presence or absence of relevant achievements);

information about the achievements of students (12 signal variables);

individual qualities of the teacher (10 signs representing the needs of parents; 8 signs representing the needs of students; 10 signs representing the needs of the administration);

professional activity (12 signs reflecting the assessment of pedagogical skills by the expert community).

Self-diagnostic testing includes two lines of values and nine internal scales that reflect narrowly targeted criteria for professional development (a total of 85 signal variables).

Results

Analyzing the concept of teaching proficiency, many authors emphasize its identity with the concepts of professional self-improvement, professional development, professional growth, etc. Nevertheless, each concept characterizes a particular aspect of teaching proficiency. The corresponding concept integrates a higher position in the job hierarchy of the enterprise (career); the level of professional competencies, the ability to implement specific professional operations, the improvement of individual properties that determine the ability to optimally perform professional tasks, increase self-esteem and respect from colleagues. That is, in general, we mean a positive change in the social position of the teacher. The concept of teaching proficiency in the modern science of education is analyzed along with the concepts of professional development, professional growth and professionalization. Teaching proficiency is interpreted as a sequential process of transformation of the teacher's personality and all the components of professional activities⁹.

We share the position of Leus O.V.⁸, according to which the quality indicators of a teaching proficiency can be:

⁹ E. Dolzhich y S. Dmitrichenkova, Computer science terminology (a case study of the Spanish language). INTED2018: Proceedings of the 12th International Technology, Education and Development Conference. 2018.

- external (respect from colleagues and friends who are not related to teaching activities, the image of a competent and experienced teacher, the performance of additional functions that indicate high qualifications (in the educational-methodical council, in the management of organization, etc.) ;

- internal (the pleasure of teaching, a good attitude towards colleagues and students, intensive self-improvement and self-education);

- formal or obvious, not involving special evaluative actions (learning outcomes: change (increase or decrease) in the number of schoolchildren who successfully passed the *Unified State Examinations*, as well as school-leavers who entered leading universities in the country and won prizes at intellectual competitions on subjects of the school curriculum, the presence or absence of documents on improving the qualification level, commendations, prizes and awards, publications and reports at scientific events, compliance with the requests and needs of students and their parents);

- latent, or inaccessible for direct observation (indicators of motivational, volitional, emotional, value components of the personality, personal and professional properties, indicators of the professional competencies, methods and technologies).

Measurement of teaching proficiency seems necessary at all stages of the development of education: the quality management, assessment of the competence of teachers, replenishing the team with new employees, identifying the pace and qualitative change in the results of training students.

O.V. Leus⁹ developed a structure of teaching proficiency indicators (Figure 1).

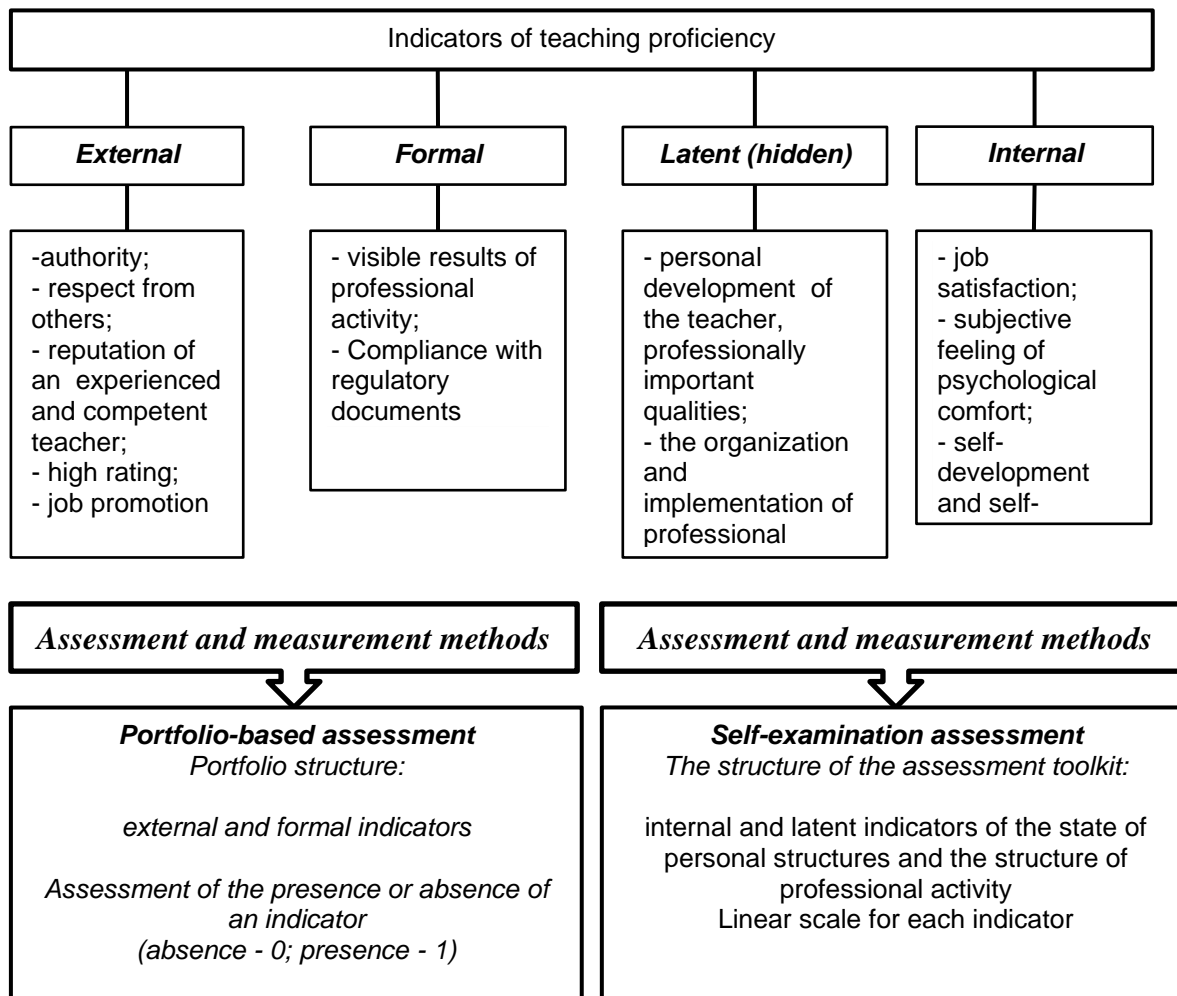


Figure 1
The structure of teaching proficiency indicators

Prof. M.G. Sergeeva¹⁰ believes that the use of active methods and techniques in the educational process leads to an increase in the quality of education, the pursuit for knowledge, involvement in the lesson, fostering independence, revealing the creative possibilities of the student's personality, the implementation of a creative professional position, continuous search, prevention of fatigue and emotional burnout, improvement of professionally important characteristics. The pedagogical conditions underlying the choice of teaching and learning methods when training a specialist are the following¹¹:

- the goals and objectives of the lesson from the position of didactics, determined by the main tasks of training a professional;
- content of the curriculum, depending on the area of training, as well as on the complexity and volume of the taught material;

¹⁰ M. Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. Lesnikova, "Scientific substantiation of the conception of continuous economic education development", Turkish online journal of design art and communication (TOJDAC) Vol: 8 (2018): 178–185.

¹¹ Y. Volkova y N. Panchenko, "Discourse variation of the concepts of destructive emotions", Vestnik Rossiiskogo Universiteta Druzhby Narodov. Russian journal of linguistics Vol: 22 num 1 (2018): 175-194.

- the time allocated to the presentation of the educational material. Discussion and conversation take more time than the teacher's monologue, but they encourage students to think, to draw on the previously acquired knowledge. This not only contributes to the development of intellectual capabilities, but also increases interest in learning. Educational conversation allows the teacher to detect fundamentally incorrect opinions and views of students and prevent potential errors associated with memorizing and analyzing educational information. Real mastery of the educational material takes place only when the student can, basing on the acquired knowledge, study a specific situation, evaluate it from a theoretical perspective, find an adequate way to accomplish a professional task;

- the degree of preparedness of students, their age and personal characteristics, gender, ethnic, social peculiarities of the student group;

- educational and material basis - the availability of teaching aids and the provision of the educational process with educational, program and methodological materials, video and audio resources, technical and communication support. For example, if an educational institution does not have educational videos and equipment for their playback, the teacher does not have the opportunity to use to the appropriate educational method, which could partially replace live teaching (for a certain time and within a certain topic). The choice of training methods and technologies should be reasoned and implemented due to available teaching aids;

- qualification level of the teacher – knowledge of the subject taught and professionally significant properties: wisdom, well-readness, friendliness, politeness, pedagogical ethics, student-centeredness, speech skills, emotionality, etc.;

- communicative skills - the interaction of the teacher and students during classes and everyday communication: pedagogical support, creating conditions for positive relations, incentive-punitive mechanism, etc.

Prof. M.G. Sergeeva identified the following pedagogical factors that contribute to the selection of the most efficient teaching methods¹²:

- organizational: the purpose of the lesson from the standpoint of didactics, the degree of educational motivation, the specifics of teaching a particular academic discipline, the number of hours devoted to the particular topic, educational resources, etc.;

- contents: particularities of the taught material, its volume and complexity, typological and structural features of the lesson, development of certain skills among students, the individuality of the teacher, qualification level, etc.;
- psychological: the level of students' preparation, their intellectual, emotional and age characteristics (within the group, course), the type of interaction between the teacher and students (democratic, liberal or authoritarian), etc.

Given these pedagogical conditions, the teacher decides on the choice of a particular teaching method or their combination for the lesson. Prof. M.G. Sergeeva¹³ developed a classification of teaching and learning methods and pedagogical conditions for their choice (Fig. 2).

¹² M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", *Modern Journal of Language Teaching Methods* Vol: 8 num 11 (2018): 814–823.

¹³ M.G. Sergeeva, N.G. Bondarenko, T.A. Shebzuhova, B.A. Solovyov, D.V. Parinov, L.A. Shvedov, A.P. Ovchinnikov, Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university. *AMAZONIA INVESTIGA* Vol: 8 num 18 (2019): 5-14.

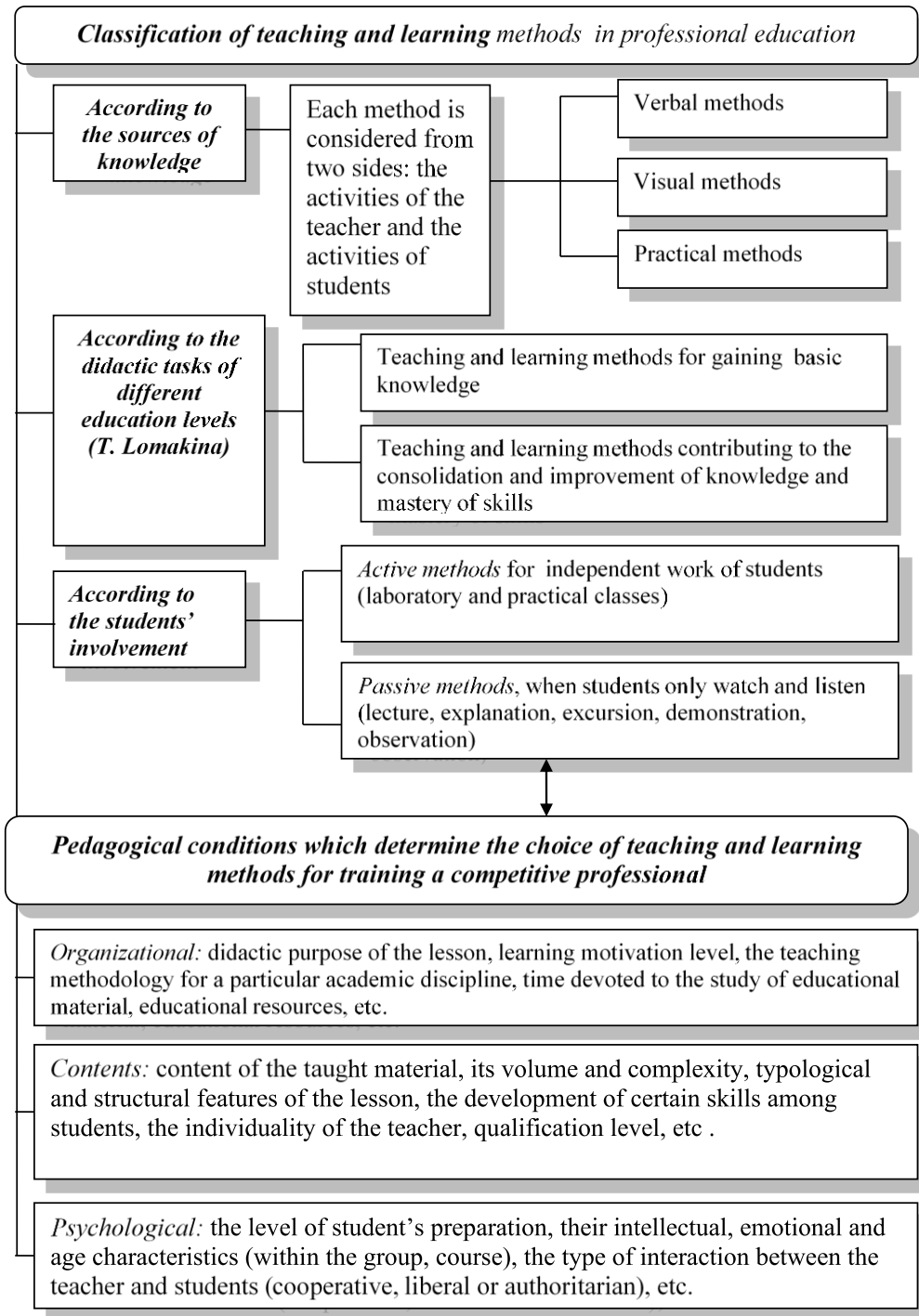


Figure 2
Classification of teaching and learning methods and pedagogical conditions for their choice.

Of course, each method has its strengths and weaknesses. The teacher can use one or another within the framework of a systematic approach that allows to demonstrate the highest rates of learning outcomes, the formation of the necessary skills and abilities, and the improvement of cognitive activity.

Any skill, i.e. the highest level of competence in a certain type of activity, involves significant and continuous efforts. Proficiency implies an internal focus on creative solutions to professional problems. Under the influence of various factors, the proficiency level can both increase and decrease, manifest in practice or theorize, influence the personality and general abilities of a person or exist only within the professional sphere.

We agree with A.V. Morozov that the creative individuality of a teacher is an inimitable original way of being, implying a qualitative transformation of the personality of a teacher¹⁴.

Discussion

Teaching proficiency implies a number of properties inherent in almost any creative person¹⁵:

1) *professional*: erudition within the framework of the subject taught, didactics of secondary and higher professional education, teaching methods and educational psychology;

2) *special*: the ability to formulate pedagogical goals and objectives of educational activity, to increase students' interest in the subject taught, to achieve high learning outcomes, to nurture the younger generation, knowledge of developmental psychology, methods of control and communication mechanisms, the ability to decompose the problem into several cognitive tasks, search for non-standard solutions to the problem;

3) *moral*: decency, a clear moral position, modesty, good nature, exactingness towards others and to oneself, self-confidence, ease, objective self-esteem, love of work, discipline, endurance, conscientiousness, diligence, lack of tendency to unjust acts;

4) *motivational*: focus on success, social activity, awareness of the professional duty.

Prof. M.G. Sergeeva emphasizes that for the successful implementation of simulation methods of teaching, the teacher should possess certain properties¹⁶.

- *Professional properties*:
- to perform effective team-building, to enhance social relations and define roles within teams;
- to master professional methods of communication with students, to build collective activities, to shape the situation of success, to plan and implement trainings;

¹⁴ A. V. Morozov, Professional recognition and personality assessment. Textbook for universities. (Saint Petersburg, 2008): 429.

¹⁵ S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, Students' internet addiction: study and prevention. Eurasia Journal of Mathematics, Science and Technology Education Vol 14 num 4 (2018): 1483-1495.

¹⁶ M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", Modern Journal of Language Teaching Methods Vol: 8 num 11 (2018): 814–823.

- to improve performance in a team-based environment;
- to be familiar with the basics of business project, resource study, the practice of creating business plans, their verification;
- to master the mechanisms of operational management: assessing success, deviations from established goals, time frames, financial estimates, motivating students;
- to have experience in entrepreneurial activity, creation of a business unit (organization), laying the resource base for the implementation of the business plan, setting up production outcome, entering the market;
- to have experience in drafting final procedures, reports on the implementation of certain services for a specific period.
- *Personal and moral properties:*
- to master the methods of studying the motivational base of entrepreneurial activity of students, psychological and pedagogical research, reasoning and making conclusions, creating a project team;
- to be able to intensify individual resources: to amplify thinking and communication skills, use effective ways to obtain new information, prevent and resolve conflicts, avoid and eliminate contradictions;
- to be able to objectively assess the results and products obtained;
- to be able to formulate tasks, propose new ideas, track their implementation, analyze the outcomes in the educational process;
- to understand the working environment, meet the external requirements for the project, demonstrate a willingness to search for non-standard solutions to existing problems, competently combine impromptu and planning; to comprehend and correct interpersonal relations in the team, to catch the emerging trends;
- to master the mechanism for analyzing and evaluating the results achieved, the feasibility and market prospects of the project;
- to know the level of readiness of the team to maintain and develop business cooperation.

Conclusion

Teaching proficiency is based on the experience and creative understanding of teaching resources. Teaching proficiency is represented in the complex of productive ways of performing professional tasks, in a harmonious combination of scientific knowledge and art, in the ability to interact with students in accordance with the requirements of pedagogical tact, in a high level of motivation.

The personal and moral qualities of a teacher are closely interrelated and enrich the professional qualities. A modern teacher cannot be just a transmitter of the necessary information, he/she is forced to be a teacher in the broad sense of the word, a psychologist and an actor. A true teacher is a mentally, socially and morally mature person who meets the professional requirements of secondary and higher educational institutions.

According to the experience of educators, the following features should be considered the basics of teaching proficiency:

the ability to convey to students the essence of complex problems;

the ability to interest each person present in the audience, to focus students on the creative search for the necessary information;

the ability to observe and explore the life of students, the factors affecting their behavior, as well as the prerequisites that led to the emergence of these factors;

the ability to transform theoretical and practice-oriented information of a psychological and pedagogical nature, the successful innovative pedagogical experience, taking into account a specific educational context and individual approach.

Teaching proficiency is a relatively stable set of theoretically reasoned pedagogical actions that contribute to high-quality communication between the teacher and students. The above interpretation and the structure of teaching activities according to the functions performed make it possible to define the most relevant components of teaching proficiency:

- erudition and general culture: general scientific knowledge and awareness within the framework of the subject taught, comprehension of the psychology of the student and the laws of developmental psychology, taking into account gender, age, nationality, living conditions, etc., mastering the theory of education and upbringing;
- applied skills and abilities based on intellectual skills to identify deep connections and relationships between facts, processes and phenomena, professional skills and abilities that correlate with the functions of the teacher;
- professionally significant personal properties: good attitude towards children and the desire to interact with them on an ongoing basis, pedagogical abilities and focus on communication, pronounced mental activity and cognitive independence, speech and communicative culture.

In addition, the achievement of teaching proficiency presupposes a combination of special knowledge and a set of pedagogical competencies, their actualization and generalization based on the inner potential. We also need the generalization and actualization of moral experience, understanding and emotional perception of oneself as a subject of pedagogical activity and the formation of a complex of characteristics, actions and relationships within the framework of the teacher's personality.

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