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TO THE QUESTION OF QUALITY CONTROL RESULTS OF TRAINING FUTURE TEACHERS-DEFECTS ON THE BASIS OF COMPETENCE-BASED APPROACH

Annotation. This article discusses the problem of improving the quality of teacher training-disability specialists, describes the competence of the teacher in inclusive education, examines an effective diagnostic model of educational achievements of future teachers-defects.

Keywords: quality of education, quality control testing knowledge of training, expertise, professional competence, competence approach.

In modern conditions of modernization of education in the Republic of Belarus and its focus on integration into the European higher education system acquires a special importance to building an effective and objective system of evaluation of the learning outcomes. While improving the quality of training should be done through improving the monitoring system and methods for evaluating the quality of education. Currently, approaches to monitoring and evaluation of the quality of education greatly vary. Quality control of knowledge, intellectual and practical abilities of the learners is one of the main components of the assessment of the quality of education, an integral part of the educational process and an essential element of pedagogical system. An objective assessment of the quality of training is required for each subject of the educational process, as quantitative and qualitative evaluation of the parties define the future direction of this process.

Development of diagnostics teaching quality of future teachers-defects based on the ideas of humanistic, competence, activity-centred approaches.

One of the conditions for quality education, upbringing, development and rehabilitation of children with serious speech disorders is professional and personal readiness specialists to work with these children. According to the concept of development of the inclusive education of individuals with special needs in their psychological and physical development in the Republic of Belarus teacher training should be geared to the formation of academic, professional and socio-personal competencies that ensure effective pedagogical activities in inclusive education [4]. Nazarov M.m. Stresses the need for the special pedagogical, psychological and methodical competence of specialists of the system of institutions for inclusive education [5].

Modern researchers argue that competence is a broader concept than with the knowledge, skills, and relate this to the concepts it another meaning in the series. [1, 3, 10, 11]. According to Winter i.a., competence is some internal, potential psychological neoplasms (knowledge, views, the programme of action (algorithms), values and attitudes), which are then identified in human competencies as specific manifestations [1]. The notion of "competence" includes not only the technological components, cognitive and operational, but also motivational, social, ethical, and behavioral. This interpretation is described in the works of a. Dispersed; And A. Winter; Yulia Frolova,

D.a. Mahotina, etc. If, in this context, to present the composition of competence, in accordance with the conclusions of the Winter, it will include components such as:

- the motivational aspect, then there are readiness to exercise competence;
- the cognitive aspect, i.e. the knowledge content of competence;
- a behavioural aspect, i.e. the experience of competence in various manifestations of standard and non-standard situations;
- value-semantic dimension, which includes subject matter competence and its application object;
- emotionally strong-willed regulation process and result of manifestations of competence [1].

Thus, the basis of competence-based approach constitute the competence generated composition in its entirety. In order to build an effective in the modern conditions assessment model for training specialist of the education system must take into account the multiple components and complexity of competence.

Student-activity approach focuses on the development of the personality of the future specialist in unity of intellectual, emotional and volitional and personal qualities. Teacher training-priority defects is the formation and development of the personality of the future expert, characterized by a humanistic orientation, a high level of general culture and morality, communicative competence, responsible attitude, broad erudition, creative activity and initiative, the desire for self-development and professional self-improvement.

Modern researchers suggest different wording for the valuation item and checking: quality of education, the amount of lessons of educational material, teaching level, learning outcomes, competences development level, the quality of the knowledge teaching degree, the results of education, quality of education, the academic achievement of students. [2, 6, 7, 8, 9] Most developed process at this stage of development of the system of higher education is organized by the monitoring of learning outcomes, including monitoring, evaluation and validation of acquired knowledge and skills as part of produced by competencies.

There are various classification procedures and forms of knowledge. Forms of control are divided depending on the type of activities students (oral, written and practical). Each form control has its own purpose and features of the. To monitor and track the level of competencies most effective practical check, which involves identifying specific skill, action.

The most common forms of control results of training of future specialists in high school include: *colloquium, interview, testing, test, exam, test performance, development of crossword puzzles on a specific topic, drawing up structural-logical schemes, preparation of presentations, writing essays, abstracts and other creative works, preparation of reports on practices, reports on research works preparing coursework.*

With the implementation of the higher education system of new approaches to assess the level of competence of specialists, there are new forms of learning outcomes, which are based on the development of the independent activity of students: *case technology, preparation of portfolio, performing practice-oriented jobs, development projects and scenarios, solving complex interdisciplinary assignments, situational tasks, etc.*

To improve the quality of training of specialists in the education process, you must use different types of checks and controls mastering training material:

- self assessment and self esteem,
- mutual check and collective reflection,

— frontal poll and collective reflection.

Among the above listed types on fore self-monitoring and self-evaluation, which are in a separate definition of students their academic achievements, potential opportunities as well as problems that need to be addressed in the process of training activities.

The literature highlights the major requirements for the monitoring of learning outcomes. They include:

— individual personality of trainees;

— regularity and consistency at all stages of education;

— use the various methods and forms of control to prevent the formation of stereotyped thinking;

— control not only of the learning outcomes, but also the learning process;

— objectivity, which is expressed in an effort to determine the extent to which teacher training student achievement at the moment;

— differential, orientation on the use of specific control methods in order to improve the quality of formation of certain knowledge, skills;

— similar requirements of all teachers of educational achievements of students.

These requirements indicate the need for the introduction of grade-a rating assessment of the learning outcomes. Under the rating refers to the quantitative indicator status or results to a specific type of activity subject to evaluate the extent of their superiority compared to other actors. The rating system provides a continuous step-by-step control of students knowledge over the course of the semester and the entire period of study. The literature also highlights the main principles of the rating system of controlling knowledge: humanization of education, the democratization of education, individualization and differentiation of the learning outcomes of each learner.

The rating control system of knowledge allows us to more objectively assess the level of knowledge and creative abilities of students in a group, on stream, on the course and determine their future course of study, increase the activity and quality of students during the semester and the entire training period, predict students' performance at subsequent stages of study, and also to develop their socially significant personal qualities (discipline, responsibility, integrity, etc.).

Quality management education at the present stage it is impossible without taking into account the individual characteristics of students, the level of learning, without the knowledge of their personal qualities, General and special abilities, characteristics of intelligence, creativity, communication skills, creative and pedagogical thinking, cognitive capacity.

The requirements of competence-based approach brought the need for a substantial revision of the traditional University control and evaluation systems. Need new evaluation tools that are built on the basis of modern achievements of the theory of pedagogical dimensions that allow you to measure the level of multidimensional and mnogostrukturnyh characteristics of quality of preparation of students and not shall be reduced to the simple sum of substantive knowledge and skills.

Competency assessment attempts difficulties arise. The first difficulty associated with multifunctionality of competence, therefore, to evaluate their level of need for integrated measures involving various evaluation tools, the use of multidimensional scaling and Special methods of integration evaluation points on various quantitative and qualitative scales.

The second difficulty is dictated by the dominant abilities of trainees, which leads to the need to use separate psychodiagnostical techniques.

The third difficulty mastering competence depends on factors such as the content of education, organizational and technological teaching solutions, training methods, style, interaction with students, quality monitoring and evaluation system in University involvement of students in the educational process, the overall educational climate "of the University, the nature of the practices and internships, etc..

For the implementation of the evaluation system in the certification, it is necessary to create special funds assessment tools taking into account the peculiarities of discipline (module). The main factors of forming foundations assessment funds relate:

—the relationship between the results of education and competence, the differences between the concepts of «education» and «results level of competences ": results of education are determined by the teacher, and competence are acquired and appear only in the course of activities;

— assessing the ability of the student to the creativity, readiness to face new challenges;

— formation of the competences not only through mastering the content of educational programmes, but also the educational University Wednesday and used educational technologies;

— creating an environment as close to future professional practice;

— active involvement of external experts, employers, graduate students, teachers, and others in related disciplines.;

— using Group evaluation and mutual evaluation:

— students review each other's work;

— opposing students projects, coursework, research papers etc.;

— analysis of achievements according to the results of the evaluation, selection, both positive and negative individual and group results with indication of the further development of;

— peer review groups of students, teachers, employers and others.

There are three parts of the Fund evaluation tools. This means for current interim, final certification.

For the current control is characterized by continuous verification of learning (lectures, practical etc), implemented throughout the study course or module. Distinctive sides of this type of control is its consistency, continuity, which is the basis for monitoring the quality of teaching, as well as a base for the use of grade-a rating system for evaluating educational achievements of students.

Intermediate control is carried out at the end of a relatively complete cycle or section, module of the discipline, and significantly differs from the current one in terms of the information received, as it gives a more complete picture of the formation of key knowledge.

Final control is a validation of the learning outcomes in General. The main difference between this type of control is the involvement of outside experts (practitioners) in a given field of knowledge. Final control implements the objectives of the evaluation together acquired a student of generic and professional competences.

Thus, diagnostic results of educational achievements of students will improve the educational process, improve the quality of training of future teachers-defects.

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