

## ABSTRACT

of the dissertation for the degree of Doctor of Philosophy (PhD) in the specialty 6D010200- "Pedagogy and methods of primary education"

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The importance of assessing the educational achievements of schoolchildren in the modern educational system is gaining in importance. Assessment is the main indicator of the diagnosis of learning problems and an indicator of the level of not only primary education, but also education in general.

One of the main components of the professional training of future primary school pedagogues is preparation for assessing the educational achievements of schoolchildren in order to meet the requirements of a modern school. At the present time, when there is a transition to an updated teaching system, the evaluative component of the teacher's pedagogical activity is of particular importance. Especially relevant is the problem of assessment in primary school. Assessment of the educational achievements of younger students is an essential component of the learning process and one of the important tasks of pedagogical activity, which must correspond to the modern achievements of pedagogical science.

The relevance of this problem, its insufficient scientific development in the theory and methodology of modern higher professional education determined the choice of the research topic.

**Research topic:** "Professional training of future teachers for the criterion assessment of educational achievements of primary school students".

**Purpose of the research:** theoretical substantiation and methodological support of professional training of future pedagogues at the university for criterial assessment of educational achievements of primary school students.

**Research tasks:**

1. To reveal the genesis of the assessment of educational achievements used in pedagogical science and practice.

2. Give a meaningful description of the concept of "criteria-based assessment of educational achievements".

3. To develop a structural-meaningful model of professional training of future pedagogues for criteria-based assessment of educational achievements of primary school students.

4. To approbate and experimentally test the effectiveness of the model of professional training of students for criteria-based assessment of educational achievements of primary school students.

**Research methods:**

– theoretical methods (theoretical analysis of psychological-pedagogical and educational-methodical literature, dissertations, monographs, regulatory documents, analysis, synthesis and systematization of materials on the research problem);

– empirical methods (observation, conversation, sociological survey using questionnaires and online questionnaires, testing, conducting an ascertaining and formative experiment);

– methods of quantitative analysis of the data obtained in experimental research, the use of mathematical methods of data processing.

**Main provisions (proven scientific hypotheses and other conclusions that are new knowledge), submitted for defense:**

1. The methodological basis of criterion-based assessment is the process based on comparing students' learning achievements, with clearly defined, collectively developed, known in advance to all participants in the process criteria that meet the goals and content of education, contributing to the formation of teaching and cognitive competence of students.

2. Professional training of future pedagogues for criteria-based assessment of educational achievements of primary school students is a holistic, purposeful process of forming students' competence of criteria-based assessment, which consists of: cognitive-reflexive and communicative-evaluative competencies.

3. Structurally substantive model of criteria-based assessment of the educational achievements of primary school students ensures the professional readiness of future pedagogues for the criteria-based assessment of the educational achievements of primary school students and is considered as an integrative quality that implements the motivational-value, cognitive, activity and reflective components and criteria for assessing the levels of formation of the competence of criteria-based assessment.

4. The effectiveness of the implementation of the model of professional training of future teachers of primary classes for criterion-based assessment is provided through the developed discipline "Technologies of criterion-based assessment" using various forms and methods of work with students which form the competence of criterion-based assessment of educational achievements of elementary school students as well as the special course "Modern assessment technologies in primary education".

**Scientific research Hypothesis:** if the substantive characteristics of the concept of "criteria-based assessment of educational achievements" are clarified, a structural-meaningful model of professional training of future pedagogues for criteria-based assessment of educational achievements of primary school students has been developed and introduced into the educational process of the university; then the readiness of future pedagogues for this professional activity will be effectively formed, since this will allow the implementation of practice-oriented technologies of criteria-based assessment in the process of professional training of future primary-level pedagogues.

**Main results of the study:**

Practical significance of the research results consists in methodological support for the professional training of students for criterion-based assessment of elementary school students' learning achievements. For practical use, the following were developed and tested: a special course "Modern assessment technologies in primary education" for students of the specialty: "Pedagogy and methods of

primary education" full-time and distance learning with the use of electronic resources and new technologies such as webinars, video lectures, voiced presentations of each topic of the lecture, practical tasks for planning and organizing formative and summative assessment in primary grades. There was published an educational and methodical textbook « Technologies of criterion-based assessment». The materials of the study can be used in the professional training of pedagogues of primary classes at universities and specialized secondary educational institutions.

The reliability and validity of the research results was ensured by the initial theoretical and methodological positions, a variety of philosophical, pedagogical and psychological literature, the validity of the content of the thesis for the set goals and objectives of the research, a reasonable combination of theoretical and empirical research methods, a combination of qualitative and quantitative analysis of the results of experimental research, the use of a set of various methods , techniques, tools for criteria-based assessment technology.

**Novelty and importance of the results obtained:**

- The structural and content composition of the concept of "criterion-based assessment" has been defined;

- The significance and methodological value of professional preparedness of future pedagogues for criterion-based assessment of educational achievements of elementary school students were substantiated;

- the structural and content model of future pedagogues' professional training in criterion-based assessment of elementary school students' achievements has been developed and implemented. The model includes target, activity-process, content and result blocks.

**Compliance with the directions of scientific development or state programs:**

Message of the First President of the Republic of Kazakhstan N. A. Nazarbayev "Kazakhstan's way-2050: common goal, common interests, common future" dated January 17, 2014; State mandatory standard for all levels of education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018, No. 604; Law of the Republic of Kazakhstan "On Education"; The State compulsory standard of primary education, approved by the Decree of the Government of the Republic of Kazakhstan dated April 25, 2015, No. 327; State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025: approved by the Decree of the Government of the Republic of Kazakhstan dated December 27, 2019, No. 988; Professional standard "Teacher". Appendix to the Order of the Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" No. 133 dated June 8, 2017; The State mandatory standard of higher education, approved by the Order of the Minister of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018, No. 604.

**The doctoral student's contribution to the preparation of each publication:**

In preparing the publication, a theoretical analysis of the literature was carried out, and the publications also present an analysis of the experimental study. 15 scientific works have been published on the topic of the dissertation research, including: 1 teaching aid, 1 article in a journal included in the IBC Scopus, 5 articles in scientific journals recommended by the Committee for Quality Assurance in Education and Science of the Republic of Kazakhstan; 8 articles in the materials of international scientific and practical conferences, including far and near abroad.

1. Features of the transition from the traditional to the criterial assessment in schools of Kazakhstan // International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE) Vol. 8 No. 3 (2020), Published: 2020-12-20 Pages 73-81 (Co-authored by: Nurzhanova S.A., Beimisheva A.S., Stambekova A.S., Ryabova E.V., Kulbayeva D., 50%);

2. Теоретические подходы к вопросу оценивания учебных достижений младших школьников/ Вестник КазНПУ им.Абая Серия «Педагогические науки» №2 (58), Алматы 2018, стр. 371-375 (100%);

3. Особенности применения критериального оценивания в практике учителей начальных классов // Вестник КазНПУ им. Абая, серия «Педагогические науки» № 2(62) 2019 г. стр. 417-423 (Соавторы: Нуржанова С.А., 50%);

4. Оценочный компонент в деятельности педагога начальных классов // Вестник КазНацЖенПУ №3 (79) 2019 г. стр.222-228 (Соавторы: Нуржанова С.А., 50%);

5. Инновационные оценочные формы контроля в профессиональной подготовке будущих педагогов // Вестник КазНПУ им.Абая Серия «Педагогические науки» №1(65), 2020г., стр. 156-160 (Соавторы: Нуржанова С.А., 50%);

6. Метод кейсов в профессиональной подготовке будущих педагогов // Международный научный журнал /Наука и жизнь Казахстана № 9/1 2020г стр. 136-140 (Соавторы: Уайдуллақызы Э., 50% );

7. Критериальное оценивание как психолого-педагогическая проблема // Материалы XIII Международной научно-практической конференции: «Направления научной мысли -2017», 30 декабря 2017- 7 января 2018г., Великобритания г.Шеффилд, Том-8, серия «Педагогика», стр. 58-62 (100%);

8. Теоретические аспекты контрольно-оценочной деятельности в начальной школе // Материалы XIV Международной научно-практической конференции: «Перспективные вопросы мировой науки – 2018», 15 декабря 2018- 22 декабря 2018г., г. София, Болгария, серия «Педагогика» стр. 108-110 (100%);

9. Подготовка учителей начальных классов к критериальному оцениванию // Материалы «IX Международного Конгресса социальных наук от Китая до Адриата» и Навруз САММИТ, 20-23 марта 2019 г. Турция – Анталья стр.64-71(Соавторы: Нуржанова С.А., 50%);

10. Особенности контрольно-оценочной деятельности педагога начальной школы // XXII Международная научно-практическая конференция

«Российская наука в современном мире». Научно-издательский центр «Актуальность РФ, сборник статей, часть -1, 31 мая 2019 г. стр 257-258 (100%);

11. Психолого-педагогические основы критериального оценивания учебных достижений // Материалы международной научно-методической конференции на тему «ИННОВАЦИИ В ОБРАЗОВАНИИ И НАУКЕ». АО «НЦПК «Өрлеу» «Институт повышения квалификации педагогических работников по Алматинской области» 1-часть/ Алматы, 21-22 ноября 2017 года, стр. 232-234 (100%);

12. Роль целеполагания для критериального оценивания учебных достижений // Материалы Международного Форума Евразийской Ассоциации Педагогических Университетов «Проблемы непрерывного образования: традиции и инновации» I том октябрь 2018, г. Алматы. - С. 66-68 (Соавторы: Землянская Е. Н., 50%);

13. Формативное и суммативное оценивание образовательных достижений обучающихся // Материалы международной научно-практической конференции: «Повышение эффективности социально-экономической деятельности государства и международных отношений в условиях обеспечения конкурентоспособности Казахстана». 15 февраля, Алматы 2019 г. стр. 259-262 (100%);

14. Особенности профессиональной подготовки педагогических кадров для начальных классов в системе высшего образования РК // Материалы Международной научно-практической конференции: «Центральная Азия на перекрестке европейских и азиатских внешнеполитических интересов». 07 февраля, Алматы 2020 г. стр. 177-181 (100%);

15. Бағалаудың өлшемдік технологиялары/ Технологии критериального оценивания // Алматы: ТОО "Полиграфия - сервис и Ко", 2020. – 90 бет (Қосалқы авторлар: Нуржанова С.А., Рыскулбекова А.Д. 50%).