

TRAINING OF FUTURE TEACHER FOR ASSESSMENT OF RESULTS OF TEACHING IN THE CONTEXT OF FORMATION OF ITS TECHNOLOGICAL COMPETENCE

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Abstract: The quality of the higher pedagogical education is considered as the integrated characteristic of educational activity and its results taking into account the needs of the personality, society, state. Meanwhile, student teaching demonstrates insufficient attention of teachers of higher education institutions to development of abilities of estimated activity that leads to the incorrect estimates having a negative effect on motivation, a self-assessment of the pupil and effectiveness of education. Accepting the importance of pedagogical assessment by authors of this article scientific search of the analysis of state and modern requirements to vocational training of future teacher in the context of the organization of control and estimation of results of teaching has been carried out. In the article, skilled and experimental work, which has been directed to modeling and experimental approbation of the revealed conditions in the educational process of training of future teachers, is stated. Also, authors state results of approbation of the technology of development of abilities of estimation of results of teaching developed by them at the heart of which application in the course of vocational training of future teachers of the author's program "Modern Approaches to Estimation of Results of Pupils' Training" realized as "through" when carrying out traditional professional and pedagogical courses. The experimental data presented by authors have confirmed the efficiency of technology and pedagogical conditions of vocational training of future teacher to the assessment of educational achievements of school students in the context of the formation of his technological competence.

Keywords: preparation, teacher, control, estimation, results, training, assessment, pupils, competence, technology.

1 Introduction

Modern living conditions are dictated by high requirements for the training of specialists in any sphere of professional activity that is caused by the need to increase the competitiveness of university graduates in the labor market.

Therefore, not accidentally, in the Message of the President of the Republic of Kazakhstan to the people of Kazakhstan "Kazakhstan way–2050: The uniform purpose, uniform interests, the uniform future," a political and conceptual framework of development of education of the country in the long term is defined. N. Nazarbayev (1), after having considered calls of new global reality, has noted the need of development of the human capital and modernization of education.

In this regard, the transition to the competence-based focused education which defines requirements to pedagogical personnel resources according to requirements and inquiries of today is considered one of the priority directions of modernization of the system of the higher professional pedagogical education. It, in turn, causes search of the new principles of the organization of educational process in higher education institution which cornerstone integration professional and subject is, technological and methodical making the maintenance of pedagogical education.

In view of that in the conditions of transition from a knowledgeable paradigm of education to personal focused, this component of activity of the teacher is of particular importance. In this regard demand changes and the existing approaches to assessment of achievements of pupils during training: if earlier at assessment of achievements of the school student the teacher, first of all, was guided only by result of formation of subject knowledge, skills, then today he has to be interested in process of formation of the personality in educational activity, and, first of all, – a way of assimilation of knowledge and acquisition of competencies.

Meanwhile, student teaching demonstrates insufficient attention of teachers of higher education institutions to develop future teachers' abilities of estimated activity that leads to the incorrect estimates having a negative effect on motivation, a self-assessment of the pupil and effectiveness of education. Unreasonable estimates are the frequent reason for the conflicts of the teacher with pupils and parents. Not accidentally, therefore, in the majority of psychology and pedagogical researches, pedagogical assessment is considered as the necessary component of educational activity directed to measurement of compliance of knowledge to requirements of the training program as stimulant of teaching and educational process and regulation of behavior of school students (S.A. Amonashvili, B.G. Ananyev, L.I. Bozovic, S.L. Rubenstein, V.A. Sukhomlinsky, N.V. Seleznyov, E.I. Perovsky, V.F. Shatalov, etc.).

The technological competence of the teacher has to provide effectiveness of the organized educational process at school in the conditions of realization of all three paradigms, that is, beginning from the use of the chosen technology of training and finishing with creation of the corresponding educational environment providing development of each student, design, and realization of pedagogical system. (2)

The competence assumes continuous updating of knowledge, possession of new information for the successful solution of professional tasks at present and in these conditions. As we recognize that check and assessment of achievements of students certainly are a very essential component of the process of training. Therefore, training of future teacher has to correspond to modern achievements of a pedagogical science, social requirements and strategic priorities of the modern higher school.

Therefore, the purpose of our research consists in the improvement of the system of training of future teacher for estimation of results of the teaching of pupils in the context of the formation of his technological competence.

2 Materials and Methods

The methodological basis of research was made by philosophical regulations on universal communication, a mutual conditionality of processes and the phenomena; about unity of the theory and practice; the doctrine about driving forces of development of the personality, the idea about the activities roles in the formation of the personality which defined the strategy of a research; all-methodological regulations on application of system and integral, competency-based, personal and activity and synergy approaches and simulation.

For the solution of objectives in the research we used a complex of methods: theoretical methods of a research (comparative and comparative analysis of scientific and pedagogical and methodical researches, study of the best pedagogical practices of the higher school, simulation); empirical methods of a research (inquiry, questioning, conversation, interviewing; observation over pedagogical activities of students during student teaching; analysis of products of creative activities of students; the stating, creating and control experiments; expert assessment and self-assessment); methods of mathematical and statistical processing of empirical material.

The problem of formation of technological competence, determination of its entity and structure, contents received lighting in different operations of the modern scientists. (3, 4)

So, by foreign scientists, it is marked that investments into knowledge and abilities of teachers increase the effectiveness of training of pupils more than any else investments in education. (5)

Experts in the field of professional pedagogical education for years discussed concerning whether it is necessary to place emphasis on knowledge of maintenance of a subject matter which should be taught future teachers, or on knowledge of pedagogics. (6) Today admits everywhere that operation of the teacher is difficult and requires broader preparation. A row of the famous researchers from the different countries (Anne Grosso de Leon, Anne Reynolds, Robert Glaser, Hilda Borko and Ralph Putnam, Olugbemiro Jegede, Margaret Taplin, Sing Lai Chan) is believed that to the teacher also knowledge, skills of estimation of the results of activities of pupils are required. (7)

Considering ambiguity and specifics of the concept "technological competence of the teacher", it is possible to designate logic of the analysis: from reviewing of an entity of technological approach in education and switching on of pedagogical technologies in educational process to reasons for an entity of technological competence of the teacher as complex of abilities to apply pedagogical technologies in educational process, to realize design of pedagogical process as purposeful sequence of operations, actions and also ability to estimate results of educational achievements of pupils.

In pedagogical science, assessment is understood as a process of comparing of the level of assimilation of knowledge reached by students with the reference representations recorded in the State educational standards and described in training programs. (8)

As the analysis of works of foreign scientists, a main goal of estimation in a class showed - to help teachers and pupils with the enhancement of the process of teaching, to support the progress of the pupil. Estimation provides teachers with a back coupling which gives them information on as far as they are effective as teachers and shows to children as far as they progress as pupils. (9-11)

Estimation for the purpose of training (Assessment for Learning) is the process of search and interpretation of reliable data which pupils and their teachers use to decide where trainees are in process of the training where they need to move further and how to make it in the best way. (12, 13)

Estimation for the purpose of training possesses the following characteristics (14):

- it is built in the process of teaching and the doctrine and is their essential part;
- assumes discussion and coordination of the educational purposes by teachers and pupils;
- it is aimed at helping pupils to realize those purposes of training which they shall reach;
- involves pupils in self-estimation or estimation of each other;
- provides back coupling which helps pupils to realize what following steps in the doctrine they should take;
- strengthens confidence that each pupil can achieve improving;
- involves both the teacher and pupils in the process of reviewing and a reflection of data of estimation.

Proceeding from the analysis of psychology and pedagogical researches of domestic scientists, the assessment of educational achievements of school students is considered by us as process and result of comparing by the teacher of level of assimilation by pupils of knowledge, skills according to requirements (standards) which are defined by the educational standard and school programs.

We imply the process and result of training, the advance of the pupil from the previous level to the new level of educational preparation set by the educational standard educational achievements of school students.

The success of pedagogical activities of the teacher is defined not only by the personal socially caused its characteristics defining the social and moral side of professional interaction but also abilities of monitoring and assessment of the educational

achievements of students which are object components of his professional competence.

Pedagogical activities - the field of the professional activity of the teacher on training, education, and development of pupils. (16)

According to V.A. Slastenin (16), pedagogical activities as the difficult dynamic system has a specific structure which part are numerous elements.

These ideas are important for the understanding of an entity of technological competence of the teacher by the development of the informative side of technological competence of the teacher with an orientation to the idea of a humanization not only technique but also all sociocultural human life. It means that technologically competent teacher acts and carries out the professional activity inhumane "around technical" space, being its socially independent subject. (17)

The analysis of the known sources (Y. Arutyunov, V. Bezrukova, V. Bepalko, V. Ivanchenko, D. Kavtaradze, V. Pityukov, L. Podymova, E. Polat, V. Serikov, V. Simonenko, V. Slastenin) shows that the technological competence of the teacher expresses the unity of theoretical and practical training of the teacher.

Theoretical preparation is shown in the generalized ability to think technologically and assumes presence at the teacher of analytical, predictive, projective and reflexive abilities.

In the content of practical preparation, they are represented, first of all, by abilities to allocate and establish interrelations between components of the pedagogical process, the purposes, and means of the pedagogical activity, to design pedagogical process most optimum, without costs and losses. Thus, to have technological competence – means to isolate the main objective (problem) and to find ways of her optimal solution to real professional activity. (17)

In the structure of technological competence of the teacher, we consider lawful, to especially allocating the procedural component including control and estimated component which has a significant effect on learning efficiency.

So, A.I. Mishchenko (18) notes great importance feedback for the purpose of obtaining by the teacher information on the compliance of the received results planned is for an effective course of the pedagogical process, in this regard considers necessary allocation in the pedagogical activity of control and estimated (reflexive) component.

T.S. Polyakova (19), in a research, allocates seven components of the structure of pedagogical activity: design and target; substantial; diagnostic; organizational and methodical; communicative; stimulative-adjusting; control an estimated.

M.G. Reznichenko (20) allocates six components of pedagogical activity: constructive, organizing, communicative, perceptual, communicative, research, control and estimated (reflexive) component.

All these kinds of activity with sufficient distinctness are shown in the work of the teacher of any specialty, their implementation assumes possession of the teacher of special abilities.

N.D. Kuchugurova (21) has been considered groups of the abilities necessary for the teacher for control of educational cognitive activity of pupils. These are the ability to specify the studying purposes; ability to carry out selection of material for control according to the allocated purposes; ability to make and choose a standard; ability to define types, forms, ways and control devices; ability to carry out correction on the basis of estimated activity; ability to establish the reasons of mistakes and to draw up the plan of their elimination; ability to carry out self-checking; abilities to carry out estimated activity; ability to establish criteria of estimates; ability to use criteria of estimates;

ability to express result of estimation in a certain form of assessment.

The structure of control and estimated activity of the elementary school teacher in the research of V.L. Sinebryukhova (22) is presented as follows: definition of the purpose and subject of control → control plan → the choice of the most rational methods and forms of control → implementation, performance of a control → check of results, correction of mistakes if they were → comparison of the received results with planned → estimation of results of control.

We find confirmation to it in the research of E.V. Ivashchenko (23) where the following groups of the control and estimated abilities necessary for future elementary school teacher are allocated: ability to allocate the purpose, tasks and subject to control; abilities to plan control; abilities to organize control; abilities to estimate results of control; ability to correct results of educational activity.

Relying on results of the conducted researches, it is possible to draw a conclusion that control and estimated activity of the teacher has the specifics and it needs to be considered at the organization of the process of his vocational training in a higher education institution.

Thus, technological competence is a part of professional and pedagogical competence and can be defined as integrative professional quality which is characterized by knowledge of technologies and knowledge of technologies, methods, means, forms of activity and conditions of their application, the organization, because there would be creative abilities, design abilities, analytical abilities and abilities of estimation and also reflexive positioning in relation to results of the activity.

The concept "readiness" is connected with the concept "preparation", but they aren't synonyms, - though are connected among themselves, interconnected and interdependent as the quality of readiness of the expert in many respects is defined by what he had training. The concept of "preparation" is understood as a dynamic process which ultimate goal - formation of such integrated quality of the personality as readiness. In general, it is possible to conclude that preparation for professional and pedagogical activity is considered as a process in which readiness results.

Considering an estimation problem, it is necessary to stop on one difficulty which often faced in practice of work of teachers, often teachers don't differentiate between the concepts "assessment" and "mark". The fact of mixing of these important didactic concepts admits scientists V.P. Simonov, N.F. Talyzina, V.A. Yakunin and also researchers G.A. Soldatov, V.L. Sinebryukhova, etc. S.A. Amonashvili (24) notes that "assessment" and "mark" are often mixed with each other, even in textbooks of didactics. It is not seldom when an assessment is identified with a mark. According to him, a mark has no right to attribute itself assessment essence, it is no other than materialized (digital, conditional, verbal or another) expression of the result of the estimated activity of the teacher.

So, in A.K. Kolechenko's (25) research, other pedagogical problems arise in the course of estimation:

- 1) rigidity of estimates of teachers of the authoritative style of the management (understating of estimates);
- 2) generosity errors (overestimate of estimates);
- 3) errors of the central tendency (all scale of marks isn't used);
- 4) logical mistakes (the logic of the answer of the pupil shouldn't disperse from the logic of the teacher);
- 5) delay of a mark (are exposed in the diary at the end of the week or later);
- 6) the announcement of estimates (the announcement of negative marks before all class humiliates the dignity of children);
- 7) "bookkeeping approach" (marks the quantity of the mistakes made tasks or made is taken as a principle);

- 8) arithmetic-mean approach to exposure of a quarter and annual mark;
- 9) lack of unambiguity, concreteness, and clearness in the use of criteria of estimation.

The problems noted by A.K. Kolechenko (25), in the estimation of activity of pupils, often lead to the fact that some pupils, with the underestimated I-concept refuse to study, others, with the overestimated I-concept, facing obstacles, aren't ready to their overcoming. We support the point of view of A.K. Kolechenko (25) that the process of assessment of activity studying at a school in many respects depends on personal features of teachers.

The need of creation of such educational process has directed our research on a way of search of pedagogical conditions of development of abilities of control and assessment of the educational success of the pupils who are at the same time developing key, basic and special competences of the future teacher.

The basis of this search was made by theoretical provisions of the concept of the developing training (V.S. Ilyin, Z.K. Karayev, T.T. Galiyev), the principles of the personal focused approach in education (V.V. Serikov, I.S. Yakimanskaya, E.Z. Battalkhanov, G.K. Nurgaliyeva, B.A. Turgunbayeva), the ideas of subject development of the identity of the teacher (R.M. Asadullin, V.A. Slastenin, E.N. Shiyanov, N.D. Hmel), mechanisms of the modular organization of educational process (S.Y. Batshev, A.A. Verbitsky, M.A. Choshanov, P. Yutsyavichene) and also experience of real educational practice of training of teachers in the system of higher education.

The submitted provisions have allowed building a theoretical model of the competency-based educational process of training of future teacher which leading purpose is the development of abilities of estimation of results of teaching. The content of education is directed to the solution of three tasks which are mutually causing each other: formation of pedagogical thinking of future teachers, development of their abilities of estimation of results of training and professional competences. (26) At the same time, the logic of the thinking of the student is formed not by the logic of training material, and ways of the organization of cognitive activity, assimilation of these ways, their transformation into means of the organization of own subjective experience.

The competency-based educational process is based on the principles of personal oriented, activity and system and synergetic approaches, practical orientation of content of education, integration, and continuity of professional education, individualization of means and methods of training, and effective functioning of this model is reached due to performance of the revealed and reasonable pedagogical conditions. (27)

Experimental work was aimed at modeling and experimental approbation of the identified conditions in the educational process of training future teachers. We have developed and tested the technology for developing skills in assessing learning outcomes, which is based on the application in the training of future teachers of the author's program "Modern Approaches to Evaluating Student Learning Outcomes", realized as "through" in the conduct of traditional vocational and pedagogical courses.

As structural elements of the stage-by-stage development of abilities of estimation, we consider the educational and professional tasks of a problem of assessment of results of educational activity of school students. The process of productive communication of future teacher with school students directed to formation of abilities acts as a core of abilities to solve educational and professional problems creatively to take away views and forms of pedagogical assessment with a support from him on positive in each school student, creating a situation of success in educational activity for the pupil. (28) The quality of the made decisions in many respects is defined by the abilities of the subject of activity acting as internal conditions through

which external influences refract. Abilities to estimate results of training activities as these internal conditions.

We recognize that the formation at the future teacher of cognitive abilities of estimated activity of the teacher allows him to analyze and assess a pedagogical situation, to isolate a problem, to overcome factors on which emergence of a problem depends, to define ways of a further solution. Operational abilities of future teacher allow building ways of the solution of educational and professional tasks in a perspective of estimated activity to realize pedagogical estimation taking into account contents, forms of activity, educational means. Presence at the future teacher of creative abilities allows solving educational and professional problems of practical implementation of a task of the analysis of results of work of pupils, relying on axiological perception and professional valuable interpretation of the relations shown by the school student in each separate situation.

Implementation of the pedagogical technology of development of abilities of estimation of future teachers has step-by-step character includes sequentially three stages replacing each other providing development of three types of the pedagogical abilities (cognitive, operational and creative) following from an entity of readiness of future teacher for estimation of results of educational activities of school students. (29)

Therefore, development of abilities of estimation of results of teaching of future teacher of our representations is implemented in 3 stages: 1 stage - orientation; the 2nd stage - theoretic-methodological; the 3rd stage - activity which correspond to years of training: the 1 stage - 1 course, the 2nd stage - the 2 and 3 course, the 3rd stage - the 4th course.

Defining the pedagogical condition of the advance of future teachers from a stage to a stage is a competency-based approach to the organization of educational cognitive activity of students in a perspective of evaluation activities. At the same time by us, it is considered that depending on an entity and structure of readiness process of formation of skills of estimation continues during the whole years of training of future teacher and is subdivided into several stages. (30) There, the diagnostic tasks correspond to each stage, and the implementation of these tasks requires certain conditions. At all grade levels, knowledge of students is concretized and go deep. For support of the purposeful development of abilities of estimation, we concretized the purposes and tasks of each stage, determined their content, i.e. specific types of the researched abilities which planned to work out at students and a complex of the educational and pedagogical jobs providing their development.

So, the main objective of the 1st stage is the formation of internal behavior model, the valuable attitude towards knowledge, cognitive activity; formation of installation on the independent search and getting of knowledge in a perspective of estimation of educational achievements of school students.

3 Results and Discussion

The target component of the model of training of future teacher for assessment of educational achievements of school students includes improvement of the quality of training of future teacher for assessment of educational achievements of school students in the conditions of the competence-based focused education. The specified purpose is concretized by a number of tasks: formation at students of complete idea of estimated activity; increasing knowledge of control and assessment of educational achievements of school students; improvement of abilities to carry out planning, the organization of control and assessment of his results in modern conditions of school education; development of steady requirement to mastering pedagogical skill for estimated activity.

The substantial block of the model includes basic theoretic-practical training of students which is complemented with a

course for choice "Modern Approaches to Evaluating Student Learning Outcomes" and the system of research tasks for student teaching. Formation at students of motivational and valuable, cognitive, activity and reflexive components of readiness for estimated activity is the result of the implementation of the contents of the model.

The motivational and valuable component characterizes the steady positive relation to control and estimated activity, recognition of each child by the subject of educational activity. The cognitive component assumes understanding and acceptance of a system of professional knowledge according to the educational achievements of school students. The activity component of readiness is expressed in the formation of students of control and estimated abilities: to allocate the purpose, tasks and subject to control; to plan and organize control; to estimate and correct results of the educational activity. The reflexive component of readiness is focused on the formation of students of an adequate self-assessment and implementation of correction of own control and estimated activity. Each of these structural components of readiness for assessment of educational achievements of school students is formed not separate from each other, and in a complex, in interpenetration.

Thus, this component of the modeled process includes the technique of vocational training of students to the assessment of the educational achievements of school students consisting of three stages: preparatory, the main and total.

It should be noted especially that when training future teacher for assessment of educational achievements use of various forms and methods of study is essential: lectures, practical and seminar training, SWS and SWST, research work of students, student teaching, individual, group, collective consultations; explanatory and illustrative, reproductive, partial and search, research and creative methods of training, technology of creation and presentation of "portfolio".

The criteria and productive component of the model of training of future teacher for assessment of educational achievements of school students represent set of criteria, the indicators allowing to determine levels of formation of readiness of students for estimated activity.

The experimental stage of our research included: the stating experiment during which the initial level of readiness of students of pedagogical faculty for assessment of educational achievements of school students has been established; the forming experiment directed to approbation of technology of vocational training of future teachers to assessment of educational achievements of school students, identification and experimental check of the main pedagogical conditions promoting efficiency of process of training of students for this kind of activity; the check experiment which has allowed to reveal results of experimental work.

On carrying out the stating experiment the complex of the interconnected methods was used: questioning, observation of the activity of teachers and a conversation with them for the purpose of identification of the most typical difficulties and problems arising at them at the assessment of educational achievements of school students.

As a result of observation of the activity of teachers, it has been established that 96% recognize the need and importance of estimated activity but experience a number of difficulties in estimation of educational achievements of school students. At this stage, we have revealed levels of formation of motivational and valuable, cognitive, activity and reflexive components of readiness of students for the studied activity which results are presented in Table 1 and the Figure 1.

Table 1. State of Readiness of Future Teacher to the Assessment of Results of Teaching at the Starting Stage of the Experimental-research Work

Components of training	The formed levels of readiness for assessment of teaching results					
	High		Average		Low	
	EG	CG	EG	CG	EG	CG
Motivational value	14,9	14,4	64,2	66,5	20,9	19,1
Cognitive	15,5	13,7	43,3	43,8	41,2	42,5
Active	12,8	11,6	48,7	46,6	38,5	41,8
Reflexive	12,8	13,0	51,4	50,0	35,8	37,0

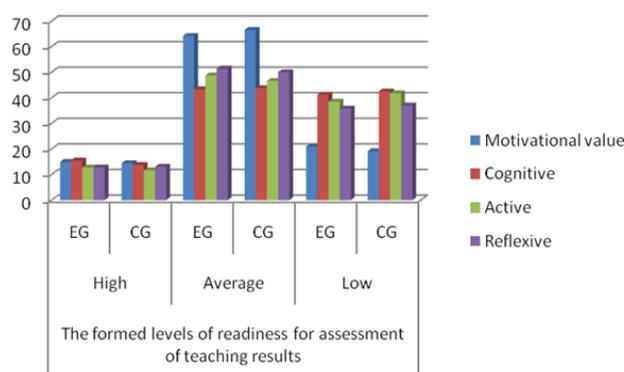


Figure 1. The Diagram of Results of the Stating Investigation Phase

The purpose of the second stage of experimental work - development, and check of the efficiency of the technology of training of future teacher for assessment of educational achievements of school students. For his carrying out we have defined experimental (148 people) and control (146 people) groups of a number of students of pedagogical faculty on specialties "History", "Physics", "Vocational education" and "Pedagogics and Technique of Primary Education".

At this stage of the experimental work estimated abilities of students of the experimental group by means of studying of a course at the choice of "Technology of estimation of educational achievements of pupils" were fulfilled. The course assumed profound studying by students of current problems of pedagogical estimation, attraction them to research work, the formation of a creative approach to future professional activity.

Teaching a course was for choice carried out in the form of traditional and nonconventional classroom occupations and independent work of students.

The third stage of vocational training in the assessment of the educational achievements of school students - was carried out in the course of student teaching on the 4th course and had practical

character. During preparation and carrying out test lessons future teachers carried out the system of the research tasks directed to formation of estimated abilities: observation of control and estimated activity of the teacher, filling of the flowchart of planning of control and assessment of educational achievements of school students; carrying out together with the teacher of pedagogical diagnostics of educational activity of school students and the analysis of her results; carrying out an analysis of written examinations; daily estimation of written works of pupils, etc.

For a check of the efficiency of the presented process of vocational training of future teachers to the assessment of educational achievements of school students, we have made the controlled research including observation, questioning, testing and interviewing, a self-assessment and expert assessment. Levels of readiness of students for assessment of educational achievements of school students were determined by us by readiness components, in particular: motivational and valuable, cognitive, activity, reflexive components by the criteria and indicators defined earlier. Dynamics of formation of components of readiness at students of control and experimental groups at a control stage is presented in Table 2 and in drawings (Figures 2, 3).

Table 2. Indicators of Formation of Readiness of Future Teacher for Assessment of Results of Teaching at a Control Stage of Experimental Research

Components of training	The formed levels of readiness for assessment of teaching results					
	High		Average		Low	
	EG	CG	EG	CG	EG	CG
Motivational value	47,3	29,5	41,9	56,8	10,8	13,7
Cognitive	35,2	18,5	54,1	57,5	10,7	24,0
Active	27,0	18,5	57,5	52,5	15,5	28,8
Reflexive	34,5	21,9	52,0	52,7	13,5	25,4

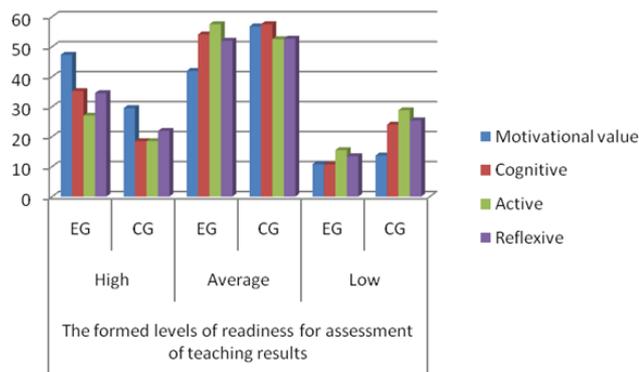


Figure 2. The Diagram of Results of a Research of Control Group Following the Results of EW

In general, dynamics of indicators of formation of readiness of future teacher for assessment of results of training which have

been presented in the Tables 1, 2 on possible levels of the studied quality are presented in Table 3.

Table 3. Comparative Analysis of the Formation of Readiness of Future Teacher for Assessment of Results of Training of Experimental Research

Degrees	High		Average		Low	
Stages Groups	Start	Last	Start	Last	Start	Last
Experiment	14,0	36,0	51,9	51,4	34,1	12,6
Control	13,2	22,1	51,7	54,9	35,1	23,0

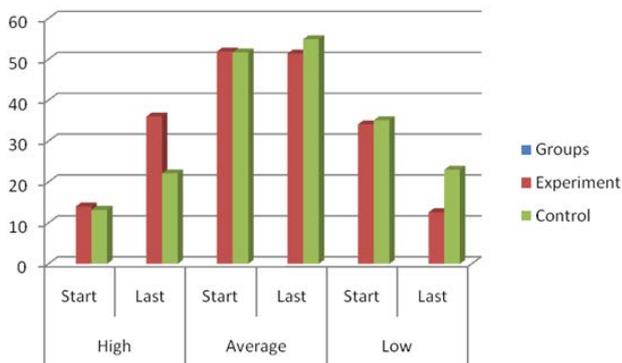


Figure 3. Diagram of an Initial and Total Cut of Results of Experimental Work

4 Conclusion

Thus, training of teachers and professional development represents the difficult many-sided process of formation of wide volume scientific and methodical knowledge, steady professional orientation, the properties of the personality necessary for the performance of pedagogical activity, awareness of the importance of the chosen profession.

During the analysis of psychology and pedagogical literature on a problem of vocational training of the teacher, we have come to a conclusion that at the present stage of development of pedagogical science this problem is allocated with the following aspects: determination of content of pedagogical education, complete pedagogical process, forms of improvement of pedagogical abilities, in particular control and estimated abilities. In general, we consider that the problem of professional education in respect of training of teachers for estimation of educational results is especially necessary for comprehensive consideration and introduction of positive transformations to the system of training of future teachers and his further professional development.

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Primary Paper Section: A

Secondary Paper Section: AM