

TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH

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Abstract: In her works, V.V.Polikarpova divides the scientists who conducted research on teachers' assessment activities into two groups. content and essence of teachers' evaluation activities in the educational process. The study mainly used the concepts of “grade” and “teacher’s evaluation activity”. Scientists distinguish the following as the main functions of evaluation activity; educational, educational, diagnostic and controlling. The evaluation activity of teachers consists of monitoring the acquired knowledge of students, as a result of which the acquired knowledge, skills and qualifications of students are evaluated.

Keywords: assessment, understanding, control, diagnostic, research, educational, educational.

The concept of “teacher’s assessment activity” was created in the 90s of the 20th century [1; 2-11–p.]. But it is not an exaggeration to say that the activity of teachers' assessment started earlier than that. In her works, V.V.Polikarpova divides the scientists who conducted research on teachers' assessment activities into two groups [2; pp. 37-39]. The first group includes works from 90 years ago, and the second group includes later periods. When analyzing both groups, Polikarpova obtained the following results:

- concepts describing the teacher’s activity;
- the purpose of the teacher’s evaluation activity;
- functions of the teacher’s evaluation activity;
- content and evaluation of teachers in the educational process
essence;
- object and subject of assessment;
- the results of teachers’ evaluation activities [2; pp. 37-39].

The works of Yu.B. Zotov, V.V. Davdova, L.M. Fridman, D.B. Elkonin can be included in the first group until the 90s of the 20th century. The theoretical analysis shows that the concepts of “grade” and “teacher’s evaluation activity” are mainly used in this study. Scientists have stated

that the main purpose of the teacher's evaluation activity is to evaluate the knowledge of each student on the subject and the final control.

Scientists distinguish the following as the main functions of evaluation activity; educational, educational, diagnostic and controlling. According to scientists, assessment does not require independent activity from students in the educational process, it is a process that depends on teachers, which is equal to the gnostic activity of teachers.

The evaluation activity of teachers consists of monitoring the acquired knowledge of students, as a result of which the acquired knowledge, skills and qualifications of students are evaluated.

Sh.A.Amonashvili, Ye.D.Bojovich, L.I.Bojovich, G.Yu.Ksenzova, V.M. Polonsky, N.V.Seleznev and other scientists say that the process of knowledge assessment is the independent activity of teachers, that is, their professional activity. But this activity was called differently by different scientists. Sh.A.Amonashvili (late 80s) stated that the result of the evaluation process and it is carried out by a person.

Amonashvili defines assessment as teaching students to independently evaluate their progress in the educational process. Among the evaluation functions, the scientist gives great importance to the stimulus function. He said that assessment is the biggest stimulator for increasing students' motivation in the educational process.

In the evaluation process, the teacher should evaluate the quality of the formed and developed knowledge, skills and qualifications of the students, show ways to improve them, show what and how to do and what model to follow [3; 12–p.].

V.M.Polonsky (70 years) defines the evaluation activity of teachers as a process of systematic assessment of knowledge. The scientist sees the essence of the evaluation process in the following components; determining the goal of education, determining the control exercises that indicate the achievement of these goals, and determining the ways that indicate the control result.

According to Polonsky, the assessment of knowledge has educational, training and control purposes. The scientist focuses on the educational function. The scientist also emphasizes the existence of various objects of control. He said that for some teachers, the object of evaluation is the factual material mastered by students, for others, the ability to apply the acquired knowledge in practice, and for others, the ability to use this knowledge in performing new tasks. The result of the evaluation process of teachers is the grade received by their students [4; 3-9–p.].

Research conducted after the 1990s is divided into two groups; researches in the directions of “general pedagogy” and “theory and methodology of education and upbringing”. As a result of

theoretical analysis, teachers' evaluation activities have been studied in the following directions in recent years. The first; research direction related to the study of teachers' professional activities (N.V.Kuzmina, Ye.V. Piskunova, etc.). The second; research direction related to the study of professional pedagogical education of teachers (I.V. Jernov, V.A. Kozqrev, I.S. Lomakina, N.F. Radionova, etc.). The third direction; general education (G.Yu.Ksenzova, N.V. Seleznev.). At the same time, the teachers' evaluation activity was considered by the authors as an independent activity, a stage of professional pedagogical activity or a component of professional pedagogical activity [5; 5-6-35-46–p.].

G.Yu.Ksenzova used the term teacher's evaluation activity in her research. According to him, the goal of the teacher's evaluation activity is to develop the ability of independent self-evaluation in students. When the scientist talks about the object of the evaluation activity, he means the independent development of the student in the process of individual growth. Thus, the result of the teacher's evaluation activity is the student's adequate self-evaluation [5; 5-6-35-46–p.].

The above-mentioned examples show that today there are different views on teacher evaluation activities. Regardless of different views, there are factors that describe the essence of this activity. That is, evaluation activity: it is an integral part of professional pedagogical activity, it is a teacher's professional task, it is an activity that develops the student as a person and self-evaluation [5; 5-6-35-46–p.].

Evaluation activities are part of the teacher's professional activity and stimulate the active activity of students. Today, the main goal of assessment is not only to evaluate the acquired knowledge of students, but also to develop their self-assessment skills. In order to effectively conduct the evaluation process, teachers must have evaluation competence. We can include the following in assessment competence:

- separation of the assessment object (what to assess);
- competence to accept the object of assessment;
- alignment of the assessment object with the assessment criteria competence;
- competence to choose the type of assessment;
- competence to announce the assessment result to students [5; 5-6-35-46–p.].

Evaluating the achievements, acquired skills and qualifications in the educational process is one of the permanent tasks of pedagogues.

Unfortunately, most teachers have difficulty or discomfort when it comes to performance evaluation. As a result, they re-use previously used tests without analyzing them. To see the results of the tests, it is necessary to analyze them statistically. The results of the analysis provide positive or negative information about the tested material, the process of mastering it, and the teacher's methodology. Based on this information, teachers are expected to plan their further work and evaluate their performance. Unfortunately, today teachers pay very little attention to this process. In order for the evaluation process and results to be effective, teachers must have evaluation competence, that is, they must have knowledge about the basis of assessment, the creation and use of assessment methods. Assessment competence helps to improve not only students' learning performance, but also the teaching process and students' motivation to study.

It is well known that assessment plays an important role in the process of teaching and learning. It helps teachers decide whether goals and objectives are appropriate or inappropriate.

R. Stiggins (1991) states that 50% of teachers' professional time is spent with the evaluation process. Campbell states that an effectively used type of assessment leads to an increase in student achievement [6; p. 9-18]. According to Mertler, the low level of assessment competence of teachers is the result of insufficient attention in professional development courses.

L. Taylor, agreeing with Mertler's opinion, states as follows; - Not enough hours are allocated to the theory and practice of assessment in training and advanced training courses. At the same time, there are no specific training manuals explaining the basic principles of assessment, and all available books are not intended for language teachers [7; p. 23].

We also agree with L. Taylor and Mertler. In our opinion, it is important to improve the evaluation competence of not only teachers, but also future teachers. For this, it is necessary to review the blocks of subjects and the distribution of hours allocated to educational programs. The reason is that there are enough hours allocated to the teaching of foreign language teaching methods, but not enough hours allocated to the methods of control and assessment. In the course of our research, we analyzed science programs of undergraduate and graduate students who are future teachers, and programs of professional development courses of professors and teachers who are currently engaged in professional activities.

As a result of the analysis, we encountered the shortcomings noted above by L. Taylor and Mertler, that is, the distribution of allotted hours and the absence of educational literature. We have solved a lot of tests in advanced training and retraining courses, but how much we actually use the process of creating them and statistically analyzing their results is abstract. Assessment has its

place in the process of teaching and learning, not only in the process of teaching a foreign language, but in all forms of education. Assessment is interrelated with five components that reflect the quality of the teacher, student, materials, context, and learning process. Both the student and the teacher benefit from effective supervision. An effectively used type of control allows you to get information about the correctness of the content and the course of the lesson, to monitor the students' learning process, shows the effectiveness of the teacher's method, the students themselves. serves to increase trust [8].

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