

UDC 378.637
IRSTI 14.35.07

DOI 10.52301/1991-0614-2024-2-36-51

*O.V. Voronushkina*¹, I.V. Lapina¹*

¹ Altai State Pedagogical University,
Barnaul, Russia
o.voronushkina@mail.ru

METHODOLOGY OF INDEPENDENT ASSESSMENT OF THE TEACHER TRAINING QUALITY IN THE FORM OF A DEMONSTRATION EXAM AT A UNIVERSITY

Annotation. *The demonstration exam in accordance with the Concept of pedagogical staff training for the system of education of the Russian Federation up to 2030 is recognized as a contemporary methodology for assessing the quality of teachers' professional preparation. This approach entails setting tasks for the professional community as the demonstration exam procedures have not been implemented in the system of higher pedagogical education. In order to implement it into specialized programs, higher educational institutions faced a question of standard documentation and teaching materials development to produce an integrated system to assess the progress of students and graduates. To solve the problems under study, it is necessary to develop competence-based and practice-oriented approaches that are focused on such forms of midterm and final academic assessment as the demonstration exam. In addition, the research has been arranged based on methodological principles of systemic, structural, functional and activity-based approaches. The authors determine fundamental principles of an integrated assessment system implementation and introduce a concise structure and content of comprehensive assessment tools developed in accordance with the requirements of professional and educational standards for the training of teaching personnel. Within the framework of the theoretical generalization, there has been carried out a comprehensive quantitative and qualitative analysis of the results of the approbation of a demonstration exam at Altai State Pedagogical University (Barnaul). The results obtained from this research will have an impact in the field of teacher training, as they will provide a framework for specialists to enhance the tool for demonstration examinations to guarantee the highest degree of objectivity in assessment of teacher training quality.*

Keywords: *demonstration exam, pedagogical university, practice-oriented form of assessment, independent assessment, integrated assessment tool, quality of teaching staff training.*

Introduction

At the current stage of development higher pedagogical education should solve two important objectives: to guarantee the quality of teaching staff training, on the one hand and to facilitate the employment and professional integration of future graduates on the other. The quality of teaching staff training is contingent upon the willingness

and capacity of university graduates to perform professional tasks in a real or simulated educational environment.

In accordance with the Concept of teaching staff training for the system of education for the period up to 2030 (approved by the RF Government Decree № 1688-r of June 24, 2022), the demonstration exam is recognized as a contemporary technology for assessing the quality of professional teaching staff training [1]. This implies the necessity for the pedagogical community to assume new responsibilities, given that the mechanisms of the demonstration exam have not actually been implemented to date for the training of teaching staff.

In late 2022 and early 2023, specialized stationary sites, authorized as Centers for demonstration (professional) exams, were opened in pedagogical universities on the territory of the Russian Federation. Their purpose was to accelerate the realization of independent assessment procedures for the outcomes of educational programs as well as the readiness of students (graduates) to find the solution to professional challenges in real or simulated professional environment. At the same time, the main tasks are not as much to develop a new educational environment, but rather to develop and approve a demonstration exam model as an active practice-oriented form of midterm and end-of-term certification of pedagogical university students. Additionally, a comprehensive and objective assessment of future teachers' professional training requires the development of the content of relevant normative and methodological materials.

The relevance of the study is contingent upon the identification of contradictions within the complex. On the one hand, organization and conducting of demonstration exams in the context of teaching staff training is associated with the need to create a comprehensive system for assessing the professional readiness of students and their results in mastering the educational programme. This represents a further development of the implementation of algorithms for identifying deficiencies in the professional training of teaching staff, in order to attract leading professional associations and employers' associations to an independent assessment of the quality of professional training. It is intended that this will result in improved mechanisms to update educational programs for the teaching staff training. Furthermore, the intention is to enhance the image of the teaching profession. Conversely, in order to ensure the maximum objectivity of an independent assessment of the quality of teaching staff training by involving representatives of employer organizations in the assessment and providing graduates with the opportunity to demonstrate their real professional skills, it is essential to establish an environment for the implementation of expert functions and improving the methodological competence of experts. There are tasks that must be completed before the technology for expert assessment can be developed and the structure and content of assessment tools for demonstration exams at a university can be determined. These tasks must be completed in

accordance with the requirements of the professional standard and educational standards for the teaching staff training.

In order to solve the presented tasks, some pedagogical universities of the Russian Federation carry out their own development of assessment tools and their approbation within the framework of test demonstration exams for various types of assessment. In Altai State Pedagogical University, Barnaul (hereinafter – AltSPU) similar work has been carrying out since 2020, first within the framework of the innovative project “Demonstration exam in the system of independent quality assessment of higher pedagogical education”, the purpose of which was to improve the system of independent quality assessment using the mechanisms of the demonstration exam during the state final certification of university graduates. In 2023 as part of the testing of new forms of work, AltSPU fulfilled the state task of the Ministry of Education of the Russian Federation to conduct applied scientific research on the theme “Examination of subject-methodical cases for conducting a demonstration exam in the process of teacher training” (dated June 2, 2023 № 073-00015-23-04). Within the framework of this work, it seems relevant to describe part of the results obtained in order to form a general idea of the methodology of independent assessment of the quality of teaching staff training in the form of a demonstration exam at a university.

Materials and methods

In the training of teaching staff for the system of education, a competence-based approach remains relevant. The approach can guarantee the achievement of the results planned in the federal state educational standards of higher education (hereinafter – FSES HE) and professional standards. According to the competence paradigm of a modern university, ensuring the quality of a specialist’s professional training is significantly influenced by the choice of adequate educational technologies. The implementation of the competence-based approach in higher education involves (according to FSES HE) the use of active, including interactive forms of control in the educational process, as outlined in the FSES HE. These forms of control allow updating cognitive processes, the strengthening of feedback and correcting the educational process. The competence-based approach focuses on the activity-based nature of education, in which the educational process is focused on practical results.

A prerequisite for the acquisition of competence by a student as a result of higher professional education is his active (subjective) position in the educational process, including in the implementation of various types of control. The demonstration exam which represents a new element of the educational program and is oriented towards practice-based activities is an active form of certification of students (graduates). The examination involves the resolution of professional tasks within a real or simulated professional environment including both standard and non-standard situations. Thus,

the demonstration exam becomes an integral component of a competence-oriented professional pedagogical education system with the training process oriented towards the achievement of specific outcomes in pedagogical problem solving.

As a result of the conducted research, a comprehensive scientific and methodological analysis of modern concepts and existing approaches to the realization of demonstration (professional) exams within the context of teaching staff training has been carried out. The experience of introducing a demonstration exam into the educational environment of a pedagogical university and the results of its implementation are reflected in the works of scientific and pedagogical specialists of different universities: Yu.I. Bogatyreva, S.P. Volokhov, O.V. Voronushkina, L.A. Kairova, M.N. Klemenova, O.V. Kozina, T.V. Makeeva, M.D. Nakhodkina, L.I. Sigitova, L.D. Sitnikova, E.N. Semenchina, B.E. Starichenko and others. Many publications are devoted to the peculiarities of effective subject preparation of students for the demonstration exam, including content options and ways to assess graduates' readiness to solve professional problems in the field of preschool general education, primary general education, foreign languages, history, physical culture, life safety, mathematics, etc.

The general model for the implementation of the demonstration exam in the system of higher pedagogical education was first presented in 2020 by S. P. Volokhov. As part of the innovative project, the demonstration exam was conducted on the basis of specialized educational organizations. The author highlighted the role of this form of assessment in quality management of training and employment of graduates of pedagogical fields, and also stressed that this mechanism ultimately contributes to the preservation and development of the demographic and intellectual potential of regions [2].

L.I. Sigitova presented a brief overview of the regulatory sources regulating the preparation and implementation of the demonstration exam as a form of midterm and final assessment in higher pedagogical educational institutions. The author also presents a list of documents that the organization should independently develop for the preparation and implementation of a demo exam, taking into account the available conditions and resources. Highlighting the main functions of a new form of assessment, the author confirms the relevance of the demonstration exam at the regional and all-Russian levels [3].

The work of L.A. Kairova and O.V. Voronushkina is devoted to the problem of expertise of tasks for conducting a demonstration exam at a pedagogical university, since the issue of developing unique criteria for the tasks quality expertise still remains open. The authors analyze and substantiate the criteria for an informative and methodological examination of assessment tools, the use of which will allow to assess the level of students and graduates training, the level of the metamethodic component of the professional

competencies of a future teacher in the implementation of a practice-oriented form of assessment [4].

Three years of experience in conducting a demonstration exam at AltSPU, including the work of the federal innovation platform “Demonstration exam in the system of independent assessment of the quality of higher pedagogical education” in 2020–2022, as well as work on fulfilling the state task of the Ministry of Education of the Russian Federation within the framework of applied scientific research on the theme “Examination of subject-methodical cases for conducting a demonstration exam in the process of teacher training” in 2023 is presented in detail in one of the previous publications of the author of this article [5].

The main results of the research are based on a theoretical and methodological analysis of the research problem and are aimed at developing and improving an integrated assessment system for the demonstration exam for teaching staff at the higher education level.

The research objective is to create a comprehensive assessment system for measuring the success of educational program completion, expressed as a demonstration exam.

In the system of higher pedagogical education, the demonstration exam serves two primary purposes. First, it provides an independent assessment of the results of students (graduates) having mastered an educational program. Secondly, it assesses their readiness to solve professional tasks in alignment with the relevant professional standards and the anticipated outcomes of educational program completion in real or simulated professional environment [6].

The basis for achieving this goal is a competence-based approach. The content vectors of this approach emphasize the practical orientation of such a form of midterm and final assessment as a demonstration exam. In addition, the methodological principles of systemic, structural-functional and activity-based approaches were used to implement process of the presented research. The following methods were used to achieve the results of the study: analysis, synthesis, systematization, description, design (modeling), experiment (experimental approbation).

Result

The demonstration exam in the system of higher pedagogical education is not intended to be a competitive procedure and does not pursue the goals of students ranking. Its primary objective is to determine whether a student or graduate’s preparedness to perform the requisite labor functions associated with the content of the perspective qualification.

To date, the demonstration exam firmly establishes its positions within the curricula of educational programs of higher pedagogical education and can be conducted as a form of midterm assessment in a discipline or module or internship (mainly industrial), as

well as a form of state final assessment. This may be undertaken as part of the defense of the practical component of the final qualifying work or project, or as a part of the state examination. The general algorithm and procedure for conducting a demonstration exam for various types of assessment are outlined in the Regulations on the demonstration (professional) exam at Altai State Pedagogical University [7].

It should be noted that at this stage of its progressing, the demonstration exam is a substitute for traditional tests and examinations. This alternative allows students to utilize prepared materials for pedagogical purposes (either as a plan for a lesson or an additional learning activity) on one of the topics of the school curriculum or supplementary materials, thereby enhancing their activities and professional competencies. It appears that in accordance with the various types of assessment, a demonstration exam can perform not only diagnostic, but also teaching and educational functions, which is reflected in the content of comprehensive assessment tools.

The assessment system of the demonstration exam is based on the principles of criteria-based assessment, in other words, on comparing the level of preparation of the student or graduate with the norms reflected in the regulations of the Federal State Educational Standard of Higher Education [8] and the Professional Standard of a Teacher [9]. The development, examination and application of the assessment tools of the demonstration exam should be informed by an understanding of the specific requirements of teaching staff training at a higher educational institution.

The implementation of a comprehensive assessment system for the demonstration exam for teaching staff is based on the following principles:

- independence of assessment is a fundamental principle that ensures the impartiality of representatives of the professional expert community involved in an assessment of knowledge of participants of a demonstration exam and in the expertise of assessment materials. This independence must extend to all parties, including students or graduates, employers, an educational organization, as this is an assessment on behalf of the professional community;
- the assessment process is integrative in nature: encompassing the demonstration of a comprehensive willingness to apply the knowledge and skills acquired during training, as well as the exercise of general professional and professional competencies. It also involves the performance of necessary labor actions that ensure the performance of labor functions in accordance with the professional standard;
- objectivity of assessment: with the demonstration exam results being evaluated by competent independent experts and the use of relevant assessment materials that have undergone professional expertise based on approved criteria;
- the optimal sufficiency of content is primarily determined by the type of assessment and the content of work programs within a discipline, module, practice or state final

assessment. In addition, the subject of assessment may not encompass all competencies assigned to the discipline or module, etc., but only the key ones for the given type of assessment (it is not possible to conduct a systematic assessment of this kind);

– systematic assessment involves the formation of an assessment materials bank by years of study and types of assessment. It also involves the analysis of demonstration exam results. Furthermore, it involves the identification of educational (professional) deficits of certified students. As a result of this, professional development programs (self-development) or making changes to the work programs of disciplines or basic educational programs of higher pedagogical education can be developed.

A comprehensive system for assessment of results of mastering an educational program in the form of a demonstration exam implies the presence of four key components:

- 1) the subject performing assessment is independent experts;
- 2) the object of assessment is the activity of a student, his actions in the preparation and implementation of the simulated event;
- 3) the subject of assessment is the formation of general professional and professional competencies necessary for the implementation of labor actions and the performance of labor functions;
- 4) assessment tools – comprehensive assessment tools used by the expert during the demonstration exam.

In order for this system to function successfully and for the quality of teaching staff training, scientific and methodological support and appropriate organizational and pedagogical conditions to be objectively and independently assessed, it is necessary to provide full implementation of each of its elements with the necessary support.

An expert of a demonstration exam is a representative of the professional community who has the necessary qualification level to conduct an independent assessment of the quality of teaching staff training and participate in the expertise of assessment materials, engaged on a voluntary basis.

In order to provide scientific and methodological support and improve the activity of experts, within the framework of the conducted research, methodological recommendations called “A comprehensive system of assessing for the demonstration (professional) exam in the system of higher pedagogical education” have been developed and published [10].

In order to provide organizational and methodological support, an Instruction for experts of a demonstration exam has been developed for working in the electronic system of the Demo Exam Center. This document outlines the steps required to be taken by experts when working in the system from logging into the system until the completion of the procedure for assessing students [11].

A supplementary professional training program called “Training of experts of a demonstration (professional) exam in the system of higher pedagogical education” (24 hours)

has been developed and implemented. This program focuses on conducting an assessment procedure for students and assessment of results of a demonstration (professional) exam. Also, electronic educational content of this program has been created and posted on the MOOC platform of additional education of AltSPU. 47 experts (representatives of employers' organizations) were trained to conduct independent assessment of quality of teaching staff training in the form of a demonstration (professional) exam.

The educational content of the professional training program is presented in three modules, each of which includes lectures, practical tasks, independent work and current assessment:

Module 1. Demonstration (professional) examination in the system of higher pedagogical education.

Module 2. A comprehensive system for assessment of results of acquisition of knowledge and skills in an educational program in the form of a demonstration (professional) exam.

Module 3. The specifics of the assessment materials of a demonstration (professional) exam in a subject area or a profile of student training.

The first two modules are invariant for all experts, whereas the third module is dependent on the subject area of an expert and the training profile of a student. The final assessment is an assessment of examination papers in subject areas or a training profile.

Thus, the members of the examination committee are informed in advance about the features of this form of assessment, the structure of assessment tools, model tasks for types of assessment in accordance with a subject orientation, the procedure for conducting a demonstration exam and the specifics of the work of experts during its implementation. Experts assess actions of a student based on the results of completed task, guided by the assessment criteria recorded in the comprehensive assessment tool of a demonstration exam.

The activity of a student, his actions in the preparation and implementation of the simulated event are described in detail in the methodological recommendations for students "Training students for the demonstration (professional) exam in the main educational programs of higher education 44.00.00 Education and Pedagogical Sciences" [12]. In order to assist students of the main professional educational programs of higher education in an extended group of specialties and fields of training (44.00.00 Education and pedagogical sciences), methodological recommendations have been developed in preparation for a demonstration (professional) exam as a form of midterm and final assessment. The recommendations are aimed at improving the general professional and professional competencies of students.

Students are provided with comprehensive data regarding the content and specifications of a demonstration (professional) exam, the procedure for participation and

the specifics of individual and group forms of assessment. Additionally, they are provided with examples of exam tasks and recommendations for their implementation, as well as criteria for assessing the results of a demonstration exam. Thus, they are afforded an opportunity to familiarize themselves with the requirements and prepare for the specific type of assessment on model tasks in order to demonstrate their general professional and professional competencies, which are necessary for the performance of labor and functions at a high level.

A student demonstrates the performance of the required labor activity with the assistance of volunteers (statisticians) who are involved in creating a model situation of professional activity in accordance with the assessment tools of a demonstration exam. In order to ensure the correct organization of their work on the examination, the curator (organizer) of a demonstration exam conducts a preliminary briefing on the roles performed and their functions within the simulated events.

The curator (organizer) of a demonstration exam is a scientific and pedagogical employee of university. They are responsible for conducting educational activity in the relevant profile of a student training, and a certain type of assessment according to a particular educational program of higher educational institution. Within the midterm assessment, this may be the lead teacher of the discipline or module or the organizer of internship. In the final assessment this may be the developers of the SFE program or the head of the main professional educational program. They are also responsible for the development and examination or selection of ready-made comprehensive assessment tools for a demonstration exam in the discipline, module or practice, etc.

As part of the scientific and methodological support, methodological recommendations for teachers-curators “Training students of a pedagogical university for the demonstration (professional) exam” were developed and published [13].

In order to optimize the organizational and methodological activities of the curators within the framework of the presented applied scientific research, an instruction for organizers on working at the Demo Exam Center has been developed [14].

The opening of Demo Exam Centers in pedagogical universities, which include a complex of educational and auxiliary facilities equipped with the necessary material and technical equipment for the exam, including multimedia equipment, as well as the expansion of types of assessment in the format of a demonstration exam contributed to an increase in the number of participants interested in approbation.

In 2023, 92 students of 16 full-time bachelor's and specialist's profiles in “Pedagogical education (with two training profiles)”, including “Preschool education”, “Psychological and pedagogical education” and “Special defectological education” took part in the approbation of the mechanism of the integrated assessment system at the Demo

Exam Center of AltSPU. All the subject areas presented at the university were covered. Figure 1 demonstrates the dynamics of the contingent by type of assessment.

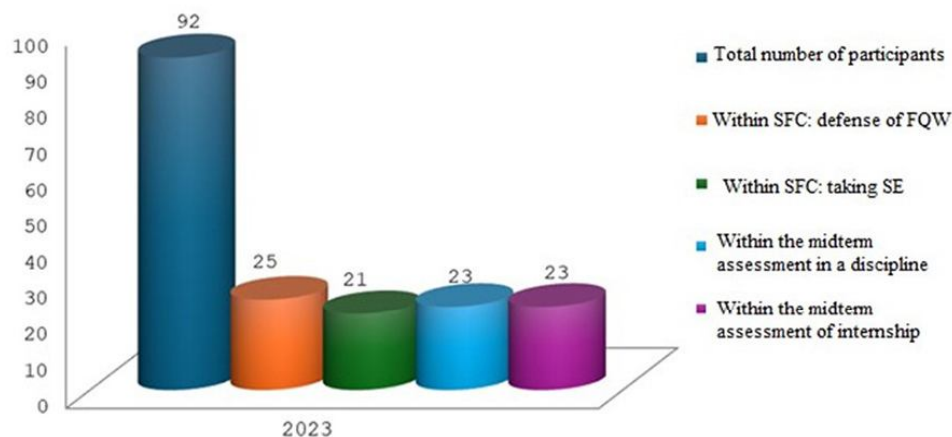


Figure 1 – Number of participants in the demonstration exam in 2023 at AltSPU by types of assessment

In order to provide graduates with the opportunity to demonstrate their professional literacy with a help of demonstration exam, it was necessary to determine the content of complex assessment tools relevant for different types of assessment. This was done by taking into account the profile and level of training of students in accordance with the requirements of professional and educational standards for teaching staff. Comprehensive assessment tools contain key information to ensure the accuracy and reliability of students' assessment measures in the form of a demonstration exam.

The content of comprehensive assessment tools for a demonstration exam which serves as a midterm and state final assessment in accordance with the curriculum is primarily determined by the profile of training and the specifics of the professional activity of future teacher. Only if this condition is met, the demonstration exam will allow an objective assessment of the level of readiness of students and graduates to perform professional tasks in changing conditions, in situations requiring creative and innovative approaches, when working with students with different educational needs, and interacting with different actors in educational process.

In contrast to traditional assessment methods, demonstration exam, if implemented correctly, fully corresponds and contributes to the competence – based approach in the system of higher pedagogical education. This approach forms the foundation of assessment tools and comprehensive assessment tools that comprise the system.

The conducted research involved the development and approbation of assessment materials for different types of assessment. This allowed us to determine experimentally the optimal structure of comprehensive assessment tools for demonstration exam.

Regardless of the subject orientation and type of certification, the model of a comprehensive assessment tool for a demonstration exam should be held in accordance with the following structure:

- 1) a detailed description of an assessment tool and its intended application including the specific field and profile of training and the graduate's readiness to perform certain labor actions;

- 2) a detailed specification of the assessment tool and the competencies to be assessed, classified by type of professional literacy and correlated with the professional standard;

- 3) a detailed description of a task of demonstration exam aligned with the certification type;

- 4) the algorithm for completing a task by an examinee in accordance with the assessment type;

- 5) a description of the algorithm for submitting a task to the examination committee in accordance with the type of assessment;

- 6) a list of equipment available for demonstration exam site, which an examinee may use when completing and presenting an assignment;

- 7) an assessment card for the results of demonstration exam. This card should include criteria for types of professional literacy and assessment indicators in accordance with the direction and profile of student's training;

- 8) a list of appendices to a task of a demonstration exam (if necessary: a sample plan (technological card, scenario, etc.) of an educational lesson (educational event, psychological and pedagogical lesson, etc.) [5].

The transparent and consistent structure of an assessment tool facilitates the procedures for its use in the implementation of a demonstration exam at any level of training.

The implementation of a demonstration exam assesses the preparedness of students or graduates to solve professional tasks in accordance with the relevant professional standards and anticipated outcomes of educational programs. The assessment parameters are grouped into criteria for the formation of general professional competences, including psychological, pedagogical and communicative digital literacy as well as criteria for the formation of subject and methodological literacy [6].

The study conducted a quantitative and qualitative analysis of future teachers' professional readiness. The findings indicated that this form of assessment was highly effective according to the main groups of criteria, as demonstrated in Fig.2. The assessment of the results of the demonstration exam is determined by an average score calculated as

the arithmetic mean of the grades given by each expert individually. These grades are based on a total sum of criteria of 100-point system and the generally accepted scale of score transfer. It seems that at this stage the high rates are explained by the fact that students with a higher level of training tend to act as examinee on a voluntary basis.

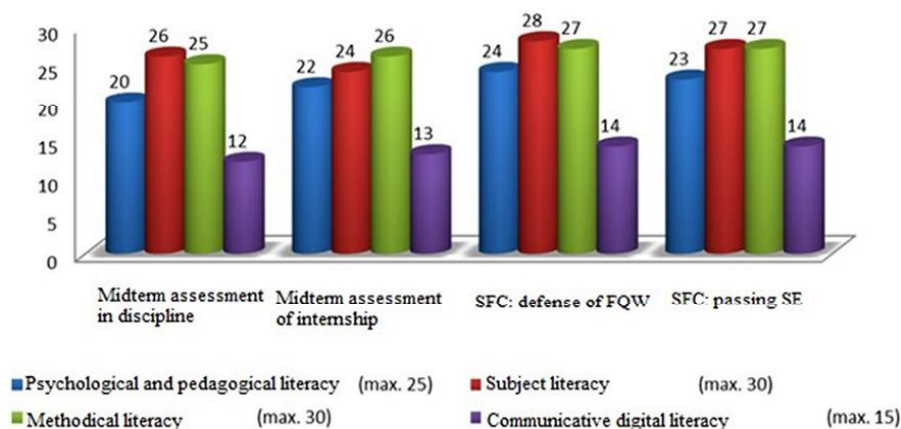


Figure 2 – Analysis of the average indicators of students based on the results of passing the demonstration exam by type of assessment in 2023 at AltSPU

Since it is the integrated assessment tools that contain key information to ensure the accuracy and reliability of assessment measures when assessing students in the form of a demonstration exam, the content of each element of the previously presented structure should be carefully checked for compliance:

- the content of work program of a discipline, module, internship or SFC;
- competencies formed within the framework of this discipline;
- profile and level of students training (year of study);
- the requirements of the professional standard;
- the requirements of the educational standard for teaching staff, etc.

The expertise and comprehensiveness assessment tools enables not only an ascertainment of quality but also the capacity to make necessary changes to the content. Based on the results of expert opinions, based on recommendations and suggestions given by experts, developers can implement modifications to the content of assessment tools to enhance the quality and accuracy of the initial version. If a task meets all the requirements, the student gets the opportunity to demonstrate all the necessary competencies during its solution. The content of it is presented in the form of an assessment card of the results of a demonstration exam, which indicates criteria for professional literacy and assessment indicators in accordance with both the direction of the student's training and the relevant profile.

Conclusion

The conducted research has shown that for higher educational institutions, conducting qualification tests in the format of a demonstration exam is one of the opportunities to assess objectively the content and quality of educational programs, their compliance with the needs of the modern labor market, since higher pedagogical education must solve two important tasks – to ensure the quality of teacher training, on the one hand, on the other – employment and professional adaptation of future graduates. The quality of teaching staff training is determined by the willingness and ability of graduates to perform professional tasks in a real or simulated educational environment, which are provided only by the format of a demonstration exam.

The use of demonstration exam as a form of midterm assessment at a university allows to identify and level the deficiencies in both general professional and subject-methodical readiness of future teachers, as well as to educate readiness for effective professional activity, both in standard and non-standard conditions. As a form of state final assessment at a university, a demonstration (professional) exam serves as an effective means of determining the level of readiness of students to solve modern professional tasks of various orientation and complexity. Thus, depending on the place in the curriculum demonstration exam can perform diagnostic, teaching and educational functions.

Since the primary objective of the demonstration exam within the system of higher pedagogical education is an independent assessment of the level of professional training attained by graduates of pedagogical universities and the quality of their education, the assessment system of the presented form of certification should be based on the principles of independence and objectivity of assessment, systematic and integrative (complex) nature of assessment, optimal sufficiency of the content of assessment tools, and so forth.

First of all, an independent assessment of the quality of examinee training implies the mandatory inclusion of competent representatives of organizations – employers and professional public associations who have the necessary level of qualifications and carry out assessment on behalf of the professional community (which corresponds to international standards of quality control) in the expert commission. It is also necessary to have up-to-date assessment materials in order to create conditions for the presentation of a comprehensive willingness of students or graduates to apply the knowledge and skills acquired during training, to realize their general professional and professional competencies, carrying out the necessary labor actions that ensure the performance of labor functions in accordance with the professional standard. It is important to note that an implementation of a well-structured assessment in the form of a demonstration (professional) exam offers new opportunities for prospective teachers, as it aligns with the contemporary demands of a practice-oriented model of higher pedagogical education.

This approach allows them to go entry to the profession at an earlier stage and much easier.

References

1. The concept of training teaching staff for the education system for the period until 2030. Approved by Decree of the Government of the Russian Federation [Electronic resource]. – 2022 – 1688-r. URL: <https://www.garant.ru/products/ipo/prime/doc/404830447/>. [In Russian]
2. **Volokhov, S.P.** Demonstration exam in the system of teaching staff training in Altai region [Electronic resource] // Education and innovative research: International scientific and methodological journal. – 2020. – №1. – URL: <https://interscience.uz/index.php/home/article/view/23>. [In Russian]
3. **Sigitova, L.I.** Regulatory and methodological support of demonstration exam at Pedagogical University [Text] // Modern high technology. – 2023. – №8. – P. 176-180. [In Russian]
4. **Voronushkina, O.V., Kairova, L.A.** Criteria for the examination of demonstration exam tasks at a pedagogical university [Text] // The world of science, culture, education. – 2023. – №6(103). – P. 267-270. [In Russian]
5. **Voronushkina, O.V.** Demonstration exam at a pedagogical university: the first results [Text] // Bulletin of Altai State Pedagogical University. – 2023. – №4(57). – P. 7-16. [In Russian]
6. Methodological recommendations draft for organizing and conducting professional (demonstration) exams for basic educational programs of higher education UGSN 44.00.00 Education and Pedagogical Sciences [Text] / Academy of the Ministry of Education of the Russian Federation, – 2023. [In Russian]
7. Regulations on the demonstration (professional) exam in the federal state budgetary educational institution of higher education "Altai State Pedagogical University" [Electronic resource]. Approved by the Rector's. – 2023. URL: https://www.altspu.ru/about_the_university/normativnaya-baza/doc/20274/. [In Russian]
8. Federal state educational standard of higher education – undergraduate program in the field of training 44.03.05 Pedagogical education (with two profiles of training) [Electronic resource]. Approved by Order of the Ministry of Education and Science. – 2018). URL: https://fgosvo.ru/uploadfiles/FGOS%20VO%203++/Bak/440305_B_3_15062021.pdf. [In Russian]
9. Professional standard Teacher draft (pedagogical activity in the field of primary general, basic general, secondary general education) [Electronic resource]. Approved order of the Ministry of Labor and Social Protection of the Russian Federation, issued by the Ministry of Labor of Russia. –(2022). URL: <https://www.garant.ru/products/ipo/prime/doc/56809182/>. [In Russian]
10. **Voronushkina, O.V.** A comprehensive system of assessing for the demonstration (professional) exam in the system of higher pedagogical education [Text]. – Barnaul: AltSPU, 2023. – 44 p. [In Russian]
11. Instructions for demo exam experts on working in the electronic system at the Demo Exam Center [Electronic resource]. URL: https://www.altspu.ru/students/demo_exam/demo_exam_organizer/. [In Russian]
12. **Voronushkina, O.V.** Training students for the demonstration (professional) exam in the main educational programs of higher education 44.00.00 Education and Pedagogical Sciences: instructional guidelines [Text]. – Barnaul: AltSPU, 2023. – 40 p. [In Russian]
13. **Kairova, L.A.** Training students of a pedagogical university for the demonstration (professional) exam [Text]. – Barnaul: AltSPU, 2023. – 36 p. [In Russian]
14. Instructions for organizers on working at the Demo Exam Center [Electronic resource]. – URL: https://www.altspu.ru/students/demo_exam/demo_exam_organizer/. [In Russian]

О.В. Воронушкина^{*1}, И.В. Лапина¹¹Алтай мемлекеттік педагогикалық университеті,
Барнаул, Ресей**ЖОО-да демонстрациялық емтихан түрінде педагог
кадрларды даярлау сапасын тәуелсіз бағалау әдістемесі**

Аннотация. 2030 жылға дейінгі кезеңге Ресей Федерациясының білім беру жүйесі үшін педагогикалық кадрларды даярлау тұжырымдамасына сәйкес демонстрациялық емтихан мұғалімдердің кәсіби даярлығының сапасын бағалаудың заманауи технологиясы ретінде танылды. Бұл хабарлама кәсіби қоғамдастық алдында жаңа міндеттер қоюды көздейді, өйткені демонстрациялық емтихан тетіктері қазіргі уақытқа дейін жоғары педагогикалық білім беру жүйесінде қолданылмаған. Оны даярлау бағдарламаларына енгізу үшін жоғары оқу орындарының алдында білім алушылар мен түлектердің нәтижелерін бағалаудың кешенді жүйесін қалыптастыру үшін нормативтік құжаттар мен әдістемелік материалдарды әзірлеу туралы мәселе көтерілді. Белгіленген мәселелерді шешудің негізгі құзыреттілік тәсіл болып табылады, оның мазмұндық векторлары демонстрациялық емтихан ретінде аралық және қорытынды аттестаттаудың осы түрінің тәжірибеге бағытталған бағытын көрсетеді. Автор кешенді бағалау жүйесін іске асырудың негізгі принциптерін анықтайды және педагог кадрларды даярлаудың кәсіптік және білім беру стандарттарының талаптарына сәйкес әзірленген демонстрациялық емтиханның кешенді бағалау құралдарының нақты құрылымы мен мазмұнын ұсынады. Теориялық жалпылау шеңберінде ФМБ ЖОО «Алтай мемлекеттік педагогикалық университетінде» (Барнаул қ.) демонстрациялық емтиханды сынақтан өткізу нәтижелеріне кешенді сандық және сапалық талдау жүзеге асырылды. Жүргізілген зерттеудің практикалық маңыздылығы оның нәтижелері жұмыс беруші ұйымдардың өкілдерін бағалауға тарту арқылы педагогтерді даярлау сапасын бағалаудың барынша объективтілігін қамтамасыз ету мақсатында демонстрациялық емтиханды іске асыру тетігін жетілдіруге мүмкіндік береді және түлектерге олардың дайындығы мен нақты немесе имитацияланған білім беру ортасы жағдайында кәсіби міндеттерді орындау қабілетін көрсетуге мүмкіндік береді, бұл өз кезегінде, ЖОО түлектерін даярлау сапасын тәуелсіз бағалау жүйесін жетілдіруге ықпал етеді.

Кілтті сөздер: демонстрациялық емтихан, педагогикалық университет, аттестацияның тәжірибеге бағытталған түрі, тәуелсіз бағалау, кешенді бағалау құралы, педагогикалық кадрларды дайындау сапасы.

О.В. Воронушкина^{*1}, И.В. Лапина¹¹Алтайский государственный педагогический университет
Барнаул, Россия**Методология независимой оценки качества подготовки
педагогических кадров в форме демонстрационного экзамена в вузе**

Аннотация. В соответствии с Концепцией подготовки педагогов для системы образования Российской Федерации на период до 2030 года в качестве современной технологии оценки качества профессиональной подготовки педагогических кадров определен демонстрационный экзамен. Данный подход предполагает постановку задач перед профессиональным сообществом в систе-

ме высшего педагогического образования процедура по применению демонстрационного экзамена до настоящего времени не реализована. Для его внедрения в программы подготовки перед вузами встал вопрос о разработке нормативных документов и методических материалов для формирования комплексной системы оценки результатов обучающихся и выпускников. В основе решения обозначенных задач лежит компетентностный подход, содержательные векторы которого акцентируют практико-ориентированную направленность такой формы промежуточной и итоговой аттестации, как демонстрационный экзамен. Кроме того, реализация процесса исследования выстраивалась на основе методологических принципов системного, структурно-функционального и деятельностного подходов. Авторы определяют основополагающие принципы реализации комплексной системы оценки и представляют четкую структуру и содержание комплексных оценочных средств демонстрационного экзамена, разработанных в соответствии с требованиями профессионального и образовательного стандартов подготовки педагогических кадров. В рамках теоретического обобщения осуществлен комплексный количественный и качественный анализ результатов апробации демонстрационного экзамена в ФГБОУ ВО «Алтайский государственный педагогический университет» (г. Барнаул). Практическая значимость данного исследования заключается в разработке и усовершенствовании инструментов демонстрационного экзамена с целью обеспечения максимальной степени объективности при оценке качества подготовки выпускников педагогических вузов.

Ключевые слова: демонстрационный экзамен, педагогический вуз, практико-ориентированная форма аттестации, независимая оценка, комплексное оценочное средство, качество подготовки педагогических кадров.