

Formation of Testological Culture in Future Teachers as a Pedagogical Necessity

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Abstract: A model for the formation of testological competence of future teachers, reflecting the connection between the content, methods, forms and means of teaching with academic subjects and types, is recommended for preparing students to use the test in their studies. In training, it is characterized by the integrity of the following components: purposeful, reflecting the goals and objectives of the model's activity; theoretical and methodological, including theoretical and methodological foundations for constructing models; subject-substantive, reflecting the programs of subjects in which the development of testological competence in teaching is advisable; technological methods, including forms and tools that ensure the effective formation of testological competence; reveals the levels, criteria and indicators of the formation of effective evaluative, testological competence.

Keywords: testological culture, competence, pedagogical necessity, future teachers.

Introduction

At the present stage of development of the education system, much attention is paid to the development and optimization of technologies for assessing the level and quality of student training. Pedagogical testing is widely used today at all stages of general and vocational education; it objectively and systematically controls the results of learning, the formation of a system of knowledge and skills of students, as well as the process of public education. meets the requirements of lim standards. Modern research studies the creation and use of tests aimed at realizing various goals of educational activities, as well as the possibilities of testing to improve the quality of these activities. The final certification of graduates of secondary (complete) general education at the state level is carried out using test and measurement materials.

Main Part

Currently, tests are widely used at all stages of general and vocational education. This depends on many reasons, the most important of which is: the final certification of students who have mastered the basic general education programs of secondary (complete) general education, according to tasks in a standardized form - strengthening control by legislation using measuring materials, as well as conducting a Federal Internet exam in the field vocational education in the form of a computer test.

However, practice shows that most teachers do not have the knowledge and skills necessary to competently use didactic tests and need additional training in this regard. The study was conducted among teachers of higher educational institutions, secondary vocational and primary vocational educational institutions, school teachers, as well as final year students of pedagogical universities, the survey results confirm. [1]

The teacher is the most important person in solving problems related to testing in current educational activities: the optimal selection of the content of test materials and the level of complexity of test tasks, the development of distraction factors that fully take into account typical errors and difficulties of students, and in the context of the situation, test materials are directly involved in the educational process, which is the subject of the educational diagnostic system, for examination.

On the one hand, there is a tendency to use tests as a means of forming, diagnosing and monitoring the knowledge and skills of students, the educational process, and the processes of self-development of students and teachers. On the other hand, teachers and students do not have sufficient knowledge, skills, attitudes and experience of the testing system for this. The low level of testological culture of teachers does not allow them to master the entire complex of testological activities in teaching and effectively and creatively manage the pedagogical process.[2]

In this regard, the task of studying and describing the phenomenon of a teacher's testological culture as one of the aspects of the general pedagogical culture in modern society is relevant. To do this, it is necessary to determine the pedagogical features of this concept, which distinguish it from the teacher's testological culture as a phenomenon in the aspect of philosophy, cultural studies, psychology and testology.

Thus, the following contradictions may exist in this matter:

- the need of society and the state to introduce new educational standards and insufficiently developed mechanisms for diagnosing the results of their development into educational practice;
- the need of teachers and students to use test materials to achieve various educational goals, improve the quality of teaching and independent learning, as well as the insufficient level of test-logical culture of teachers;
- the need to increase the level of testological culture of the teacher and the structure of the educational diagnostic system, the content and structure of the concept of testological culture of the teacher as a component of pedagogical culture, approaches to its formation are not sufficiently developed;
- a high level of motivation for teachers' testological activities and a fairly low level of theoretical and practical preparation for this activity;
- the need for professional self-improvement of a teacher in testological activities and the insufficient development of educational and methodological tools that ensure the process of forming his testological culture.

Modeling the essence and content of the concept "teacher's testological culture as a subject of the educational diagnostic system" as a component of the general pedagogical culture helps to organize and systematize the conceptual and terminological apparatus of pedagogical theory and practice. The scope of application of the cultural approach can also increase the level of formation of this type of culture if:

- in the process of modeling the teacher's testological culture in the system of pedagogical diagnostics, considered as a general pedagogical concept, there is a transition to a new level of qualitative efficiency, optimality, knowledge intensity, reproducibility and guarantee of a given education. pedagogical activity;
- the content and structure of the testological culture of the teacher as a subject of the educational diagnostic system are determined in accordance with the basic rules of testing theory, as well as the directions of the teacher's activities in teaching and using self-testing;
- the formation of a testological culture is carried out on the basis of solving a system of practical and educational tasks of personal significance with the priority use of the project method and reliance on information and communication technologies;
- a teacher carrying out testological activities is the subject of his own development; Pedagogical support for the process of forming a testological culture of a teacher is carried out on the basis of considering the subjective experience of his testological activity, differentiation and individualization of the content, forms and methods of developing a testological culture among teachers;

- testological activity is one of the system-determining factors in the process of forming the testological culture of the teacher as a subject of the educational diagnostic system, that is, testological activity is the main component of the content of the curriculum. as a form of organization of teaching and creativity of a teacher [2].

Conclusion

The following conclusions can be drawn on this issue:

1. the content of training aimed at developing the testological competence of students must have a set of topics and educational materials that ensure this;
2. when choosing topics and educational materials, it is necessary to comply with the principles of systematicity and integrity, sociocultural compatibility and practical orientation, scientific character and historiography;
3. mastering the content of this training should be carried out in the process of solving a system of professionally oriented educational tasks for students, some of them should be aimed at developing their testological competence, and some - at determining its achieved level [1].

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