

Approaches to Future Teachers' Professional Training to the Organization of a Foreign Language Assessment at Primary Schools

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Abstract

The problem of professional training of future specialists is one of the most urgent issues in the modern dynamic world. Society needs professionals who would be able to take not only the traditional formulated solutions, but also independent non-standard solutions to professional problems, like in the integral part of their professional training such as the organization of a foreign language assessment at primary schools. In this relationship, the present paper investigated the problem of selecting the most appropriate approaches to future teachers-philologists' professional training in the sphere of young learners' achievements testing. The main aim of paper was to analyze and represent the most beneficial approaches for this purpose. In this paper, we realized that the professional training of future philologists should be based on a combination of personality-oriented, communicative, environmental and competence-based approaches, as well as the constructivism idea. The scientific research results may be used in the foreign language teaching methodology as a basis for the students' training for the assessment organization.

Keywords: Teachers-philologists; Approaches; Professional training; Assessment organization; Student readiness.



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1. Introduction

For many years, teachers and researchers have discussed which school variables effect student achievement. Some research has proposed that schools bring little impact to bear upon a child's achievement that is independent of his background and general social context (Coleman *et al.*, 1966). Other evidence suggests that factors like class size (Ferguson and Womack, 1993), teacher qualifications (Mosteller, 1995), and other school variables may play an important role in what students learn. As new standards for student learning have been introduced across the states, greater attention has been given to the role that teacher quality plays in student achievement (National Commission on Teaching and America's Future (NCTAF), 1996). It is known that the modernization of the content and technologies of teachers and philologists' professional training require the introduction of innovative pedagogical concepts, theories and models in higher educational institutions, not only within the framework of foreign language teaching, but also the assessment of educational achievements as an educational process component at primary schools because social, psychological, cultural foundations of the individual take their origins. In this regard, new approaches to the training of future teachers are constantly sought (Amirkhani *et al.*, 2018).

Analysis of scientific sources showed that there are various approaches to the training of future teachers; however, according to Fominykh *et al.* (2016) despite numerous studies on this field, the question of finding effective approaches to the training of future specialists remains relevant. As a part of this research, we believe that the professional training for future philologists should be based on a combination of personality-oriented, communicative, environmental and competence-based approaches as well as constructivism ideas.

2. Materials and Methods

According to the research objective, it was necessary to perform a deep analysis and study of the most significant future teachers' training approaches. In our opinion, it is appropriate to consider these approaches in more detail. For this purpose, we use critical review approach by considering other related researches that has been done formerly. As a matter of fact, the comparative method was used for the comparative description of various approaches to the training of future teachers in different mentioned researches in this article.

3. Results and Discussion

Personality-oriented approach implies that the center of the educational process is the student personality. In the field of a personality-oriented approach, the concept of autonomy of the training subject and its autonomous learning in which the student takes over the management of their learning activities, the concept of student autonomy is developed within the framework of student-centered learning and its humanization. With regard to the content of training, the personality-oriented approach is manifested in the selection of the training content taking into account the training subjects interests which motivates them to independence and activity, search for information on topics of interest, reflection and independent conclusions (Enygin *et al.*, 2017).

We agree with the opinion of A. Kapaeva, who believes that the readiness to implement autonomy in the field of the personality-oriented learning is characterized by a number of interrelated components such as motivational attitude to the studied discipline/activity, intellectual abilities, and methodological component, that is, mastering methods and techniques of independent activity. Depending on these components, there are three degrees of readiness (Kapaeva, 2004; Villalobos, 2010).

1. Willingness to copying activities, that is, the imitation.
2. Readiness for reproducing activities, that is, to reproduce the acquired information.
3. The willingness to actually separate activities— applying lessons of admission to new conditions.

The above-mentioned cases are consistent with the activity component of personal-oriented approach (allocated to A. Leontiev) according to which any activity has a subject, needs and motives (Lubchenkov, 2002) (Maximova and Belyaev, 2017) As a part of our study, the use of a personality-oriented approach to the future foreign language teachers training indicates a reorientation from the traditional transfer of knowledge to the motivational-conditioned independent solution of professional tasks.

Here, consider the communicative approach, which means the significant contribution to the formation and development of the communicative approach by Zimnyaya (2006) Osipova (2017) Palmer (1963) Passov (1998) Solovova (2008) Shales (1995) Clark (2013) Littlewood (1997) Rubtsov (2002) Swan (1985). According to this approach, the practical foreign language speech orientation is a means of learning (Dmitrii *et al.*, 2018). It is impossible not to agree with the scientist opinion as this approach contributes to the formation of students special skills, namely: to enter into communication, to roll it up and resume; to carry out its strategic line in the process of expressing their own thoughts, to implement it in the tactics of behavior; to communicate with several speech partners, to consider the possibility of changing the roles of communicating; to predict the probabilistic behavior of communicants in the course of their professional activities.

The communicative approach is based on principles of speech-thinking activity, individualization, functionality, novelty, situationality (Passov, 1998). The essence of speech activity principle, in our opinion, is to use in the classroom communicative value of speech material, adequate to the spheres of everyday and professional communication of students. It is also necessary to take into account the principle of functionality concerning the selection of speech means, their correlation with needs of professional communication. The novelty, based on the theory of communicative approach, should concern all aspects of students' activities: a variety of methods, techniques, forms and conditions of training; constant updating of the content of foreign language training of future specialists (Fominykh *et al.*, 2016). As a part of our research, the principle of situationality is important, in other words, the communication takes place on the basis of and through the development of a quasi/professional communicative situation.

Taking into account the communicative situation, the definition of Passov (1998) under quasi-professional communication situation presets the dynamic relationship of students promoting communication and motivation and is both a foundation and means of professional foreign language communication for future specialists. According to studies, (Lubchenkov, 2002) (Kropotova) it is more expedient to combine a variety of communicative situations that may arise in professional activities, and communication mechanisms that include the following cases: Organizational and managerial factors (creation of communicative motives, cohesion of a group of communicants), social factors (involvement of participants, distribution of social roles), cognitive factors (information exchange), axiological factors (value attitude to the content of communication and audience), linguistic factors (tactics and communication techniques), psychological factors (infection, suggestion, imitation, persuasion, fashion), spatial factors (place, time), and technological factors (telecommunication means of communication). Therefore, sharing opinion of Fominykh *et al.* (2016). The implementation of the communicative approach in our study involves the following cases:

- Taking into account the student motivation;
- Functionality in the selection of educational material, i.e. the selection of material according to the motivational choice of subjects of training;
- Taking into account individual-psychological, age characteristics of the personality of future specialists and their interests;
- Active-creative activity of educational process subjects through a foreign language;
- The use of mainly active and problematic methods and group forms of teaching the organization of educational achievements assessment of younger students in a foreign language;
- Designing situations typical for professional activity of future specialists by means of a foreign language;
- Focusing on self-extracting information, its critical understanding and assimilation;
- Organizing communication of future specialists in the educational environment on the basis of dynamic professionally significant communicative situations.

3.1. Competence Approach

In the new economic conditions, the solution to the problem of increasing the competitiveness of domestic specialists in the world has led to the introduction of competence-based approach in the higher education system. Within the framework of this approach, its main goal is to prepare a competitive qualified specialist, competent, fluent in the basics of his profession, oriented in related fields and trends of the global world economy, ready for continuous self-education, self-education and professional growth. Competence approach (Fominykh *et al.*, 2016) is designed to solve the problem of modern education, when a graduate of a higher educational institution has an extensive set of theoretical knowledge, while experiencing significant difficulties in professional activities that require the use of this knowledge to solve specific problems or problem situations. This establishes a balance between the higher education and life demands. Competence approach in education has been studied by Bolotov (2003) Verbitsky (2004) Zimnyaya (2006) Ivanov (2003) Kogan (2001) Kraevskij (2003) Kropotova Khutorskoy (2002). Under the competence, it is understood the possession, the possession of a person with appropriate competencies, and the necessary knowledge and experience to work effectively in any subject area. The competence is a meaningful personal attitude of individuals to the available matters. Competence can also be interpreted as the sum of professional demand, suitability, job satisfaction and professional success. Competence is consequently a set of interrelated knowledge, skills, ways of activity of the individual, a set in relation to a certain range of necessary disciplines for quality productive activities in the field of these subjects; it is the readiness of the individual to mobilize knowledge, skills and all possible external resources for effective activity in various professional situations (Yarychev, 2017). Competencies represent integral characteristics of the quality of preparation of students related to their ability to target meaningful application of knowledge, skills and ways of working in relation to a particular interdisciplinary range of issues (Khutorskoy, 2002).

Kogan (2001) identified a number of key competencies, characteristics of which must take into account five main potentials that a person should possess: cognitive, moral, creative, communicative and aesthetic potentials that set the direction of the personal development process. The author's key competencies include general subject competencies related to the range of subjects and educational areas and involving the formation of the ability of the student to solve problems on the basis of known facts, concepts from various educational areas, namely: the ability to define concepts, create generalizations, establish analogies, classify, independently choose the grounds and criteria for classification, establish cause-and-effect relationships, build logical reasoning, reasoning (inductive, deductive and by analogy), draw conclusions; the ability to consciously use speech means in accordance with the task of professional communication, to express their feelings, thoughts and needs; planning and regulation of their activities (Sergeev *et al.*, 2017).

Defining in the context of our research, the educational and cognitive competence includes the knowledge and skills of the cognitive activity organization: planning, analysis, self-assessment; information competence, which is the key to self-realization primarily in the professional sphere and provides the skills of search, analysis, synthesis, saving, accumulation, protection and information production.

An important indicator of the organization of the learning process on the basis of competence-based approach is the subject competence of students in the framework of training –the implementation of students' cognitive capabilities, systematic in the assimilation of knowledge, educational autonomy and effective interpersonal communication, participation in group projects, the ability to exercise self - and the mutual control ensuring their own efforts of sustainability and growth of educational achievements. In other words, the readiness of students to use the acquired knowledge, skills, abilities in a foreign language to solve life and professional practical problems (Passov, 1998). In our opinion, only in the course of active work, it is possible to solve practical problems, that is, the formation of competencies is possible only in the course of a variety of cognitive, communicative, practical, creative activities of students. This explains our choice of competence approach to prepare students for a foreign language organization of assessment, as it is not aimed at mastering a certain amount of knowledge, and the ability to solve problems, getting students experience professionally directed foreign language communication activities.

In the present study, this approach can be considered as an integrative quality of personality, which is the relationship of knowledge (psychological, pedagogical, methodological, research, cultural, organizational and other), pedagogical skills, the ability to self-education and self-education, willingness and ability to solve professional and creative tasks, to get from their work specific positive results that meet generally accepted standards (Zakharova, 2017).

Summarizing the above-mentioned cases, we can highlight main features of the competence approach to the training of future professionals. Therefore, the educational process of future foreign language teachers should have a professional orientation, while the readiness should be formed to solve communication problems in the field of professional activity.

The environmental approach is the next approach to the future teachers-philologists training in the concept of our study. The problem of designing virtual educational environments for the implementation of self-and mutual education of students is now an issue for the modernization of an education system (Fominykh *et al.*, 2016) as a main concept of the environmental approach. The study of this approach is devoted to the study of such domestic and foreign scientists as Manuilov (1997) Meng (1999) Rubtsov (2002) Savenkov (2008) Shek (2001) Abowd (1999) Hutchinson (2003) Lieberman (2015). however, note that the interest aforesaid in terms of education was by teachers, psychologists, sociologists and philosophers. In the philosophy of education, we are thus talking about the design of a new educational environment as a multidimensional space adequate to students' needs and corresponding to the trends and dynamics of the modern culture. The task of development of a flexible environmental approach focuses not only on the object subject world, but also on the development of the world of communications and

interrelations between world educational systems, associations of educational institutions and their educational environments, and their integration into the uniform communicative cultural space (Meng, 1999) is set. The question of human relations with the environment is traditionally considered within the framework of the environmental approach in the sociology. Psychologists set the task of analysis and use the educational environment as a factor, conditions and means of construction of an educational process (Ivanov, 2003). Issues of comprehensive psychological analysis of the educational environment devoted to the study of Rubtsov (2002). According to Fominykh *et al.* (2016), the use of the environmental approach in training future specialists can be a key factor in achieving openness, dynamism and competitiveness of higher education institutions. According to ideas of an environmental approach, participants of an educational process are as follows: student, teacher, environment and the main task of the teacher to make an ally of the environment, an assistant in education and upbringing.

The environment is understood as everything among which the subject of development resides and through which they realize themselves. This understanding of the environment provides opportunities for both subjects of education (students) and subjects of management (teachers), and it is pedagogically interrelated and significant. In addition, within the framework of the environmental approach, the environment is a significant but intermediate link between subjects of education and management. In this regard, the study of Y. Manuilov is considered to be interesting (Manuilov, 1997). The author proved that the environment could be any sphere of the human activity, when it was mediated by its purely personal meanings and values, that is, the environment existed only in the ratio of "subject – environment". Educational environment is always developing and provides a set of opportunities for participants' self-development in an educational process. At the same time, we note that the essence of an environmental approach is the continuity of the learning and developing potential of the learning environment. In other words, the educational environment needs to operate to socially important personal qualities of trainees and should be formed without obstacles for the individualization (Manuilov, 1997) (Shek, 2001) (Swan, 1985). The modernization process includes, as it is known, the introduction of the latest achievements of science and innovations into the educational process including an environmental approach. We also cannot disagree with (Fominykh *et al.*, 2016), who represented the environmental approach to the training of future specialists as a set of research procedures implying: 1) Identifying models of mutual influence of the student and the educational environment; 2) Designing on the basis of results of the learning environment of professional training of future specialists; 3) Optimizing the impact of the learning environment on the development of professional qualities of the student.

According to Richards, the medium approach is the theory and technology of mediated management of the educational process, in which the main emphasis is on the internal activity of students, their self-learning, self-education and self-development; the educational environment is the condition and factor of the student's success or failure; the essential features of the implementation of the medium approach to foreign language training of future specialists believe: co-evolution of the educational environment and society (Richards, 1986). mediated and non-linear impact on the student; educational environment provides the opportunity to obtain the necessary information for the student; the ability to obtain information and transform it into the learning process; learning environment is both a means of diagnosis, design and production of results as well as the actualization of the student's inner world; electivity of the environment, implying the construction of its own trajectory of foreign language education on the basis of the ability of the environment to provide a multivariate development of the educational process, where the student is not a consumer of knowledge, but the creator of the educational environment; learning environment is a special personal space of knowledge and development, where each student develops according to their individual characteristics. We will specify that sources of information in the educational environment are educational materials, network communities, groups, all participants of educational process.

It is worth noting that the educational environment penetrates into all spheres of the education subjects' life in the present study including public, social, leisure, domestic and educational aspects.

Constructivism is the next approach in our model. As a result of the current trend towards the automation of labor, a number of other factors are constantly creating new skills, competencies, and, consequently, new requirements for specialists in a particular field in the modern world. The mobility, flexibility, and the ability to develop in new conditions are the main requirements for a specialist in an ever-changing world. In this regard, the constructivism, as a new approach to the education, is becoming increasingly important because a person with the constructive thinking is always able to respond in a timely manner to the changing situation in the world. The constructivism is an approach to the education not as a process of knowledge transfer, but as an independent, conscious, active constructive process of building one's own system of knowledge (Sotillo, 2002; Zvereva, 1987). This approach helps students to develop the ability to find innovative solutions in the process of interaction with the environment. The basis for the implementation of this approach according to Sergeev *et al.* (2017) is the formation of students' constructive skills: modeling, planning and designing activities in standard and non – standard environment; the task of the teacher-to reveal the possibilities of students, teach them to think constructively and creatively solve problems. After (Fominykh *et al.*, 2016). We considered features of the constructivism as an approach to foreign language training of future specialists as follows:

- The involvement of students in the creation, for example, control works in the form of the most adequate subjects of control-game;
- Creation of a constructive educational environment in which students can design their own educational route;
- Shift of an emphasis from results (amount of knowledge) to the process (methods of acquiring knowledge) leading to the formation of a self-organized personality

- Prevalence of active, creative and research teaching methods such as project method, case method, brainstorming and problem solving / situations;
- Integrity of classroom contact and independent extracurricular work of students;
- Assignment to the teacher of the role of the assistant directing process of designing of own educational route;
- Reflection as an element of learning.

4. Conclusion

According to the above mentioned cases, it was believe that a combination of personality-oriented, communicative, environmental and competence-based approaches as well as on ideas of constructivism could make an effective system of future philologist training in the sphere of game form the assessment organization at a primary school. In spite of the relevancy of problem of control organization teachers' professional training, this problem was underestimated in the modern methodology and it was less studied by scientists. The research results could be used in the professional training program at universities.

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