MULTISTAGE ASSESSMENT DURING FINAL ATTESTATION IN HIGHER EDUCATION

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Abstract. In assessment procedures during final attestation in education, as a rule, two main questions arise: what to assess and how to assess, in order to ultimately draw appropriate conclusions and make classification decisions. In higher education, the answer to the first question is defined in regulatory documents — educational standards and programs — these are the results of students mastering educational programs in the corresponding field of study. Educational results are set today in a competency-based interpretation, and over more than a decade of implementation of the competency-based approach in professional education, the university community has come to a relatively consistent understanding of such definitions as "competencies" and "competence." However, the second question still remains open — how to assess the declared educational results in the conditions of final attestation in order to draw conclusions about the competence of a university graduate, assign qualifications and issue a document on higher education.

Basic purpose of the article is to substantiate multi-stage assessment during final attestation in higher education through identifying the key components of the methodological apparatus — goals, functions, principles, and on these grounds, the presentation of the algorithm as part of a multi-stage assessment technology.

Research Methods. The methodological basis for defining multi-stage assessment in a separate direction that meets the requirements of objectivity, independence and comparability of graduates' assessments obtained as a result of attestation procedures are the bipardigmatic approach to educational measurements and test theory. To achieve this goal, the following methods were used: analysis of domestic and foreign sources on the issues of assessment and measurement in education; classification of methods and methods of assessment in

education; study of regulatory documents relating to assessment and attestation.

Results. The formulated purposes, functions and principles of multi-stage assessment for the attestation procedure (state / final exam) serve as methodological grounds for providing informed classification decisions about the level of competence of a graduate. In the conditions of final attestation, when the results of students' mastery of the educational program are assessed, i.e. the entire set of universal, general professional and professional competencies or, in other words, the level of competence formation, it is important to reasonably classify all graduates into certified and non-certified and, in addition, give a grade. According to established standards, today the following gradation of assessments has been determined — "excellent", "good", "satisfactory" and "unsatisfactory". This traditional grading system, called the five-point system, is fully consistent with the very idea of classifying graduates into those who are mastery and non-mastery, and the possibility of assigning grades. It is necessary to take into account that the normatively established categories of assessments relate to the qualitative level of measurements and do not allow many mathematical operations (for example, finding the average value, etc.). It is possible to ensure well-founded classification decisions during final attestation and the issuance of grades that meet such characteristics as reliability, validity and authenticity if we turn to methodological foundations based on the biparadigm approach and test theory.

Keywords: attestation, multi-stage assessment, methodological foundations, biparadigm approach, test theory, educational measurements

MODERN ASPECTS OF FORMATION OF COMPETENCE OF PEDAGOGICAL DESIGN DURING PROFESSIONAL TRAINING OF STUDENTS IN THE VET SYSTEM

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Abstract: The article emphasizes the relevance of the developing concepts of "pedagogical design", "pedagogical design competence" in the context of vocational education in the secondary vocational education system, taking into account modern realities. Various interpretations of the definition of "pedagogical design" are considered. The author pays special attention to the methodological aspects of developing the competence of pedagogical design among students of a pedagogical college: taking into account the principles, conditions, the presence of motivation among students and the logic of building the learning process to design the educational process. Based on the requirements of the updated Federal State Educational Standards for Secondary Professional Education, it is concluded that the competence of pedagogical design is a fundamental criterion for the professionalism of specialists in the context of the accelerated development of technology and the transformation of education.

Keywords: design, pedagogical design, objects of pedagogical design, competence, competence of pedagogical design, professional training of students

FORMATION OF COMPETENCIES OF UNIVERSITY GRADUATES IN THE FIELD OF SCIENTIFIC FORECASTING

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Abstract. Forecasts have always interested humanity. At the dawn of their development, they were in the form of intuitive predictions made by prophets, and then, with the development of scientific knowledge, intuitive methods of creating forecasts are replaced by scientifically based approaches, which implies training and the formation of competencies among university graduates. Today, a specialist's ability to forecast is of particular importance; this is confirmed by the requirements of employers, as well as by direct or indirect indication of the ability to create a forecast in general professional competencies, which are established by federal state educational standards. However, there are fundamental differences in the approaches to the requirements placed on university graduates in terms of creating and interpreting forecasts. The purpose of this article is to conduct a philosophical analysis of the formation of predictive competence of students in various areas of training. The author's analysis of the term "forecasting" based on the National Corpus of the Russian Language showed that in linguistic practice the term is actively used in scientific and popular science literature. The Committee of Scientific and Technical Terminology [11] gave definitions to concepts that are associated with forecasting. This allows us to determine that in the texts the term "forecasting" dominates academic discourse. However, to distinguish forecasts created using scientific methods from intuitive ones, the author suggests using the term "scientific forecasting." The work highlights the formation of competencies among students in technical and natural science fields, where the main role is played by a block of mathematical disciplines, and social, humanitarian, and economic disciplines, where theoretical training is an important component. The author comes to the conclusion that in the first case, it is enough for students to master deductive methods for creating forecasts. In the second case, one should take into account the influence of the forecast on the behavior of social actors, where an important component of the graduate's competence is not only knowledge of methods for creating forecasts, but also identifying the goals of individuals or groups who voice the forecast, and searching for options for changing the future.

DIAGNOSTICS OF THE READINESS OF STUDENTS OF THE UNIVERSITY'S LANGUAGE FACULTY FOR PEDAGOGICAL ACTIVITY

Anastasiia N. Khimichenko

Abstract. Introduction. The article discusses various aspects of diagnostics of the readiness of language faculty students to teach. The author critically evaluates attempts to diagnose professional readiness by only identifying students' subject knowledge based on the results of oral and written exams. These methods may well be insufficient to assess students' readiness to perform professional and pedagogical functions. It is not always taken into account that the teaching is undergoing changes in the process of diagnosing the future teachers' professional readiness. Therefore diagnostic procedures regarding the readiness of language faculty students to teach must be constantly adapted to new requirements in order to give up-to-date results.

The purpose of the article is to substantiate approaches to solving problems related to the need to ensure comprehensiveness of assessment, reduce the risk of subjectivity, develop adequate assessment tools and adapt diagnostic procedures to the changing working conditions of a teacher.

Methodology and research methods. The study used the method of expert assessments, observation methods, survey methods, document analysis method and testing to obtain psychological diagnostic information.

The result of the study is the development of criteria and procedures to assess future teachers' readiness to solve various professional

problems. Assessing the readiness of language university students, which illustrates the theoretical knowledge and practical abilities of a future foreign language teacher, is considered as an important condition of developing their professional competence.

Conclusion. The article substantiates a fairly reliable toolkit to diagnose a teacher's professional readiness, establishing clear criteria and standards, ways to update and adapt diagnostic procedures to the changing conditions of a teacher's professional activity. This article may be useful to teachers, managers and methodologists of higher language educational institutions who diagnose students' readiness to teach at the language department of the university.

Keywords: diagnostic procedures, language faculty learners, teaching practices, specialized education, teaching experience, expertise in the field, educator of foreign languages

THE ROLE OF VISUAL SUPPORT IN STUDENTS' PERCEPTION OF THE CLARITY AND OPENNESS OF THE TEACHER'S COMMUNICATIVE BEHAVIOR IN ONLINE LEARNING FORMAT

Natalia E. Riapina

Abstract. Effective pedagogical interaction is a key factor for successful learning, especially in the context of the rapid spread of distance education formats. The article examines the role of visual aids in students' perception of such key characteristics of a teacher's communicative behavior in online learning as clarity and immediacy, as well as their influence on students' satisfaction with educational communication in the online learning environment.

The research methodology included a qualitative content analysis of semi-structured interviews with 43 second-year students from the HSE

University. Using MAXQDA 2020 software, the categories of "clarity" and "immediacy" were analyzed, as well as the corresponding subcategories and codes reflecting respondents' mentions of visual aids used by teachers.

The research findings showed that students' perceptions of the clarity of teachers' explanations and instructions were closely related to the use of visual support in the form of presentations, screen sharing, web content, and files uploaded to the online platform. The perception of immediacy in the interaction between teachers and students was largely determined by the use of web cameras during online classes, simulating a face-to-face communication situation. Combinations of various visual aids were highly valued by respondents.

The level of students' satisfaction with educational communication varied noticeably depending on the perceived levels of clarity and immediacy in the teacher's communicative behavior in the online learning format.

The research results are presented in the form of generalized conclusions and recommendations for optimizing visual support in online learning, which can be used to improve visual communication practices in online education and increase the effectiveness of learning in a digital environment.

Keywords: online learning, teacher communication clarity, teacher communication openness, visual aids, student satisfaction

EXPERIENCE IN DESIGNING A UNIFIED EDUCATIONAL SPACE AT SCHOOL

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Vega V. Pustovalova,
Elena G. Prekina

Abstract. In order to improve the accessibility and quality of education, its compliance with the challenges of the time, the Federal Basic Educational Programs provide for the creation of a unified educational space in the country; increased attention to the personal results of education; introduction of ideas and the concept of sustainable development into the content of education. The analysis of the implementation of the updated standards conducted by the Institute for Strategy of Educational Development states that they are supported by practicing teachers at all levels of education, and if teachers have some methodological difficulties, they are ready to discuss them and share their experience in overcoming them. The purpose of the article is to analyze and summarize the innovative experience of a comprehensive school work in Salair city on the creation of a unified educational space school — family — local community in the interests of sustainable development of the city. Research methods: participation in a workshop organized by the school, conversations, observation, analysis, comparison, generalization, identification of cause-and-effect relationships, extrapolation. The methods of axiomatization and metaphorization are described as a means of increasing accessibility for value attitude to nature and ecological quality of all participants of the educational process and the local community, workers of the industrial mining complex. The axiological "bridges" — "green axioms" presented in the form of verbal and visual cognitive metaphors — acted as a methodological tool for the school to create a unified educational space. The used toolkit allowed to make clear to both children and adults the ideas of sustainable socio-economic development, to solve the problems of sustainable development of the region, to introduce in all areas of the educational process (lessons, extracurricular activities, educational research and projects, volunteering) a cross-cutting value and outlook line of environmental and patriotic education of young people. The presented experience can be useful for general educational organizations implementing the updated state standards in terms of providing a unified educational space, which is particularly relevant in the context of value collisions of the modern world and the importance of consolidation of the Russian society.

EMOTIONAL AND DEVELOPMENTAL ENVIRONMENT OF SCHOOL FOREIGN LANGUAGE EDUCATION AS A METHODOLOGICAL PHENOMENON

Sergej V. Chernyshov

Abstract. This article raises the problem of the emotional development of schoolchildren through the means of a foreign language and aims to consider the requirements for the environment of school foreign language education, which provide the opportunity to implement emotional and developmental teaching of foreign languages. The main goals of this type of education are the development of foreign language emotive language and speech abilities as components of the emotional intelligence of students and the cultivation of higher feelings in them in the process of emotional perception of the facts of native and foreign cultures. Hence, the study separately identifies and describes the emotional and developmental environment of school foreign language education, which is defined in the study as a system of factors and conditions of psychological, pedagogical, linguistic, social and cultural plans, as well as opportunities for students to satisfy various needs, ensuring the progressive development of the emotional sphere

of the students, their emotive language and speech abilities in the process of mastering foreign language speech activity in a foreign language lesson at school. It has both general and specific properties that create the basis for the implementation of the proposed type of learning at school. The following are considered as general properties of such an educational environment: 1) activity, 2) breadth, 3) openness, 4) intensity, 5) productivity, 6) social activity, 7) awareness, 8) natural conformity, 9) cultural conformity, 10) motivation, 11) dialogicity, 12) authenticity. The specific properties of the described environment in the study include: emotionality, 2) emotional and personal well-being, 3) emotional safety, 4) emotional environmental friendliness, 5) emotional contagiousness.

FEATURES OF THE FORMATION OF THE VALUE ATTITUDE OF PRIMARY SCHOOL STUDENTS TO NATIONAL CULTURE DURING CLASSROOM AND EXTRACURRICULAR HISTORY CLASSES

Anastasia V. Bolshakova

Abstract. This article presents an analysis of pedagogical conditions that contribute to the formation of the value attitude of primary school students to national culture within the framework of classroom and extracurricular activities in history. They carry out a comprehensive analysis of the methods used by history teachers and their influence on the formation of students' value attitudes. The study begins with a theoretical substantiation of the importance of value attitudes in

pedagogical science, including consideration of the role of historical education in the formation of value orientations in schoolchildren and an analysis of the psychological and pedagogical foundations of this process. Particular attention is paid to methodological approaches and technologies used in the process of teaching history, their ability to integrate historical content with elements of cultural and patriotic education. The article discusses various pedagogical approaches to working with educational material, including the use of interactive methods, involving students in the study of history through active activities, as well as the organization of extracurricular activities. The practical part of the article includes an analysis of curricula, a review of specific successful practices and methods, as well as an assessment of the effectiveness of the approaches used based on feedback from teachers and students. The results of the study emphasize the importance of an integrated approach to the educational process, aimed at developing a deep understanding and respect for national history and culture, and discuss the possibilities of their application in educational practice. The authors of the article conclude that it is necessary to integrate historical education and cultural-patriotic education as an effective way to influence the formation of students' value orientations.

INFORMATION LITERACY AS THE BASIS OF A STUDENT'S INFORMATION CULTURE IN THE CONTEXT OF INFORMATION INTERACTION. STRUCTURE, CONTENT, ASSESSMENT

Iskandar Sh. Mukhametzyanov

Abstract. *The problem of research.* The increasing use of digital technologies is changing not only the economic, but also the cultural and social life of society. In the changing conditions of information interaction, a new information culture of society is also being formed. But only people with a certain level of information (digital) literacy can integrate into this new society. At the same time, there is still no common understanding of the essence of the concept of "digital literacy", nor its structure, nor the content and methods of its verification. Pedagogy in terms of information literacy for both teachers and students cannot form the trajectories of learning and development of digital literacy in the context of digital transformation of education without a uniform understanding of it, uniform approaches to its formation within the framework of formal, non-formal and informal education.

Methodology. In the publication below, we have reviewed the trends common to all countries in the formulation of the structure and content of the concept of information (digital) literacy and present our proposals in this area.

The results of the study. Modern trends in informatization of all possible areas of life and activity of a modern person do not meet obvious opposition from users. The lack of a uniform interpretation of the concept of digital literacy of citizens blurs the possibility of using it both as a tool for evaluating human activity in the information society and as a tool for evaluating the very possibility of including a person in this activity, violates the information security of the individual in the context of digital transformation of education.

Keywords: information and communication technologies, information interaction, digital transformation of education, personal information security, health-saving environment, information culture

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ABOUT THE PEDAGOGICAL COMPETENCIES TEACHERS NECESSARY FOR THE APPLICATION OF ROBOTICS ELEMENTS IN THE SCHOOL EDUCATIONAL PROCESS OF THE COURSE

Andrey Yu. Belyshev

Abstract. The article shows the feasibility of introducing robotics elements into the educational process. It is demonstrated that the possibilities of using robotic constructors are quite wide, but their implementation requires certain competencies from the teacher, which are classified into such groups as theoretical, practical, educational, methodological, motivational. These competencies can be formed at advanced training courses for school teachers and as an example, a variant of the content of such a course is given.

Keywords: robotics, physics, robotic designers, robotic educational experiment, pedagogical competencies