



DEVELOPING ASSESSMENT COMPETENCE IN PROSPECTIVE TEACHERS THROUGH THE INTEGRATION OF REFLECTIVE, COGNITIVE, OPERATIONAL AND DIAGNOSTIC COMPONENTS

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Abstract: *This thesis analyzes the pedagogical foundations for developing the assessment competence of prospective teachers. It highlights the importance of the systematic organization of assessment activities in the modern education system, the role of a teacher's professional competence in this process, and the significance of the assessment approach. Furthermore, the content of the reflective-motivational, cognitive-assessment, constructive-operational, and diagnostic-correctional components of assessment competence, along with their integration, is substantiated from a scientific-pedagogical perspective. The study reveals the significance of these components for the effective organization of assessment activities by prospective teachers, the accurate evaluation of learning outcomes, and the improvement of the educational process. The research findings indicate that developing assessment competence is a crucial factor in enhancing the professional training of teachers and ensuring educational quality.*

Keywords: *assessment competence, assessment activity, pedagogical competence, pedagogical measurement, reflexive-motivational component, cognitive-evaluative component, constructive-operational component, diagnostic-correctional component, competency-based approach, formative assessment, validity, reliability, quality of education, pedagogical diagnostics, assessment technologies.*

INTRODUCTION

The reforms being implemented in the modern education system identify improving the quality of education, ensuring the effectiveness of teaching practice, and training competitive personnel in accordance with international educational standards as priority tasks. In particular, the widespread introduction of the competency-based approach into the educational process requires educators not only to have a perfect command of their subject but also to possess professional competencies aimed at the scientifically grounded assessment, analysis, and development of students' knowledge, skills, and competencies. In this regard, the issue of developing the assessment competence of prospective teachers is emerging as one of the urgent scientific and practical problems of modern pedagogical education.

Today, the assessment process is viewed not only as a tool for control but also as a crucial mechanism for determining educational quality, monitoring student development, analyzing the effectiveness of teaching practices, and managing the educational process. Assessment plays a central role in determining the quality of learning outcomes, the level of student mastery, and the formation of competencies. Therefore, an educator's ability to organize assessment activities on a scientific basis is considered a key component of their professional competence.



In the Republic of Uzbekistan, special attention is being paid to modernizing the education system, improving the quality of teacher training, and integrating with international assessment systems. Specifically, the Law "On Education," the Law "On the Status of the Teacher," and other legal and regulatory documents on the development of the higher education system emphasize the need to enhance the professional competence of educators and to effectively utilize modern pedagogical technologies and assessment mechanisms. This creates the necessity for a scientific study of the pedagogical foundations for developing the assessment literacy of prospective teachers.

Assessment competence is characterized as an integral professional quality associated with organizing a teacher's assessment practices based on scientific and methodological principles, the purposeful use of assessment tools, the objective evaluation and analysis of learning outcomes, and making pedagogical decisions. This competence manifests through the integrated combination of a teacher's reflective practice, motivational readiness, theoretical knowledge, practical skills, and diagnostic-analytical activities.

The thesis analyzes the pedagogical foundations for developing the assessment competence of prospective teachers based on the integration of reflexive-motivational, cognitive-evaluative, constructive-operational, and diagnostic-correctional components. The study demonstrates that the interconnectedness of these components is crucial for the effective organization of a teacher's evaluation procedures, the objective evaluation of educational outcomes, and the improvement of educational quality.

LITERATURE REVIEW ON THE TOPIC

The issue of developing the assessment competence of prospective teachers is a relevant scientific area at the intersection of pedagogy, psychology, and testology. Within the scope of this problem, local and foreign scholars have conducted various scientific studies on assessment activities, pedagogical diagnostics, the assessment approach, and the formation of a teacher's professional competence.

The scientific and methodological foundations of pedagogical assessment theory and the assessment approach have been extensively studied by a number of foreign researchers. In particular, E.V. Solonin emphasizes that the use of high-quality assessment tools in the educational process is directly linked to the professional training of the educator. According to the scholar, the scientifically-grounded development of assessment tools is crucial for ensuring the objectivity of educational outcomes. He also notes that the methodological preparedness of the educator is a decisive factor in the process of creating and applying these assessment tools.

In the research of T.Yu. Novichkova, assessment activity is interpreted as a diagnostic and management tool, and she has developed a methodology for using assessment at various stages of the educational process. In addition to substantiating the potential of assessment in managing the educational process, the researcher also pays special attention to its developmental functions.

The research of I.V. Drobysheva, L.A. Zaytseva, A.N. Mayorov, and N.M. Saenko illuminates issues related to developing the theoretical and practical preparedness of educators for assessment activities. Specifically, these studies examine the introduction of prospective teachers to the didactic foundations of assessment, the development of



assessment tools aimed at identifying students' individual characteristics, the establishment of competency criteria in the field of assessment, and the formation of practical skills in using modern assessment technologies.

In his scholarly research, N.M. Saenko substantiates the necessity of preparing educators for assessment activities and emphasizes that the current level of teacher training in this area is insufficient. According to the scholar, to effectively organize assessment activities, an educator must possess not only theoretical knowledge but also practical and diagnostic skills.

The scientific approaches developed by A.N. Mayorov describe the criteria for determining the competence of educators in assessment activities. The scholar emphasizes that to ensure the effectiveness of assessment activities, an educator's practical preparedness is as important as their theoretical knowledge.

The educational and methodological works developed by L.A. Zaytseva examine the organization of assessment work, as well as the processing and interpretation of results. The researcher substantiates that it is possible to develop the testological preparedness of educators by improving the methodological aspects of the assessment process.

Local pedagogical scholars have also conducted a number of scientific studies on the competency-based approach, pedagogical diagnostics, and the evaluation of educational outcomes. These on a on a scientific basis studies focus particularly on developing the professional competence of teachers, utilizing modern assessment technologies, and enhancing educational quality.

An analysis of the aforementioned scientific perspectives indicates that the issue of developing the assessment competence of prospective teachers as a comprehensive pedagogical system has not yet been sufficiently researched. In particular, the formation of assessment competence based on the mutual integration of its reflexive-motivational, cognitive-evaluative, constructive-operational, and diagnostic-correctional components requires dedicated scientific research.

RESEARCH METHODOLOGY

This study employed theoretical and methodological approaches to identify the pedagogical foundations for developing the assessment competence of prospective teachers and to scientifically analyze its structural components. During the research, competency-based, systemic, activity-oriented, and integrative approaches were established as the methodological basis.

The competency-based approach enabled the interpretation of prospective teachers' assessment competence as an integral quality essential for the effective implementation of their professional activities. Based on this approach, the educator's theoretical knowledge, practical skills, reflective activities, and diagnostic-analytical abilities related to assessment were analyzed in an interconnected manner.

The systemic approach served to view assessment competence as a system of mutually integrated components. Under this approach, the content, functions, and interrelationships of the reflexive-motivational, cognitive-evaluative, constructive-operational, and diagnostic-correctional components were analyzed. Consequently, the structure of assessment competence as a holistic pedagogical system was substantiated.



The integrative approach served to reveal the organic interconnectedness of the components of assessment competence. This approach substantiated the formation of motivational readiness, theoretical knowledge, practical activity, and diagnostic-correctional processes as a single pedagogical system.

During the research, methods such as the analysis of scientific and pedagogical literature, comparative analysis, generalization, systematization, and interpretation were utilized. Additionally, scholarly views on pedagogical assessment, testology, and the competency-based approach were studied, and their significance in modern pedagogical education was clarified.

These methodological approaches enabled a scientific analysis of the pedagogical foundations for developing the assessment competence of prospective teachers and substantiated the integration of its structural components.

ANALYSIS

Within the framework of the study, the pedagogical foundations for developing the assessment competence of prospective teachers were analyzed based on the integration of reflexive-motivational, cognitive-evaluative, constructive-operational, and diagnostic-correctional components. The analysis revealed that these interconnected components help teachers organize assessment activities effectively.

First and foremost, the reflexive-motivational component was identified as the primary psychological factor shaping a teacher's intrinsic attitude toward assessment. The research established that the presence of positive motivation and a reflexive approach toward assessment activities in prospective teachers positively impacts the effective organization of their professional work. In particular, it was determined that a teacher's need to analyze their own activities, recognize their shortcomings, and pursue self-development is a crucial factor in the formation of assessment competence.

Analysis of the cognitive-evaluative component revealed that teachers' knowledge of assessment theory, pedagogical measurement, validity, reliability, and evaluation criteria forms the theoretical basis of assessment competence. Furthermore, it was observed that insufficient knowledge of the scientific foundations of assessment activities can lead to subjective assessment results. This situation indicates the need to strengthen the theoretical training of prospective teachers in assessment.

Analysis of the constructive-operational component confirmed the importance of developing teachers' skills in the practical organization of assessment activities. The study established that skills in the effective use of assessment tools, the application of practical tasks, the processing of results, and their adaptation to pedagogical situations play an important role in a teacher's professional training. At the same time, in some cases, it was observed that prospective teachers lack sufficient experience in applying assessment tools in practice.

Analysis of the diagnostic-correctional component revealed the importance of pedagogical diagnostics and developmental assessment in improving educational quality. It was substantiated that analyzing learning outcomes, conducting monitoring, identifying problems, and developing corrective measures are crucial aspects of an educator's assessment activities. The research results indicated that diagnostic and correctional



activities serve as an important pedagogical tool for individualizing the educational process and observing the dynamics of student development.

RESULTS

The research results showed that developing the assessment competence of prospective teachers is a key factor in enhancing the effectiveness of pedagogical education. The study determined that the reflexive-motivational, cognitive-evaluative, constructive-operational, and diagnostic-correctional components of assessment competence, through their integration, help organize effectively a teacher's assessment activities.

It was determined that the development of the reflexive-motivational component helps form a conscious and responsible attitude toward the teacher's assessment activities. According to the research findings, prospective teachers with positive motivation and a reflexive approach to assessment activities were observed to have a tendency to organize their teaching practices more effectively.

The results related to the cognitive-evaluative component demonstrated that prospective teachers' mastery of theoretical knowledge—such as assessment theory, pedagogical measurement, validity, and reliability—is crucial for ensuring the scientific soundness of assessment activities. Concurrently, it was found that an insufficient level of theoretical preparation can negatively impact the objectivity of assessment results.

The results of the constructive-operational component confirmed that educators' skills in using assessment tools, applying practical assignments, processing results, and adapting them to pedagogical situations are vital practical indicators of assessment competence. It was observed that educators who could effectively organize practical assessment activities achieved higher effectiveness in the educational process.

The results from the diagnostic-correctional component indicated that pedagogical diagnostics and developmental assessment are important tools for improving educational quality. Analyzing student knowledge and competencies, conducting monitoring, and developing corrective measures were identified as key directions in a teacher's assessment activities.

The research results indicated that the components function as an integrated pedagogical system, rather than as separate elements, which contributes to the development of assessment competence. Specifically, it was determined that reflective-motivational preparation creates a foundation for acquiring theoretical knowledge, this knowledge is then applied in practical activities, and the educational process is improved through diagnostic-correctional activities.

Thus, the research results confirmed that the integration of the reflective-motivational, cognitive-evaluative, constructive-operational, and diagnostic-correctional components serves as a crucial pedagogical basis for developing the assessment competence of prospective teachers.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, developing the assessment competence of prospective teachers within the modern education system is a key direction in pedagogical training. The systematic organization of assessment practices in the educational process plays a significant role in



forming a teacher's professional competence, improving the quality of education, and objectively determining students' knowledge, skills, and competencies.

The study demonstrated that assessment competence is formed through the interaction among the reflexive-motivational, cognitive-evaluative, constructive-operational, and diagnostic-correctional components. The study found that the reflexive-motivational component shapes a teacher's internal attitude and professional motivation towards assessment processes, while the cognitive-evaluative component facilitates the mastery of the theoretical foundations of assessment. Furthermore, the study established that the constructive-operational component is linked to organizing the practical aspects of assessment activities, and the diagnostic-correctional component is oriented towards analyzing educational outcomes and improving the teaching process.

Additionally, the research findings indicated that the effective development of assessment competence is served by the components functioning as a unified pedagogical system rather than as separate elements. This integrated approach broadens a teacher's capacity to organize assessment work in a scientific, systematic, and objective manner.

The results of the research confirmed that developing the assessment competence of prospective teachers serves as a crucial pedagogical foundation for enhancing educational quality, effectively organizing formative assessment, and improving the professional training of educators.

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