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KOMPETENSIYANIN QIYMƏTLƏNDİRİLMƏSİ

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ОЦЕНИВАНИЕ КОМПЕТЕНЦИЙ

Summary. One of the most important and demanding problems for educators working in the field of education is the assessment of the competencies of learners. Although educators can evaluate the theoretical knowledge of students through various evaluation methods, they have great difficulty in evaluating their practical knowledge. For this purpose, the article describes the essence of the evaluation of the competencies of students, why the importance of using competency-based evaluation, and the principles that teachers should take into account in the training process.

Key words: *assessment, learners, competence, learning, teaching, quality*

Xülasə. Təhsil sahəsində fəaliyyət göstərən təhsilverənlər üçün ən vacib olan və öz həllini tələb edən problemlərdən biri də təhsilənlərin kompetensiyalarının qiymətləndirilməsidir. Təhsilverənlər təhsilənlərin nəzəri biliklərini müxtəlif qiymətləndirmə metodları vasitəsilə qiymətləndirə bilsələr də təcrübi biliklərini qiymətləndirməkdə çox çətinlik çəkirlər. Bu məqsədlə məqalədə təhsilənlərin kompetensiyalarının qiymətləndirilməsinin mahiyyəti, nə üçün kompetensiya əsaslı qiymətləndirmədən istifadənin əhəmiyyəti, bu zaman əhəmiyyətli hesab olunan əsas yəni, müəllimlərin təlim prosesində nəzərə almalı olduqları prinsipləri əks olunmuşdur.

Açar sözlər: *qiymətləndirmə, təhsilənlər, kompetensiya, öyrənmə, öyrətmə, keyfiyyət*

Резюме. Одной из важнейших и актуальных проблем для педагогов, работающих в сфере образования, является оценка компетенций обучающихся. Хотя преподаватели могут оценивать теоретические знания учащихся с помощью различных методов оценки, им очень трудно оценить их практические знания. С этой целью в статье описывается сущность оценивания компетенций обучающихся,

важность использования компетентностного оценивания, а также принципы, которые преподаватели должны учитывать в процессе обучения.

Ключевые слова: оценивание, обучаемые, компетенция, обучение, преподавание, качество

The most important stimulus for learning is evaluation since each act of assessment conveys to pupils what they should be learning and how they should go about it. The message is frequently not clear, difficult to comprehend, and is frequently read differently and given a different focus by teachers and pupils.

Finding the “right” method and employing it wisely in connection with the given topic matter is only one aspect of good evaluation. In appraisal, there are invariably unintended repercussions. Students will learn to use “surface” (memorization-based) techniques to learning in some situations and “deep” (meaning-seeking) approaches in others [2]. They will be encouraged to do this in part by the formats and content of the assessment tasks. They will discover that, in many situations, they should employ rote learning in order to maximize their marks, even when the teacher may think that doing so would cause them to lose focus on the most crucial elements of the course. This response-and other undesirable ones-will be a function not only of the assessment tasks set, but also of all the experiences of assessment students have had in the past. If, for example, they get the idea that memorization works for multiple-choice tests, they will persist in that strategy even when assured that it will not help. Students are not simply responding to the given subject-they carry with them the totality of their experiences of learning and being assessed and this certainly extends far beyond concurrent and immediately preceding subjects.

As a result, how a student approaches the task of learning will depend on [3]:

- ✚ the inherent qualities of the form of assessment being used;

- ✚ the methods by which the assessor converts the material to be assessed into the specified format and chooses evaluation tasks suitable for the subject and the particular learning objectives; and

- ✚ the student's interpretation of the assignment's requirements and the assessment's overall context, which is crucial.

The latter interpretation depends on how these tasks are integrated into the overall context of the subject, the overall experience of the course, and the student's life, in addition to how the evaluation process is structured. For instance, assessment tasks are developed for inexperienced learners who are frequently from a different generation and possibly from a different culture by experienced, frequently well-educated, professional educators with extensive topic expertise. The interpretation of any graded tasks must necessarily be impacted by these significant variances.

Pupils also encounter the interactions between different forms of assessment. They could have to finish ten evaluation activities in one month and just one in the next. Each of these will be approached differently depending on how they tackle the others. When a task is buried in a tangle of assessments, it may get overlooked even if it is innately fascinating and may be tackled meaningfully at any other time. Even though teachers are aware that the whole of the demands in a given time affects how each one is handled, the compounding effects of assessment have received very little attention [4].

Conventional methods of evaluation have presupposed that intellect, like other qualities like height, is distributed normally as seen by the normal curve. This presumption has been the basis for much of how people have thought about assessment and the creation of metrics like percentile ranks.

These presumptions guide tests that look to distinguish between individuals by determining where each one fits within the normal distribution. In this measurement paradigm of assessment, questions or items are chosen based on how well they can distinguish between individuals. That is, how well people perform in comparison to others determines excellence. The test's creators would assume it

was a bad test if everyone scored well on it, not if every student did really well.

The standards-based model makes quite different assumptions. These are that educational standards can be established, that the majority of pupils can meet them, that various performances can reflect the same standards, and that assessors can consistently evaluate these performances. The approach to training and assessment that is currently being used in vocational education in many countries is impacted by the adoption of such a model. Assessment is based on these requirements, and courses are planned and delivered to meet those standards.

Exams based on this paradigm aim to assess students' comprehension of the procedures and ideas that support success in real-world contexts, such as the workplace. They are guided by public standards. These assessments serve as essential teaching tools

and can be administered at various points throughout a school or college year (or longer). Evidence may be obtained over time using a variety of approaches and in different circumstances because students do not have to meet requirements all at once.

Instead of using objective grading systems to address reliability difficulties, professionals should use their professional judgment and reference exemplars. Assessors take on the role of “judges”, analyzing the evidence and judging how closely performances adhere to the set standards.

Consequently, when developing a competency-based assessment strategy, teachers and assessors must take into account practical concerns in addition to assessment concepts.

The main principles of evaluation are that it should be authentic, reliable, flexible/adaptive and fair (table 1) [5].

Table 1. The four principles of assessment

<p style="text-align: center;">Validity</p> <p>Assessments are valid when they assess what they claim to assess. This is achieved when:</p> <ul style="list-style-type: none">✚ assessors are fully aware of what is to be assessed (against some appropriate criterion or defined learning outcome)✚ evidence is collected from tasks that are clearly related to what is to be assessed✚ there is enough sampling of different evidence to demonstrate that the performance criterion has been met. <p style="text-align: center;">Reliability</p> <p>Assessments are reliable when they are applied and interpreted consistently from student to student, and from one context to another.</p> <p style="text-align: center;">Flexibility</p> <p>Assessments are flexible when they are successfully adapted to a range of training modes and the different needs of different learners.</p> <p style="text-align: center;">Fairness</p> <p>Assessments are fair when they do not disadvantage particular learners—for example, when all learners understand what is expected of them and what form an assessment will take.</p>

In a competency-based assessment system, assessors make decisions about whether a person satisfies a standard or a set of criteria based on data gathered from numerous sources. Fundamentally, the concept of competency standards is a development of criterion-referenced assessment.

Although competence cannot be immediately seen, it can be deduced from performance. Hence, we must consider the kinds of performances that will allow us to compile significant amounts of high-quality evidence to draw reliable conclusions about a person's ability. Such conclusions cannot be universal.

If assessors abide by these three fundamental guidelines, they will be better able to make competent decisions:

Use evaluation techniques that can best evaluate competence holistically. The term “competence” refers to a person's knowledge, comprehension, problem-solving abilities, technical skills, attitudes, and ethics. Several competency components and all of their performance criteria are simultaneously assessed using integrated methodologies. For instance, during a single assessment event, observations of classroom performance could be used to evaluate a school teacher's classroom management abilities, subject-matter expertise, ethical standards, and lesson planning, among other things.

Nonetheless, since professionals operate in a wide range of circumstances, it can be risky to draw too many conclusions from seeing them perform. Hence, there will undoubtedly be situations where knowledge needs to be assessed without regard to performance.

Choose assessment techniques that are straightforward and pertinent to the topic at hand.

For learners to be properly led in their learning attempts, the criteria for judgment must be explicit. Moreover, new research in cognitive psychology suggests that problem solving is context-specific because problem solvers adopt specialized rather than general procedures.

Many people have the opinion that using a performance assessment is enough to ensure better assessment. Even if using these kinds of assessments encourages teachers to consider more

effective ways to help all students frame and solve problems-that is, to promote true learning-such a change in assessment is insufficient to raise students' overall accomplishment.

Make the inference of competence based on a wide range of evidence.

A variety of techniques should be employed to provide evidence that can be used to infer competence since a limited foundation of evidence is less likely to be generalizable to the performance of other activities. For instance, success on paper and pencil assessments will likely be too limited a platform for evaluating vocational competence in any profession.

The urgency of the problem. One of the most urgent issues in the education system of our republic, which requires its own solution, is the problem of evaluating the competencies of students. Because teachers can more easily evaluate the theoretical abilities of students, but they have difficulty in evaluating their practical skills. This once again proves the relevance of the problem.

Scientific novelty of the problem. The research shows that the way learners approach learning tasks during competency assessment will depend on:

- ✚ the internal quality of the assessment form in use;
- ✚ the ways in which the assessor transforms the material to be assessed into the given format and selects appropriate assessment tasks and specific learning objectives for the subject
- ✚ from how learners explain the task and the content of the assessment.

Practical significance of the problem. This article can be used in the evaluation of the competence skills of the students.

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