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### **FORMING SELF-EVALUATION OF LEARNING ACHIEVEMENTS AS A PEDAGOGICAL PROBLEM**

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The article deals with the issues of forming learning achievements self-evaluation in the context of organizing professional training of future teachers. The main focus is permanent control of learning achievements quality that can in a complex characterize the real state of professional training of a future teacher.

Key words: education quality, learning achievements, self-evaluation of learning achievements.

### **ФОРМУВАННЯ САМООЦІНКИ НАВЧАЛЬНИХ ДОСЯГНЕНЬ ЯК ПЕДАГОГІЧНА ПРОБЛЕМА**

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У статті розглядаються питання формування самооцінки навчальних досягнень у контексті організації професійної підготовки майбутніх викладачів. Провідною є ідея забезпечення перманентного контролю за якістю навчальних досягнень, які комплексно характеризують фактичний стан професійної підготовки майбутнього фахівця.

Ключові слова: якість освіти, навчальні досягнення, самооцінка навчальних досягнень.

## **ФОРМИРОВАНИЕ САМООЦЕНКИ УЧЕБНЫХ ДОСТИЖЕНИЙ КАК ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА**

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В статье рассматриваются вопросы формирования самооценки учебных достижений в контексте организации профессиональной подготовки будущих учителей. Ведущей является идея обеспечения перманентного контроля качества учебных достижений, что комплексно характеризует фактическое состояние профессиональной подготовки будущего специалиста.

Ключевые слова: качество образования, учебные достижения, самооценка учебных достижений.

**Problem statement.** When transferring to humanistic concept of educational process organizing, there poses the problem of designing mechanisms for objective evaluation of professional training quality in a higher educational establishment that would in its turn stimulate the very quality. That's why it results in provoking problems of providing stable self-estimation process of learning results which should lead to systematic self-rating of student's knowledge level and the educational standards set on basis of labor market requirements.

**Recent research and publication analysis.** The evaluation problems were discussed in works of V. Kremen', A. Aleksyuk (education quality depends on quality of innovational changes basis as a result of education and globalization processes), V. Bocharnikova, T. Il'ina, M. Leschenko, S. Riznychenko (development of modern diagnostical technologies in education system), V. Bespal'ko, V. Onyschuk, I. Pidlasy, O. Savchenko (theoretical approaches to the problem of quality, diagnostics of educational process), Yu. Alferov, S. Goncharenko, G. Yelnikova, V. Zaichuk, G. Kuznetsov, T. Lukina (management aspect), O. Lyashenko, O. Lokshina, O. Ovcharuk (strategic aims of education quality improvement on basis of analyzing foreign experience of education quality improvement). The listed

directions of scientific and pedagogical researches don't offer a clear-cut answer to searching for effective mechanisms of stable control and correction of professional training quality at a higher educational establishment.

**The objective of the article** is to define the state of knowledge about pedagogical management process in forming self-evaluation of learning achievements in a higher educational establishment.

**Main material.** Supporting systematic and objective evaluation of education quality is a not fully developed problem in the context of working out successful mechanisms of current account of education process effectiveness. Traditionally, education quality is an aim –result ratio enabling a summary of education process effectiveness level [6].

To characterize quality education scientists use criteria of perception thoroughness, knowledge and skills mastering, readiness to their creative use that presents a quality evaluation of personal potential development results as well as realization of necessary self-improvement and self-fulfillment ambitions. Meanwhile, it is worth stressing the fact that education quality can be potentially evaluated by various subjects, that's why it is important to put emphasis on personal aspects of evaluating education quality. For an individual, evaluating education quality is connected with different factors of personal character: peculiarities of learning motivation, choice of own education objects, self-evaluation of education effectiveness, etc.

Essential understanding of ratio between result and its achievement process indicates necessity of using additional flexible mechanisms of offering current information on the level of mastering knowledge and skills with a possibility to make decisions on necessary correction means. As a result, there arises a necessity of using a notion of learning achievements that can completely change characteristics of education process results towards stating real situation including prospects of correction influence.

The analysis of scientific and pedagogical researches devoted to the problem of educational achievements shows that the term “educational achievements” were first used by foreign psychologists and pedagogues in the middle of the previous century. In national science this term was used in the end of the twentieth century. As a result, there are different scientific ideas concerning the term.

When conducting the research, the author uses available approaches to clarify the term “educational achievements” in order to reveal potential mechanisms of forming student self-evaluation in educational achievements. As an educational achievement, K. Inghenkamp chooses individual result of work within different spheres of achieving success [2]. In the author’s opinion, the above written definition is a characteristic of active actions result in quite broad understanding and doesn’t point to the very quality of educational and perceptual actions effectiveness.

Detailing the term “educational achievements” by E. Bondarevs’ka makes its content closer to the characteristics and its results, because among its components as a complex individual set including value-world (a system of values and world senses), social (accumulating social experience and civil behavior), natural (an ability to improve one’s health and physical development) components, there is a personal components (an ability to self-knowledge, self-fulfillment and self-control) [1].

It should be noted that launching the notion “educational achievements” in the meaning specified by E. Bondarevs’ka enables us to distinguish a personal formation on the background of self-knowledge, self-development and self-control that characterize processes of individual self-awareness formation (works by M Gromova, I. Isaeva, E. Klimova, T. Leont’eva, A. Robotova, O. Semenova, I. Shaposhnikova) based on will strain aimed at self-control and behavior correction, professionally important qualities of a pedagogue: humanism, pedagogical delicacy, self-criticism, tolerance, justice, etc.

M. Troits’ka and M. Bortsova [5] specify a complex of a teacher’s ideas about professionalism which are based by understanding standards, rules and models of the job (requirements to pedagogical activity and personality) as patterns for understanding personal qualities by finding the same qualities in other people and comparing with an expert of a certain qualification, evaluating oneself from other people’s perspectives (pupils, colleagues, supervisors) as a pedagogue-expert by means of self-evaluating special aspects (cognitive, emotional) that become a basis for forming retrospective and actual self-evaluation, positive evaluation of a teacher in whole, creating a positive I-concept.

In defining learning achievement of a personality, M. Карана [3] set apart the following aspects: gnoseological, axiological, creative, communicative and artistic. In the set context, it's meant to form an individual model having potential self-improvement directions; knowledge, values, effective work, communication, artistic and aesthetic world perception. In each of the defined aspects of personal development, effective work is meant to improve the components which requires systematic actions about objective evaluating results on basis of knowledge and personal preferences in choosing a prospect. In addition, evaluating criteria must be well-understood, objective and informative which to some extent corresponds to scientists' views defining problems of forming professional self-consciousness.

In pedagogy the notion "pedagogical achievements" can be used as characteristics of for certain aspects of learning activity. In principle, such learning achievements that can be evaluated using different methods of control as well as participation in scientific work contests and academic competitions, etc. are meant.

V. Musina defines learning achievements in quality of pupil development process and result by getting social experience (experience of cognitive activity, emotional relationships, and creative activity) as well as forming readiness to independent activity organizing. The experience of cognitive activity is in pupils' mastering knowledge, skills and other well-known activities, cognitive experience, etc. The experience of emotional relationships is aimed at forming evaluating activity of different life aspects on basis of own value system demonstrated in behavior and activity. Creative activity means creative fantasy development, ability to solve problems using new methods.

I. Lerner [4] defines three main aspects: experience of cognitive activity, experience of emotional relationships, and experience of creative activity. The scientist points out that owing to the above aspects motivated conclusions about educational achievements can be made. On defining objective criteria and factors, each of the aspects allows to follow dynamics of positive changes, thus making conclusions about the quality of learning achievements.

Commonness of the listed approaches in understanding the notion 'educational achievements' is a basis for specifying both actual results of

knowledge and skill system (listed in a teacher professionogram with a complex of professional training aims) in the research.

The term “self-evaluation” describes evaluation based on certain qualities and abilities, as well as evaluating personal potential. At the same time, other related notions can be used, for example, the image of personal I, attitude to oneself. To compare the notions, other notions can be used such as self-trust, self-realization, self-view, self-image, self-contentment, self-rating. Combining the notions is possible due to the term “self-respect” generalizing all the available characteristics of personal pride.

At the same time, in the scientific sphere there is an idea of “I-concept” mirroring conceptual role of self-consciousness. In the concept “I” there is a descriptive part called “I-image” as a cognitive substructure and emotional attitude to oneself. Behavioral reactions made by “I-image” and attitude to oneself and construct behavioral part of “I-concept”. In this scheme, self-evaluation is identified with emotional relationship of a subject to oneself, and in certain cases with “I-image” and “I-concept” in whole.

Therefore, self-evaluation is a special function of self-consciousness which should be viewed from the point of having an individual critical position concerning your achievements, still it is no affirmation of potential, but its estimation from a certain value system point of view. As a result of self-evaluation, a certain attitude to oneself can be formed, either positive or negative, with some features of denial and non-acceptance. Meanwhile, the notions are separated: evaluation of one’s real opportunities (real self-evaluation), yesterday’s chances (retrospective) and future achievements (potential or ideal), esteem from other people (reflexive self-esteem). If real self-evaluation is higher than the retrospective one and the ideal is higher than the real, then professional self-consciousness development takes place. It’s optimal when there are slight differences between the real and reflexive self-evaluations as well as between the real and the ideal.

**Summary.** During professional training, forming future teachers’ learning achievements self-evaluation is a complex integrative personal unity that is responsible for setting matching level of actual results in professional knowledge and skills, described in professional training aims, and mirrors a real situation of professional training results approaching the planned ones.