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Концептуальна модель розвитку оцінювальної компетентності вчителів початкових класів у системі післядипломної освіти

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Анотація. У статті висвітлено один з основних аспектів педагогічного дослідження розвитку оцінювальної компетентності вчителів початкових класів. Для підготовки вчителів у системі післядипломної педагогічної освіти необхідне будівництво сучасної моделі, як цілісного педагогічного процесу, яка б базувалась на основі провідних традицій педагогіки та сучасних педагогічних інновацій і допомогла вчителю сформувати готовність до оцінювання результатів навчання учнів початкової школи в професійній діяльності. Метою наукової роботи є розроблення концептуальної моделі розвитку оцінювальної компетентності вчителів початкових класів у системі післядипломної освіти. Методологічні підходи, які використано автором для здійснення дослідження: системний, діяльнісний, андрагогічний, компетентнісний, акмеологічний, комунікативний, синергетичний. Проаналізовано теоретичний аспект розвитку оцінювальної компетентності вчителів, класифіковано наявні погляди науковців щодо окресленої проблеми. Визначено сутність поняття моделювання як процесу побудови й дослідження моделей. Розкрито мету, завдання, функції, принципи, компоненти моделювання. Розглянуто сутність і зміст оцінювальної компетентності вчителя початкової школи, виокремлено її основні компоненти, критерії, показники та рівні розвитку. Представлено характеристику розробленої автором моделі розвитку оцінювальної компетентності вчителів початкових класів у системі післядипломної освіти, розкрито її концептуальну та методологічну основи. Методологічну основу побудови моделі представлено у вигляді аналізу провідних положень – принципів, сформульованих на основі попередніх результатів дослідження, здійсненого автором. Описано принципи й форми навчання, педагогічні умови, розкрито основні функціональні та структурні компоненти, що входять до моделі. Створення моделі стало дієвим засобом перевірки ефективності педагогічних умов, завдяки реалізації яких досягнуто високий або середній рівень оцінювальної компетентності вчителів початкових класів. Пропонована методика адаптована для застосування в закладах післядипломної педагогічної освіти

Ключові слова: підготовка вчителів, післядипломна педагогічна освіта, моделювання, модель, оцінювання, компетентність

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Conceptual Development Model for the Evaluative Competence of Primary School Teachers in the Postgraduate Education System

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Abstract. The study highlights one of the main aspects of pedagogical research on the evaluative competence development of primary school teachers. For teacher training in the postgraduate pedagogical education system, it is necessary to build a modern model as an integral pedagogical process, which would be based on the leading pedagogical traditions and pedagogical innovations and help the teacher to evaluate the learning outcomes of primary school students. The aim of the research is to establish a conceptual development model for the evaluative competence of primary school teachers in the postgraduate education system. Methodological approaches used by the author in the course of the research: systems, activity-based, andragogical, competence-based, acmeological, communicative, synergetic. The authors analysed the theoretical aspect of teachers' evaluation competence development and classified the existing views of researchers on the outlined issues. The authors also defined the essence of modelling as a process of building and studying models. The study covers the purposes, objectives, functions, principles, and components of modelling. In the research the essence and content of the evaluation competence of primary school teachers are considered, its main development components, criteria, indicators, and levels are highlighted. The study presents the characteristics of the model built by the author for the development of evaluative competence of primary school teachers in the postgraduate education system, reveals its conceptual and methodological foundations. The methodological basis for building the model is presented in the form of an analysis of the leading provisions – principles formulated based on the author's previous research results. The teaching principles and forms, pedagogical conditions are described by the authors, and the main functional and structural components included in the model are covered. The model creation has become an effective means of testing the effectiveness of pedagogical conditions, due to the implementation of which a high or average evaluative competence level of primary school teachers has been achieved. The proposed methodology is adapted for use in institutions of postgraduate teacher education

Keywords: teacher training, postgraduate teacher education, modelling, model, evaluation, competence

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INTRODUCTION

Modern education reform determines the advanced training vectors for teachers who are able and ready to provide a safe and comfortable educational environment for student development. Special attention in regulatory documents is focused on the teacher's activities in evaluating learning outcomes, conducting diagnostics of student's competencies, in particular the skills of the formative and final assessment. In modern society, an understanding is being developed that the indicator of positive educational achievements of applicants for education is not reproductive information acquired in training and upbringing, but the skills, activity methods, key competencies necessary for them in order to adequately evaluate and solve issues that arise occasionally. The need to establish the evaluation competence of teachers becomes urgent since the educational orientation to the development of key personal competencies implies developing the evaluation competence of applicants in the education system, respectively, preparing teachers for evaluation activities is a considerable issue.

The existing education system at all its levels generally uses conventional procedures for evaluating students' academic achievements, based on passive reproduction of educational material. Such monitoring and evaluating the learning outcomes of educational applicants limits the development of key personal competencies, which in modern conditions of social development are in demand in professional education. This practice is due to the level of professional and pedagogical skills of teachers responsible for control and evaluation activities, which does not meet the requirements of education modernisation. This delays the education system development due to the lack of readiness of primary school teachers to use modern tools for evaluating student's learning outcomes. In this regard, the modern teacher's professional competence is impossible without special knowledge, skills in organising the evaluation activities for younger schoolchildren, in accordance with education modernisation, which is implemented based on a humane approach and focused on the development of a healthy and successful personality in new socio-economic conditions. Therefore, there is a need to develop a modern model for the development of evaluative competence of primary school teachers in the postgraduate education system. Thus, updating the content of advanced training is an urgent issue that requires a new teacher training scheme that meets the requirements of modern time, since their professional improvement is an important condition for modernising education.

The teachers' preparation for the pedagogical activity implementation is considered along with solving a wide range of theoretical and applied issues related to the scientific and pedagogical support of teachers' professional growth, which can be found in the studies of V. Maslov [1], D. Pereira [2], S. Sysoieva [3], L. Sushchenko [4];

the lifelong learning and advanced training is examined by such researchers as S. Zmeev [5], N. Nychkalo [6]; psychology issues and teacher training based on S. Rubinshtein's research [7]; the modern approaches to improving the skills of teaching staff and developing the teacher's innovative culture is covered in the research of N. Anisimov [8], S. Vershlovsky [9].

Researchers continue to explore various aspects of the issue. As an example, O. Polyakova [10] and O. Onopriienko [11] investigated the development of formative evaluation skills in primary school teachers. O. Lokshyna [12], T. Wanner, and E. Palmer [13] explored the world experience of formative assessment. For their part, methodological approaches to formative assessment are covered in the studies of L. Kaban [14], P. Black, and D. Wiliam [15]. Notably, these studies are local educational-cognitive.

The analysis of these studies makes it possible to assert that the development of the teacher's evaluative competence remains insufficiently theoretically and methodically studied. Thus, *the key purpose of this study* is to define and characterise the main structural elements within the conceptual model for the development of evaluative competence of primary school teachers in the postgraduate education system. *The task* which will ensure the purpose achievement can be formulated as follows:

1. To analyse philosophical, psychological, pedagogical, scientific, and methodological literature on evaluative competence development of primary school teachers in the postgraduate education system.
2. To identify and characterise the components of evaluative competence development of primary school teachers, in particular in the postgraduate education system.
3. To determine and reason the pedagogical conditions that ensure the successful evaluation competence development of primary school teachers in the postgraduate education system and simulate this process.

LITERATURE REVIEW

The issue of evaluative competence and pedagogical analysis has always been at the centre of the attention of both teachers and many researchers. Analysis of psychological and pedagogical literature, current practice and research results show that:

- *first*, at present, in the educational process, preference is given to the conventional authoritarian system of control and evaluation, focused on identifying and evaluating the students' subject competencies;
- *second*, ways to reform the evaluation system in Ukrainian education are being actively explored;
- *third*, insufficient attention is paid to the development of the teacher's evaluation competence.

The purpose of the teacher's activity, defined in the professional standard "Primary School Teacher of a

General Secondary Education Institution”, is to organise the training and upbringing of students during their education “by forming their key competencies and worldview based on universal and national values”. The processes of training, upbringing, and development of educational applicants are cross-cutting and integral, which should

be ensured by the teacher’s competencies that are necessary to perform all labour functions [16]. Analysis of this standard makes it possible to identify the evaluation competence components that are present in most of the labour functions that teachers should perform (Table 1).

Table 1. Evaluation competence components in the list of labour functions of primary school teachers

Labour function	Professional competence	Knowledge	Skills and abilities
A. Teaching students subjects (integrated courses)	A2. Subject-methodological competence		
	A2.6. The ability to evaluate and monitor students’ learning outcomes based on a competency-based approach	A2.6. Z1. Competence-based approach to evaluating students’ learning outcomes	A2.6 U1. Evaluate students learning outcomes and monitor them according to a competence-based approach
B. Partnership with participants in the educational process	B1. Psychological competence		
	B1.2. The ability to use strategies for working with students that contribute to the development of their positive self-esteem, self-identity	B1.2. Z1. The main types of students’ self-esteem (overestimated, underestimated, adequate) and their manifestations B1.2. Z2. Basic conditions for the development of students’ positive self-esteem B1.2. Z3. Main strategies that contribute to the development of students’ positive self-esteem	B1.2. U1. Determine the manifestations of students’ high or low self-esteem in order to correct B1.2. U2. Provide conditions for the development of students’ positive self-esteem B1.2. U3. Use the main strategies for working with students that contribute to the development of their positive self-esteem
D. Educational process management	D3. Evaluation and analytical competence		
	D3.1. The ability to evaluate students’ outcomes	D3.1. Z1. Assessment types of students’ learning outcomes (formative, current, final, etc.) D3.1. Z2. Assessment forms (oral, written, digital, graphic, practical) D3.1. Z3. Methods of formative, current, and final assessment implementation D3.1. Z4. Ways to record the results of pedagogical observations D3.1. Z5. Criteria and recommendations for evaluating student learning outcomes D3.1. Z6. Ethical principles and requirements of the legislation on academic integrity in evaluating students’ learning outcomes, mechanisms for ensuring it	D3.1. U1. Apply various forms of evaluating students’ learning outcomes D3.1. U2. Apply the appropriate methodology and scale to different assessment types D3.1. U3. Adhere to the criteria defined by the legislation for evaluating students’ learning outcomes D3.1. U4. Develop criteria for evaluating various types of educational activities D3.1. U5. Establish and record the outcomes of students’ learning, and determine the individual educational trajectory based on them (if necessary) D3.1. U6. Observe academic integrity when evaluating student learning outcomes D3.1. U7. Provide students with academic integrity during their education
	D3. 2. The ability to fulfil student’s learning outcomes	D3.2. Z1 Methods and techniques for analysing and self-reflecting students’ learning activities and their effectiveness	D3.2. U1. Develop students’ ability to self-motivate for learning, analysis, a self-reflection on educational activity and its effectiveness D3.2. U2. Provide feedback to students regarding their perception, understanding, and assimilation of educational material
	D3. 3. The ability to provide a self-and mutual evaluation of students’ learning outcomes	D3.3. Z1 Methods and techniques, methodologies and technologies of self-and mutual evaluation of students’ learning outcomes	D3.3. U1 Develop students’ ability to self-evaluate and mutually evaluate learning outcomes

Source: developed by the author based on the professional standard “Primary School Teacher of a General Secondary Education Institution” [16]

According to the table, some labour functions of a primary school teacher can be implemented provided that certain evaluative competence components are developed. The term “evaluative competence”, as it was found out, is used infrequently. Nevertheless, the essence reflected by its components is actively investigated in studies.

V. Toporovsky suggests considering the evaluation competence development through the prism of the teacher's general development level in relation to the conditions and specific features of the activity. The evaluation and analytical competence development, as the researcher notes, is carried out in advanced training, self-educational activities, methodological work, and certification activities [17]. According to Zh. Akhmadiieva, evaluation competence is “a procedure that shows readiness to use rational evaluation methods” [18]. M. Starostenkova defines evaluation competence as “unity of self- and mutual evaluation of activity and self-reflection” [19].

Thus, evaluative competence is seen in the integral quality of the individual, which characterises the effort and ability (readiness) to fulfil their potential (knowledge, skills, experience, personal qualities, etc.) for successful socialisation and adaptation in the professional sphere. The evaluation competence development is determined by the teacher's ability to effectively search for information, evaluate and classify data, transform information into knowledge, analyse it, effectively apply it in complex analysis of pedagogical, socio-economic, and cultural processes, the educational environment, to develop educational activity indicators in order to shape an independent evaluation system based on them [17]. The evaluation competence of a primary school teacher in the study will be interpreted as the teacher's competence level in solving professional evaluation tasks based on methodological, goal setting, analytical, activity-based, axiological, predictive knowledge, skills, professional, and pedagogical experience.

The above, as well as the specific features of the study, allowed the authors to define *evaluation competence of primary school teachers as a complex integrative quality of personality, manifested in a systematic, timely, objective, effective, methodically balanced evaluation of students' learning outcomes at each training stage for certain subject competencies according to specific goals and considering individual characteristics of the student's development with the implementation of stimulating, forming, developing, diagnostic, educational evaluation functions.*

Based on this definition, the teacher's evaluation competence includes: *evaluative knowledge* (the essence of “control”, “evaluation”, “assessment”, “self-evaluation”, “self-control”; methodology on evaluation theory, evaluative approaches, patterns; evaluation technologies: principles, methods, forms; the essence and content of

evaluation in educational institutions); *evaluation skills*: selection of information for evaluation and its indicators, identification and development of evaluation criteria, evaluation organisation and management, application of evaluation information technologies, systematisation and use of evaluation results, determination of evaluation effectiveness in professional activity; *evaluation experience*: application of control and evaluation procedures, use of measurement scales, assessment tools, knowledge of diagnostics basics, use of external and internal evaluation indicators, analysis and correction of students' activities, self-reflection and self-regulation in evaluation activities, definition and formulation of value judgments about evaluation objects.

MATERIALS AND METHODS

To build a conceptual model for the evaluative competence development of primary school teachers in the postgraduate education system, the authors examined scientific and pedagogical literature on this subject. According to the author, evaluation competence is innovative in education, so the theoretical foundations of teacher training in the postgraduate system for the introduction of a competence approach in evaluating younger schoolchildren's academic achievements are reviewed based on the analysis of scientific and pedagogical studies regarding teachers' innovative evaluation activities. When building an evaluative competence model, the author relies on methodological approaches, which, according to many researchers, are the most promising:

- systems approach (is the main theoretical basis of the model and allows presenting the teacher's evaluation competence development as a set of cyclical, interrelated subsystems that contain the purpose, tasks, content of activities, methods, techniques and means of their implementation, organisation forms, control and evaluation materials, analysis of the obtained educational outcomes, purpose adjustment, tasks, content and a set of methods, techniques and means for improving the evaluation competence level; aimed at covering integral pedagogical objects, identifying various types of connections in them and uniting them to a holistic theoretical picture);

- activity approach (provides evaluation competence development in accordance with the integral content and component composition of evaluation activities, which enables the development of knowledge, skills, methods of activity, evaluating learning outcomes in implementing all educational activities. Educational activity for evaluation competence development of primary school teachers is a systematic pedagogical interaction of subjects within the educational process aimed at advancing knowledge, skills, and organising effective evaluation activities);

- andragogical approach (the processing of content, organisational forms, methods and means of teaching adults, using mass media, radio and television for this purpose; determining the optimal intervals between periods of intensive training, functioning of professional courses depending on production type);

- competence-based approach (involves axiological, motivational, reflexive, cognitive, operational-technological, and other components of learning outcomes that reflect the growth of not only knowledge, skills, and abilities, but also the emotional and value attitude);

- acmeological approach (focused on improving and correcting professional activity, provides management of individual professional development of teachers, directs them to constant self-improvement and the ability to self-fulfilment, self-regulation, and self-organisation);

- communicative approach (defines, reveals, actualises communication as an ontological, teleological, axiological basis for personal development and the methodological basis of education (pedagogy));

- synergistic approach (characterises the personal development of the teacher and student as a gradual, linear, conflict-free process accompanied by contradictions that determine the transformation of value orientations, self-acquisition, and self-educational activity).

Research methods: *theoretical* (analysis of scientific-theoretical and psychological-pedagogical literature, normative materials, educational programmes and educational-thematic plans, the study of pedagogical experience, modelling the evaluative competence development of primary school teachers in the postgraduate education system); *axiomatic* (identification of the leading ideas that shape the basis of the conceptual provisions of scientific research); *empirical data* (pedagogical observation, analysis of search and research activities).

RESULTS AND DISCUSSION

Numerous studies show that postgraduate teacher education plays a considerable role in solving the issue of teacher training. Its role in the evaluative competence development of primary school teachers is due to the rapid response of education reform, meeting the need to prepare primary school teachers for evaluating the academic achievements of younger schoolchildren.

The evaluative competence development of primary school teachers in the postgraduate education system depends primarily on its scientific and methodological support, the most important element of which is a theoretically based conceptual model. Modelling should be considered as a method of scientific knowledge, which is used at the theoretical and empirical levels of research. In the psychological and pedagogical literature, “modelling” is considered as “the study of any phenomena, processes,

or systems of objects by constructing and studying their models” [20, p. 25], as “the process of creating hierarchies in which the existing system is modelled in various aspects and by various means” [21, p. 120], as “an indirect method of examining knowledge objects, based on the model application as a means of research” [22, p. 310]. Thus, modelling can be identified as building and researching models. Researchers Yu. Babanskyi [23], S. Honcharenko [24], N. Talyzina [25], V. Shtoff [26] are convinced that the model is a system designed in such a way that it traces the defining properties that the research object has; is the means of research. With the help of the model, information about the cognition object becomes clear. The model of teacher competence development is considered as a system that reflects or reproduces the existing or designed structures, components, essence, and organisation of teacher training for professional activities, which ensures their implementation [27, p. 78]. I. Lypskyi identifies the pedagogical model as a simplified sample of educational activity object with its essential features preserved [28]. O. Pyrohova outlines three groups of pedagogical models: “*conceptual* (the main idea that defines the content, structure, and originality of the approach to their presentation); *didactic* (considers conventional provisions and principles and reflects research approaches to modelling); *methodical* (expresses the content of specific facts and fragments of educational activity)” [29]. In the author’s research, modelling is a method of theoretical comprehension of developing the evaluative competence of primary school teachers. Notably, modelling in pedagogical science is a universal way of reality comprehension, although the general models that do not consider field-specific features are much more popular.

In pedagogical forecasting, the didactic approach is quite common, in particular, the construction of a teacher’s professionogram, the creation of a modern teacher’s model, and so on V. Slastonin developed a universal model that reflects the internal structure of the teaching profession. According to the researcher, such a model covers psychological training, the scope and content of special professional training, methodological training by occupation, properties and characteristics of social, professional-pedagogical, cognitive orientation [30].

It is worth noting that modelling determines the peculiarities of connections between the components within the research object, it synthesises and identifies the main features of preparing primary school teachers in the postgraduate pedagogical process for evaluation activities. V. Shtoff concluded that the model can be a conceptual or materially implemented system in which the research object is reflected or reproduced, and which can uncover the new information about this object [26, p. 19].

The researcher also notes that such a system clearly characterises the structure-forming components, analyses the connections between them, optimises ideas, and elaborates questions about the research object. V. Shtoff has identified three conditions under which the model will perform its functions: reflection or clarification of analogy (the model and the original are similar which is transparently expressed and accurately captured); representation (the model in the research is a substitute for the studied object); extrapolation (the study of the model allows obtaining information about the original object) [31, p. 87].

Ye. Pavliutenkov's statement about modelling as a common way of reality comprehension, which allows considerably reducing the effort dispersal and time for research activities, is worth mentioning. The researcher determines the model as a system, emphasising that it: 1) specifically identifies structure-forming components; 2) schematically and accurately conveys the connections between components; 3) produces questions and is a means of the comparative study of various branches within processes. The author notes that "the modelling is a reproduction of the one object's characteristics on another, specially created for studying" [32, p. 2].

L. Vasylichenko's views on the pedagogical aspect of modelling are of great importance. The author determines the essence of this aspect as "the ability to determine actual and promising tasks of the educational process, to identify and scientifically substantiate the conditions for possible convergence between probable, expected, and desired changes in the studied object" [33, p. 89]. According to such definitions, the model can be considered as the basis for the development of an individual self-education programme for primary school teachers in the course and inter-course periods; as an educational process sample in the postgraduate educational institutions; as a standard of professional qualities and value orientations that are developed through self-training, which is a mandatory component of the teacher's evaluation competence. Therefore, the authors have discovered the similarities between researcher's opinions on modelling in the system of postgraduate teacher education.

Using a systems approach, a conceptual model for the evaluative competence development of primary school teachers in the postgraduate education system can be built, which includes schematic and descriptive characteristics with the following components: goals, tasks, principles, content, stages, forms, methods, areas, pedagogical conditions, criteria, the result of educational activities. "The conceptuality of the model lies in the fact that through teachers' training, an educational environment of personal development is created, in which their evaluative competence advances [34]".

From the author's point of view, the model for the evaluative competence development of primary school teachers in the postgraduate education system will allow solving numerous scientific and pedagogical tasks: to specify the teachers' training stages in the postgraduate education system for evaluating the younger schoolchildren's educational achievements; to determine the purpose and result of educational activities at each stage; to provide development methods and forms of evaluation competence; to stimulate self-expression, self-discovery, self-development, self-training among primary school teachers; to monitor the effectiveness of evaluation competence development and its timely correction.

The presented conceptual model is an integral system that is schematic and descriptive and contains four blocks: socio-target, content, process, and performance [20]. Thus, the socio-target block contains a social order, purposes and objectives for evaluative competence development of primary school teachers in the postgraduate teacher education system. The content block covers general scientific, andragogical, and special principles and pedagogical conditions for such development. The components of the process block are the implementation stages, methods, and forms of the set purposes and tasks. The performance block defines the criteria, indicators, and levels obtained as a result of targeted actions. Hereafter the authors consider the content of each block of the model in detail.

The socio-target block contains social order: the need for primary school teachers with established evaluative competence who are ready and able to implement the conceptual foundations of the New Ukrainian School in practice, combine the best technologies of the school with innovative methods, in accordance with the educational challenges.

Thus, *the goal* of postgraduate teacher education, according to the conceptual model, is the evaluative competence development of primary school teachers in the postgraduate education system. The main tasks included in the social target block:

- 1) motivation and value attitude development of primary school teachers to evaluation activities;
- 2) an establishment of a professional knowledge system on the formative and final assessment of primary school students' educational achievements;
- 3) advancement of individual evaluation experience of primary school teachers.

The content block presents the basic principles and pedagogical conditions for the evaluative competence development of primary school teachers in the postgraduate education system. The main initial requirements for organising teacher training are reflected in the principles, which were divided into groups (Table 2).

Table 2. Basic principles of evaluative competence development of primary school teachers in the postgraduate education system

Group of principles	The essence of a group of principles	Principles
General scientific	Basic provisions, initial requirements for the educational process organisation at the present development stage of education and science	Systematicity and consistency, accessibility, scientific content, and teaching methods; consciousness, activity, and motivation; differentiated and individual approach; complexity and unity of training and upbringing; visibility
Andragogic	Basic requirements for organising adult education	The practical orientation of training; prioritising self-educational activities of the teacher; joint activities; reliance on teacher's professional experience; training individualisation; systematic training; urgent updating of learning out-comes; development of educational needs; awareness (understanding of the entire training process)
Special	Basic requirements determined by the specific features of professional training subject	<ul style="list-style-type: none"> – To rely on the information basis of actions as a set of theoretical knowledge about the formative and final assessment of students' learning outcomes, which ensures the successful the evaluation competence development of primary school teachers in the postgraduate education system; – to apply collective forms of mental activity for the evaluative competence development of primary school teachers; – to provide dialogic learning, since the educational process, built in the dialogue form, communication between all participants, ensures successful preparation of teachers for the implementation of a formative assessment of younger schoolchildren's learning outcomes; – predictability, which requires compliance with variable requirements and conditions, forecasting the results of teachers' evaluation competence development at different stages; – feasibility – correspondence between the planned purposes and the means necessary to achieve them; – diversification – diversity, variability of development forms and demonstration of evaluative competence of primary school teachers; – rationality – defining such purposes and ways to achieve them that, provided with certain resources, allow obtaining the most useful result in solving methodological issues

Source: compiled by the author based on research by S. Honcharenko [22]

Based on the above, the authors conclude that the approaches and principles concretise the purposes and objectives of the educational process for the evaluative competence development of primary school teachers in the postgraduate education system and the choice of their implementation means.

Along with the principles, the content block consists of *pedagogical conditions* for effective evaluative

competence development of primary school teachers in the postgraduate education system, namely: 1) motivation and value attitude establishment of primary school teachers to the evaluation activity; 2) aiming the content of postgraduate teacher education at ensuring the evaluation competence development of primary school teachers; 3) providing scientific and methodological support for the evaluation competence development of primary

school teachers in the postgraduate pedagogical process; 4) creating an innovative educational environment in postgraduate education for the evaluation competence development. Notably, the development of the evaluation competence of primary school teachers in the postgraduate education system, according to the author, will be successful if the described pedagogical conditions are provided and interacted with.

The process block of the evaluation competence development of primary school teachers in the postgraduate education system includes a description of the main stages, forms, methods of educating teachers in advanced training courses and the main areas of work within professional activities to provide certain pedagogical conditions. According to the study purpose and objectives, three stages of evaluation competence development of primary school teachers in the postgraduate education system were identified: orientation-motivational, content-operational and control-reflexive [24].

I. The orientation-motivational stage

The purpose of the orientation-motivational stage is to develop primary school teachers' positive motivation for teaching activities in general, to ensure teachers' understanding of the impact that evaluation has on a primary school student's personality and responsibility for the result and its role in their own professional activities, to spread the idea that being responsible for evaluation is an individually important position, to stimulate a desire to master methods for evaluating the students' learning outcomes in order to improve the educational process quality. Therewith, the main tasks of this stage of evaluation competence development are the activation of personal and professional resources, motivation for professional and personal self-improvement. *The results* of the orientation-motivational stage are the motivational readiness of advanced training courses attendants; raising awareness on the importance of evaluation activities in the educational process and the need to constantly improve the professional competence level, which is possible with psychodiagnostic methods, testing, interactive methods, analysis and introspection in the form of complex diagnostics, counselling, role-playing and business games, and individual training.

II. Content-operational stage

The purpose of the second stage of evaluative competence development of primary school teachers in the postgraduate education system is to establish and develop all readiness components, which provides for taking all special organisational and pedagogical measures. Therefore, the tasks of the content-operational stage are to spread knowledge among course attendants on the essential and content characteristics of "evaluation", "evaluation competence", to educate on methods

for developing evaluation competence and raise awareness on the need for their application in educational and professional activities; to establish the value attitude of primary school teachers to the evaluation activity implementation. Notably, the content-operational stage is implemented in the form of a special course, pedagogical training, creative group, psychoanalytic and technical exercises, practical classes, game tasks, modelling of independent activity, etc. through research and heuristic methods, as well as the method of problem presentation.

III. The control-reflexive stage

The purpose of the control-reflexive stage is the analysis, evaluation, and correction of the learning process and outcomes, as well as the implementation of the developed evaluation competence of primary school teachers in their professional activities. *The tasks* of the third stage are to analyse the development results, to conduct reflexive analysis of training, to create conditions for prolonging the development effect and spreading, generalising its results. The authors consider the control-reflexive component to be a catalyst for self-cognition, professional growth of teachers, improvement of pedagogical skills and development of an individual work style.

The results of the control-reflexive stage are the professional competence development of primary school teachers to carry out an evaluation, improving their self-esteem, establishing a positive motivation for further professional and personal self-improvement, which is implemented through rating, self-diagnosis, self-evaluation, introspection, socio-psychological training, and interactive method. During the third stage of evaluation competence development of primary education teachers, such forms as pedagogical projects examination, conference, compilation and solution of pedagogical tasks are used.

The performance block of the conceptual model reflects the criteria, indicators, and levels of the result obtained – the evaluative competence development of primary school teachers. Criteria for the development of the teacher's evaluation competence are the distinctive features that measure the level of competence establishment [35]. Therefore, according to the evaluation competence structure, *the criteria* of its establishment are as follows: *value-motivational, cognitive, operational-activity*. It is considered that the effectiveness of the evaluation competence development of primary school teachers in the postgraduate education system is characterised by the corresponding level of these criteria establishment.

CONCLUSIONS

Based on the above, the authors can conclude that an important means of evaluating competence development of

primary school teachers in the postgraduate education system is precisely the building and implementation of a conceptual model as an integral pedagogical process, which is based on the leading pedagogy traditions and pedagogical innovations and allows the teacher to prepare for evaluation of primary school students' learning outcomes in their own professional activities.

In the course of the study, the author analysed philosophical, psychological-pedagogical, scientific-methodological literature on developing the evaluation competence of primary school teachers in the postgraduate education system; identified and characterised the components of the evaluation competence development of primary school teachers, particularly in the postgraduate education system; defined and reasoned pedagogical conditions that ensure the successful development of the evaluation competence and modelled this process.

Therefore, the author's model based on a systems approach, which considers modern methodological approaches, teaching principles and defines pedagogical conditions for the evaluation competence development of primary school teachers, should be implemented in the postgraduate teacher training to prepare them for evaluating younger schoolchildren's academic achievements. Such training will encourage teachers to be innovative individuals who are able to creatively apply the acquired knowledge; independently find, process, analyse, and use information; use modern content, pedagogical forms, and teaching methods, technologies in their activities; acquire the necessary personal qualities; change themselves and strive for constant self-improvement. This model is open, constantly evolving, and can be supplemented with new elements if necessary.

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