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APPLICATION OF CASE TASKS IN THE ASSESSMENT OF PROFESSIONAL COMPETENCE OF A FUTURE TEACHER

Ph. D. (C) Aifinur Azatovna Galiakberova
Naberezhnye Chelny State Pedagogical University, Russia
ORCID ID: https://orcid.org/0000-0002-3564-9737
ngpi@tatngpi.ru
Ph.D.(C) Svetlana Ivanovna Grakhova
Naberezhnye Chelny State Pedagogical University, Russia
ORCID: https://orcid.org/0000-0001-7860-2528
SG2223@yandex.ru
Ph. D. (C) Irina Mikhailovna Zakharova
Naberezhnye Chelny State Pedagogical University, Russia
ORCID: https://orcid.org/0000-0002-1637-5152
zaharova-i@mail.ru

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Abstract

The introduction of a new model of certification of teachers in Russian Federation, based on the implementation of the principles of the activity approach in pedagogical practice, as well as the requirements for applying professional actions in the course of pedagogical work, determines the problems of assessing the level of formation of professional competencies among graduates of pedagogical universities. To assess the pedagogical skills of students, it is necessary to determine (operationalize) those indicators that would reveal the compliance of the performed actions with the requirements of the Federal State Educational Standards and the Professional Teacher Standard.

Keywords

Professional teacher standard – Academic results – Case-tasks – Professional actions

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Introduction

Over the last three decades, research educators around the world have been promoting the idea of training specialists for any professional activity on the grounds of a competency-based approach to learning. "Competent" education as a response to a specific request of the professional sphere which began to be developed in England in the 50s and 60s of the last century. Since the time of Y.A. Comenius, education included such concepts as knowledge, skills, and the professional sphere was determined by competencies. The problem was to find a way that could help transform knowledge, skills acquired during the training period into competencies. Thus, the competency-based approach in training specialists is “an attempt to make education meet market needs, to reduce the contradictions between educational and professional activities”[1]. In addition, the implementation of competency-based education is determined by the necessity to comply with the requirements of the Federal State Educational Standard for Higher Education.

In this paper, we determine the technology and methodology for the application of case studies to assess the level of formation of future teachers’ professional actions in accordance with the Professional Teacher Standard (PTS) and the Federal State Educational Standard (FSES).

The use of case studies in the formation of students’ professional skills is determined by the following conditions:

– the research potential of cases;
– the existence of technology for applying cases into educational practice.

Ensuring these conditions is more related to the activities of a teacher and includes two stages: projecting a case and creating a methodology for implementing the case in educational practice. Thus, our task was to project a case in accordance with the principles of science. In science there are known two terms: “project” and “design”. By “projecting” we mean “the process of creating a model”, and by “designing” we mean the creation of an active scheme of this model. In our activity, the project of case studies is a procedure for thinking and describing a case study, and designing is the writing of a specific case, i.e. translating the project into a text that has certain requirements.

Materials and Methods

Pedagogical practices and technologies in educational training of modern youth are extremely diverse[2]. Within the area of our interest, the theoretical and methodological basis of the research was grounded on the works of leading ussian scientists: V.A. Guruzhapov and A.A. Margolis[3], and of foreign scientists C. Belisle and M. Linard[4], L.M. Spencer and S.M. Spencer[5], K. Keen[6].

[1] G. M. Gadzhikurbanova, “Case technology in the formation of scientific research competencies of a future teacher”. URL: // http://www.irbis.gnpbu.ru/Aref_2015/F0003134.pdf (date of access: 21.04.2020).

[2] W. B. de Menezes Filho; B. M. Paz de Lira; O. M. Corea y A. E. F. Gomes, “Práticas pedagógicas e tecnologia na formação educacional de jovens no ensino contemporâneo: revisão integrative”, Revista Inclusiones Vol: 6 num Esp (2019): 265-286.

[3] V. A. Guruzhapov and A. A. Margolis, “Designing a model of practice-oriented training of pedagogical staff for bachelor degrees in the training program “Psychological and Pedagogical

Methods and organizational principles for the application of case studies in education are explored by Russian scientists A.M. Derkach[7], A.S. Eremin[8], O.G. Smolyaninova[9], and by foreign scientists: J. Heath[10], L.B. Barnes[11], W.E. Blank[12], W. Ellet[13], et al.

We applied the following research methods: theoretical (analysis of scientific literature, generalization, projecting, designing, comparison, analysis, synthesis); empirical (observation, analysis of documents and products of pedagogical activity, pedagogical experiment); qualitative and quantitative data processing.

Statistical processing of reliability and validity of the developed case studies was determined on the basis of correlation analysis (Pearson criterion). With the help of student's t-test criterion ($t = 1.66$ for $p \leq 0.05$), there was determined the level of pedagogical actions formation.

Results and Discussions

With the help of expert evaluation there were developed and validated diagnostic tools in the form of case-tasks. The existing procedure for assessing pedagogical universities graduates' academic results is often not related to the future teacher's practical activities in the educational environment of school. At present Unified Federal Evaluation Materials (EFEM) for the teachers' certification are being developed and tested[14]. They involve the assessment of not so much the theoretical knowledge of teachers as their professional actions[15].

Education" (primary school teacher) based on network interaction of educational organizations that implement programs of higher education and primary general education", Psychological science and education Vol: 19 num 3 (2014): 143-159.

[4] C. Belisle and M. Linard, "Quelles competences das acteurs de la formation dans le contexte des TIC?" Education Permanente: Technologies et approches nouvelles en formation, num 127 (1996): 19-47.

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[8] A. C. Eremin, "Case method: the most common form of implementing the competency-based approach", Innovations in education, num 2 (2010): 67-81.

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[10] J. Heath, Teaching and Writing Case Studies: A practical guide. 2nd ed. Wharley (End: The European Case Clearing House, 2002).

[11] L. B. Barnes; C. R., Christensen and A. J. Hansen, Teaching and the case method (3rd ed.). (Boston: Harvard Business School Press, 1994).

[12] W.E. Blank, Handbook for developing Competency - Based Training Programs (New-Jersey: Prentice Hall, 1982).

[13] W. Ellet, The case study handbook: how to read, discuss, and write persuasively about cases (Boston: Harvard Business School Press, 2007).

[14] The model of certification of teachers based on the use of unified federal assessment materials [Electronic resource]. URL: http://fom.rf/materials/Model.pdf (date of access: 13.04.2020).

[15] A. C. Eremin, "Providing educational work using the case method". Innovations in education, num 4 (2010): 77-90 y I. M. Zakharova and S. I. Grakhova, "Development of testing and measuring

In this context, we see the need to change the content and assessment procedure of the level of certain professional actions of pedagogical university students. The academic results stated in the FSES and in the PTS should be operationalized in order to develop reliable and valid diagnostic devices.

As it's shown by a number of researchers (V. A. Guruzhapov, A. A. Margolis, M. A. Safronova, A. A. Panfilova, G. Kasprzhak, A.V. Khutorskoy etc.), a teacher's competences, as integral personal resources, are mastered only in relation to his/her activity.

Consequently, teachers of a pedagogical university are faced with the task of modeling the psychological and pedagogical support of the future specialists' professional development[16], as well as designing such content of practical tasks for students that would determine not only the level of theoretical preparation of a future bachelor, but also specific professional actions for training, education and development of students. Assessing the educational results of graduates (future teachers) a teacher, on the basis of this assessment, adjusts the educational 'trajectories' of students.

The Professional Teacher Standard describes generalized professional functions and actions as the basis for the practical work of a future specialist. In the course of the studies at the university a future teacher, in accordance with the requirements of the Federal State Educational Standard and the PTS, learns to develop individual courses for the development of students; evaluate the educational (subject and meta-subject) results of schoolchildren, create problem situations at lessons and organize educational search for a solution with the development of versions or hypotheses, etc.[17]. It becomes evident that the management of changes in the educational process organization at University shold be associated with new approaches to assessing the students' academic results, with the development of new schemes for assessing the readiness of graduates for professional activities. We have made analyses of domestic and foreign means of assessing students' academic results taking into account the sphere of their specialization. In the course of educational training there has been tested and evaluated the efficiency of different means and forms of students' academic results assessment in accordance with Federal State Educational Standard of Primary General Education (FSES PGE) and Federal State Educational Standard of Basic General (FSES BGE)[18]. As a result of the work done, there was discovered a tool – a technology for assessing students' academic results, which involves determining indicators and valid diagnostic devices.

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materials (TMM) for monitoring the regulatory skills of gifted children", Breakthrough research as an engine of science: a collection of articles of the International scientific and practical conference. Ufa: Aeterna (2019): 214–216.

[16] M. G. Sergeeva; V. V. Yankovskaya; A. Yu. Ladogina; T. A. Kemkhashviliand; N. G. Bondarenko and Yu. N. Slepenok, "Modeling of psychological and pedagogical support of future specialists professional development", Revista Inclusiones Vol: 6 num Esp Jul-Sep (2019): 116-125.

[17] "Public-professional discussion of the implementation and application of the developed certification model based on the use of UFAM and standard UFAM kits for teachers' certification". Materials of the All-Russian Conference / FSBEI HE MSPPU / [Electronic resource]. URL: http: //xn--e1aofx.xn--p1ai/additional/index.html? Page = 1 / (date of access: 24.09.2019).

[18] A. A. Margolis, "Testing tools for assessing the formation of professional competencies of future teachers", Psychological science and education Vol: 20 num 5 (2015): 77–91.

There are different ways to implement the 'competence' approach. At our University (Naberezhnye Chelny State Pedagogical University), we identified which subcompetencies (practical experience; skills and knowledge) should the graduate competence contain and linked each indicator with the results of the training programs and courses implementation.

The main advantage of this method is competence indicators, which are academic results visible to teachers and students and thus increasing the likelihood of students mastering professional actions.

For a teacher, when developing a work program and implementing a subject matter (module), it becomes important to realize what tasks solutions of professional activity the subject matter and module as a whole are targeted to prepare for, what skills it forms and what academic results a student is ready to demonstrate; what are the indicators of these skills level.

At the beginning a teacher evaluates the level of competences that were formed by his/her colleague in the previous module. There takes place continuity in the process of a future teacher training and a teacher's responsibility for the result of training increases.

As practice has shown, traditional questions for tests and exams do not allow to assess the level of the required competencies and this assessment is not objective, so we suggest to assess the level of professional actions formation with the help of case tasks (the structure of the case is given below).

By method of expert evaluation there have been developed case studies to assess the level of students' general professional and expert competencies. During a series of methodological seminars, the project group has identified indicators that need to be evaluated and the stages of experimental work. Statistical procedures for the reliability and validity of the developed case studies were estimated by calculating the correlation coefficients of expert opinions, the level of consistency (Pearson Chi-square criterion $\chi 2=0.67$ at $p \leq 0.05$).

To test the developed case-tasks two samples were formed with the total students' number of 116. The first group was a control one, which included undergraduates and postgraduates of correspondence department who had experience in practical teaching. The experimental group consisted of students in training program 44.03.01 and 44.03.05. Their pedagogical specialization was as follows: primary education, geography, foreign language, history, mathematics and computer science.

During the development of case tasks, there were identified the evaluating criteria for the implementation of cases: a three-point scale (0–2 points) from the complete non-compliance of the performed actions with the requirements of the FSES and the PTS (0 points) to the reasoned response of the chosen way of solving the case (2 points). One point is given for partial argumentation of the performed action in accordance with the FSES and the PTS. To evaluate the accuracy of the case-tasks solution, an expert group was formed. It consisted of leading school teachers with the highest qualification category, teachers of higher education, candidates of science who are familiar with the activity-based learning technologies. The experts and students' responses were compared for the formation of professional actions according to the above mentioned criteria.

With the help of the student's t-test (t=1.66 at p≤0.05), there was determined the difference in the level of pedagogical actions formation of the experimental and control groups. The average scores in the control group (which could be expected) were higher. It is important to emphasize that the case-tasks developed and tested in this way were subsequently used by Moscow State Psycho-Pedagogical University (MSPPU) teachers as developing practical tasks for the formation of a particular professional action[19].

Here is an example of a case study. The case is aimed at testing the skills for the developing of students' social behavior.

The case structure includes:

1. Description of the problem-based pedagogical situation.
2. Choosing a hypothesis about the cause of the problem or difficulty (junior teenagers experience "a sense of adulthood"; junior teenagers have changed values; improper upbringing of children in the family; inheritance of abnormal character traits).
3. The choice of professional operations: an educational conversation about morality in class; an engagement of students into a social project; an organization of a club for projecting creativity; an organization of work (creative project) with younger students in a various age group; call the parents of Dima M. to the school to discuss his behavior; to discuss Dima M.'s actions with him privately).
4. Justification of the selected actions in the order of their correct implementation: the engagement of students in a social project (since adolescent desire for adulthood is associated with the implementation of socially significant activities); organization of a club, with the help of which one can be captivated by project creativity (creative work is able to guide the activity of a teenager in a positive direction); creation of positive emotions in a situation of joint socially useful work. The rationale for the selected actions in the order of their correct implementation: the inclusion of students in a social project (since adolescent desire for adulthood is associated with the implementation of socially significant activities); organization of a club, with the help of which one can be captivated by project creativity (creative work is able to guide the activity of a teenager in a positive direction); creation of positive emotions in a situation of joint socially useful work.

Description of the Situation

Modern society requires energetic and creative people who are able to take responsibility for what is happening around them. It is possible to bring up such a person only if the experience of showing initiative in solving feasible for a particular age problem is developed from the childhood. "Observations show that today's students are more engaged in educational activities, preoccupied with their own interests. There arises the question, how to encourage a student to show creative initiative in socially significant activities?"[20].

[19] "Public-professional discussion of the implementation and application of the developed certification model based on the use of UFAM and standard UFAM kits for teachers' certification". Materials of the All-Russian Conference / FSBEI HE MSPPU / URL: http: //xn--e1aofx.xn--p1ai/additional/index.html? Page = 1 / (date of access: 24.09.2019).

[20] A. C. Eremin, "Case method: the most common form of implementing the competency-based approach", Innovations in education, num 2 (2010): 67-81.

The context of the situation

Students refuse to perform voluntary Saturday work (thorough cleaning in the classroom). The class is divided into those who constantly refuse public assignments and those who honestly perform them. The supervising teacher of class 5B is also concerned that she and her children are losing mutual understanding. She is sure that the troublemaker is Dima M.: “He chooses a strange behavior and provokes conflicts in the classroom”.

Task 1:

Develop recommendations for teacher’s actions on forming a social position for all children.

Task 2:

Develop a work plan with parents to introduce children to socially significant activities.

It is supposed that the answer to the task will be a description of the sequence of professional actions:

1. To understand the motives for improper behavior.
2. To choose methods to end the conflict.
3. To find cooperative solution of the problem with parents and teachers.

When solving this case-problem, a student should not only demonstrate theoretical knowledge of pedagogy and psychology, but perform certain actions. Let us highlight which professional actions indicated in the Professional Teacher Standard from the block "Educational activity" should be checked in this case. We believe that they are: "Setting educational goals that contribute to the development of school children regardless of their abilities and character"; "Implementation of educational opportunities of various types of children’s activity (educational, gaming, labour, sports, art, etc)." and "Projecting and implementation of educational programs"[21]. Instructions: Read the fragment of the lesson. Perform an analysis from the perspective of implementing the technology of problem-based teaching at Russian language lessons of primary school.

Description of the Situation

The Fragment of the Lesson.

There are some pictures on the blackboard: a sun, a heart, a staircase. At the blackboard two students are writing down these words on the back side of the moving part of the blackboard, and the other students are putting them into their notebooks.
Teacher: - Are the assistants ready? Sit down please.

[21] I. M. Zakharova; S. I. Grakhova and N. G. Khakimova, “Case studies as a tool for assessing the professional competence of a future teacher”. Problems of modern teacher education”, Collection of scientific papers: Yalta: RIO GPA, issue 66 part 4 (2020): 98-101.

- What was the task? - To write down the names of the things in the pictures.
- Check it out. The blackboard opens. Look and compare. See if there is a discrepancy in the spelling. (If the spelling on the blackboard is not correct, then for this case a teacher should have prepared the correct record of those words).
- And what is there in your notebooks? Compare your words with your neighbor's. Raise your hand whose records differ? Friends, the pictures were the same for everyone, why did you write differently?
- How many opinions are there at the lesson? - "2". What kind?

• Determine which section of linguistics the material studied at the lesson belongs to.
• Determine which principles are implemented during this lesson.
• Analyze whether the requirements for a lesson on Russian of problematic content are met.
• Describe the methods and techniques by which classroom instruction is organized.

Stage this fragment of the lesson, aimed at the formation of cognitive Universal Educational Actions (UEA) in younger students.

Additional materials

The basis of problem situations with "difficulty" is the contradiction between the necessity and the inability to fulfil the requirements of the teacher. Pupils are given the task which either can't be fulfilled at all, or not similar to all the previous ones. It can happen that a contradiction arises between several opinions. Student are given links to a site with a description of activity-based teaching technologies.

The second case is aimed at the formation in students of the following professional actions from the Professional Standard: to set various types of educational tasks (cognitive, practical, educational-gaming) and organize their solution (in an individual or group form) in accordance with the level of cognitive and personal development of young children, while maintaining a balance between the subject and meta-subject components of the tasks content[22].

Let us determine what competencies are formed in future teachers and how to achieve compliance of the professional actions with the requirements of the Federal State Educational Standard of Higher Education (FSES HE) (one-profile and two-profile bachelor's degree in the training specialization "Pedagogical Education"). Firstly, to solve a case-task, a student must demonstrate basic knowledge of the educational activities organization for schoolchildren, including target settings, methods and techniques of its organization (GPC-4.1). Secondly, according to the educational standard, a student (future teacher) must be ready to perform organization of various activities of children and be able to design educational programs on the children's collective development (GPC-4.2 and GPC-5). Then, after the selection of the checked indicators, we determined the value coefficient of each checked action by the degree of its significance and novelty. The assessment of competences formation is carried out according to the above mentioned criteria and relevant indicators.

[22] Professional teacher standard URL: http://ug.ru/new_standards/6 (date of access: 17.09.2019).

At our University, the following levels of students' competencies are determined depending on the performed action: an advanced, a high and a threshold one.

Let us give examples of the students' competence level on the basis of solving the proposed case. During the intermediate certification, performing a case task, a student demonstrates a certain level of professional actions (in this case, education). If he/she can, based on the theory, tell which methods it is necessary to apply in this situation, which technique of children activity organization it is better to use, what is the student's motive described in the case, etc., then this demonstration level is based on knowledge and skills mark is threshold (satisfactory).

If a student determines the sequence of their actions in the process of solving the pedagogical situation, then in this case, a high level of the professional actions is demonstrated (the mark is "good"). Advanced level ("excellent" mark) requires not only the demonstration of the theory knowledge and action plan determination, but also designing an education program taking into account various individual variable indicators of children in this particular pedagogical situation and different parents' attitude to the public affairs in class. It is clear to see, in this case, a student must show systematic thinking and be pedagogically self-conscious of their actions.

The presented procedure is convenient for work and allows to objectify as much as possible the process of competences assessment during the analysis of the case-tasks solution.

Thus, during the development and testing of case-tasks, not only diagnostic tools allowing to find out which students' professional actions causing them the greatest difficulties have been obtained, but also methodological material for working out certain professional actions required by the PTS and the FSES has been discovered.

Conclusion

Concluding what has been said, the current system of independent assessment of graduates educational results with the help of case-tasks allows to objectively evaluate the quality of students' training, to update the contents of the key professional programs implemented at the University, enhances the interaction between University and schools, claims the development of the teachers' key competences required for the implementation of educational programs. The case-tasks developed and tested on students of a pedagogical higher education institution can be successfully applied not only for the diagnostics of pedagogical deficits, but also for the development of necessary professional skills of students and practicing teachers.

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