

A structural and functional model of teachers' monitoring skills development

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Abstract

© 2016 Masalimova and Barinova. The relevance of the present issue is caused by a strong need to conduct monitoring processes in all types of teaching processes and a poor development of theoretical, content and technological, scientific and methodological material for teachers' monitoring skills development during their teaching practice. The aim of the article is to create and test a structural and functional model of teachers' monitoring skills development based on a systematical activity-oriented approach. Modelling is the main method in the research as it helps to consider the present problem as a process of a directed and conscious acquisition of monitoring skills by teachers trained. The article presents a fully elaborated structural and functional model of teachers' monitoring skills development which consists of interconnected motivational and aim-oriented, content and procedural, result-oriented and estimation components. The model adapts teachers to new conditions of modern education and encourages for further high quality education monitoring process.

Keywords

Education quality monitoring, Monitoring, Monitoring skills, Structural and functional model