

Preparing elementary school teachers to conduct diagnostic testing of the elementary school children development

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Abstract

© 2016 by iSER, International Society of Educational Research. This article aims to design the theoretical and technological framework for preparing elementary school teachers to conduct diagnostic testing of elementary school children. The key research methods used in this work included testing, expert evaluation; direct, indirect and participant observation; analysing the output of the students', educators' and elementary school children's activity, the study of best innovative practices, summative and formative experiments which allow to prepare the students to evaluate the development of elementary school children. The article deals with methodological, theoretical and technological aspects of preparing students to evaluate the development of elementary school children; identifies the information, values and tool inventory necessary to prepare the students to conduct diagnostic testing of the development of the elementary school children; defines psychological and pedagogical conditions and experimentally presents the components of such preparedness: intellectual, operational and practical.

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Keywords

Children, Development, Diagnostic testing, Interdisciplinary approach, Learning process, Preparedness, Teachers