METHODOLOGICAL FOUNDATIONS FOR THE IMPLEMENTATION OF A NEW FORMAT OF THE FINAL STATE EXAM FOR GRADUATES OF THE BACHELOR’S PROGRAM IN PEDAGOGICAL EDUCATION

Elena Nikolaevna Perevoshchikova
Ekaterina Yur’evna Elizarova
Natalia Aleksandrovna Chepurnova
Zhanna Vladimirovna Chaykina
Tatyana Konstantinovna Belyaeva

ABSTRACT
This article deals with the problem of the revision of the content and form of the final state examination for the graduates, who are majoring in “Pedagogical Education”. The existing approaches to final tests are normalized, and a new format for the final state examination is determined. A model of an examination task, which is introduced in the present work as a fund assignment, is based on the efficient combination of systemic, activity, and competence-based approaches. Methodological foundations for the assessment of universal fund assignments are determined, which can be implemented for the evaluation of the graduates’ competencies in various disciplines of pedagogical education. The authors come to the conclusion that the combination of fund assignments, their specification, and test variants for the disciplines of the subject training for graduates determine the content of the evaluation tools for conducting the final state exam.

Keywords: Examination assignment model. Fund of evaluation tools. The content of the final exam. Electronic educational-methodical complex. Bachelor of education

FUNDAMENTOS METODOLÓGICOS PARA A IMPLEMENTAÇÃO DE UM NOVO FORMATO DO EXAME ESTADUAL FINAL PARA GRADUADOS DO PROGRAMA DE BACHARELADO EM EDUCACIÓN PEDAGÓGICA

RESUMO
Este artigo trata do problema da revisão do conteúdo e da forma do exame final estadual para os egresados, que estão se formando em “Educação Pedagógica”. As abordagens existentes para os testes finais são normalizadas, e um novo formato para o exame final do estado é determinado. Um modelo de tarefa de exame, introduzido no presente trabalho como atribuição de fundo, baseia-se na combinação eficiente de abordagens sistemáticas, de atividade e baseadas em competências. São determinados fundamentos metodológicos para a avaliação das atribuições do fundo universal, que podem ser implementados para a avaliação das competências dos egresados em diversas disciplinas da educação pedagógica. Os autores chegam à conclusão de que a combinação de atribuições de fundos, suas especificações e variantes de teste para as disciplinas de formação de disciplinas para egresados determinam o conteúdo das ferramentas de avaliação para a realização do exame estadual final.


RESUMEN
Este artículo trata sobre el problema de la revisión del contenido y la forma del examen final estatal para los graduados, que se están especializando en “Educación Pedagógica”. Los enfoques existentes para las pruebas finales se normalizan y se determina un nuevo formato para el examen final del estado. Un modelo de tarea de examen, que se introduce en la presente labor como asignación de fondos, se basa en la combinación eficiente de enfoques sistemáticos, de actividad y basados en competencias. Se determinan las bases metodológicas para la evaluación de las asignaciones universales de fondos, que pueden implementarse para la evaluación de las competencias de los graduados en diversas disciplinas de la educación pedagógica. Los autores llegan a la conclusión de que la combinación de asignaciones de fondos, su especificación y variantes de prueba para las disciplinas de la formación de asignaturas para graduados determinan el contenido de las herramientas de evaluación para la realización del examen final estatal.

INTRODUCTION

One of the key tasks of modern pedagogical education is to establish the quality of Bachelors’ of Education training, which is determined according to the graduates’ competencies assessment at the stage of their final attestation in their training subject. Final attestation of graduates of the bachelor’s program in “Pedagogical Education” is implemented in the form of the final state examination in one of the training subjects. Its content is determined by the requirements of the Federal State Educational Standard (hereinafter FSES). The purpose of The Final State Exam (hereinafter FSE) should be the assessment of the Learning Outcomes attached to the graduates’ major professional educational program, their compliance with the requirements of educational standards, and their readiness to perform professional tasks and carry out professional activities. However, the existing practice of final state exams shows that the exams are conducted in a traditional form and aimed mainly at assessing the graduates’ subject knowledge. Analysis of the existing programs for the FSE for bachelor’s program graduates in “Pedagogical education,” study of the practices of the final state exam, and real results comparing the latter with standard requirements for assessing the graduates’ readiness for a professional activity together allowed us to formulate some objectively existing problems that determine the relevance of the present study:

- the lack of a concept informing the development of assessment tools for the bachelor’s graduates’ competencies at the stage of the FSE;
- non-compliance of the assessment tools presented in the FSE programs with the requirements of the FSES for Higher Education in “Pedagogical Education” and the Professional Standard for Teachers;
- insufficient development of new forms of the FSE.

In addition, in accordance with the modern trends in the development of the system of independent assessment for the future teachers’ learning outcomes and the qualifications of pedagogues, a new format of the qualification exam for teachers is widely discussed in Russia. It is proposed to conduct a mandatory professional examination based on specially created assessment materials and the development of the forms of its implementation. Such a professional examination will be a kind of “entrance to the profession” for the graduates in “Pedagogical Education”. Therefore, to ensure a fair assessment of the learning outcomes in higher pedagogical education and a comfortable entry of a young specialist into the profession, it is necessary to provide the consistency of the forms of the graduates’ and young teachers’ final certification at the beginning of the professional activity.

According to the identified problems, the authors formulated the goal of the study; i.e. to develop a model for universal examination assignments to assess the learning outcomes of the bachelor’s graduates in all profiles of Pedagogical Education, to identify methodological aspects for the development of the fund of the assessment tools for conducting the FSE in a new format. In the context of the formulated research goals, a model of a universal examination assignment is substantiated and a methodology for the development of fund assignment is described; techniques for such tasks specification are provided, and types of fund assignments are identified. Besides, the authors of the present work introduce the structure of an electronic educational-methodical complex for preparing for the FSE.

MATERIALS AND METHODS

The theoretical and methodological basis of the research is determined by the systemic, activity-based, competence-based, and technological approaches in education, which were implemented in various combinations, taking into account the principles of expediency, consistency, and integrity. An activity system based on the systemic, activity-based, and competence-based approaches can be used as a model of the examination task (BLAUBERG et al., 1978; KLIN, 2016; KHUTORSKHOY, 2012). Its structural components are presented with the professional and universal competencies, which are introduced in the Federal State Educational Standard of Higher Education in the sphere of “Pedagogical Education” (FEDERAL STATE EDUCATIONAL STANDARD OF HIGHER EDUCATION, 2018). Their selection and combination are based on the teachers’ professional actions, presented in the Professional Standard for Teachers (Professional standard of a Teacher, 2020).

The defining component in the model structure is one of the seven general professional competencies; it is supplemented by the indicators of basic competence achievement and general professional competence, which reflect the scientific foundations of the pedagogical activity, and indicators of the universal competencies achievement. These indicators correspond to the teacher’s professional activity. Activity-based and
competence-based approaches determine a method for developing the universal examination tasks, which can be implemented to assess the learning outcomes in all profiles of pedagogical education. In addition, methodological aspects of the preparation and carrying out of the FSE in a new format are highlighted. The analysis of the professional goals and types of professional activity presented in the FSES for Higher Education, regarding the implementation of the teacher’s professional actions, made it possible to identify the following groups of key competencies: psychological and pedagogical, educational, methodological, and subject (special) competencies. These groups of competencies allow us to specify the objects of assessment at the stage of the FSE and to determine the methodological basis for the universal tasks included in the structure of the fund of assessment tools for FSE.

The methodological of the FSE and the structure of the fund of assessment tools were determined by means of the systemic and competence-based approaches. The fund of the assessment tools includes two parts, namely: variants of a professional test in subject training and a set of contextual tasks aimed at the evaluation of the psychological, pedagogical, and methodological training of the graduates. Technological and competence-based approaches (KLARIN, 2016; KHUTORSKYOY, 2003) formed the basis for determining the sequence of actions of the teachers, who are responsible for the preparation of fund assignments, and the development of the electronic educational-methodical complex for students’ training.

LITERATURE REVIEW

Currently, the problem of bachelors’ learning outcomes and students’ increasing competitiveness is widely studied (DUNAEVA; SUVOROVA, 2020). In the context of the requirements for high-quality training of pedagogical personnel, the problem of a comprehensive assessment of the graduates’ competencies, both in subject matter and general pedagogical and methodological aspects, is essentially relevant. Therefore, Russian and foreign authors consider it necessary to develop a model for the universal assessment of the competencies (BARNARD et al., 2020; VAGANOVA et al., 2019). This problem is exacerbated by changes in the assessment of the teachers’ professional qualification.

We analyzed some works devoted to this problem. In the post-Soviet countries, the assessment of the education quality is paid much attention to. This is not least due to the involvement in the Bologna process. Some authors correlate the problem of the graduates’ training assessment with their environment. Thus, Stankeviciene considers general issues of assessing the education quality in Lithuania (STANKEVICIENE, 2007). In the Czech Republic, this problem is analyzed through the management of the education quality (VYKYDAL et al., 2020). It is worth highlighting the work within the framework of the Erasmus+ Project, which considers the problem of training teachers for engineering education, and compares training systems in Portugal, Slovenia, Estonia, Russia, and Kazakhstan (PEDAGOGICAL EDUCATION IN RUSSIA, 2015). The relevance of this problem is also substantiated by the works of Chilean (ESPINOZA et al., 2018), Dutch (KLERK et al., 2008), and Australian researchers (MARTIN; MAHAT, 2017). Moreover, Australian researchers raise the issue of the transparency of the assessment of learning outcomes in general, correlating it with the quality of pedagogical education. Some works consider sociological aspects of the problems of learning outcomes (GRUIJTERS; BEHRMAN, 2020). Questions of digital feedback and its importance for various disciplines of teaching are raised (EL SHAER, 2019). The significance of improving the quality of pedagogical education is evidenced by a number of works published in English, although based on the Russian material (GRUIJTERS; BEHRMAN, 2020; Zyryanova et al., 2016; KHAZAKMETOV et al., 2015; STEPANOVA, 2016).

Antukhov, Fomin (2014), and Efremova (2011) devoted their works to the problem of assessing the competencies formation. The researchers outline general approaches to the analyzed problem in higher education. However, the general problem of these works is the focus on solving the problem of forming the assessment funds as a whole. The researchers do not pay due attention to the universal principles of development of the complex assessment tasks that could be used to assess the training quality of the graduates studying in one field of training, but in different profiles, such as specialization 44.03.05 “Pedagogical education” (with two training profiles). Tomilcev and Mal'tsev formulated methodological approaches to the professional training assessment (TOMILCEV; MAL'TSEV, 2018). Among the works devoted to the search of practice-oriented solutions, it is worth highlighting the approaches introduced in the works of Bragina and Merkulova. The researchers declare that the key idea of a state interdisciplinary exam, which was tested on bachelor’s graduates in the field of training “Library and Information Activity”, is the application of competence-oriented tasks. Kondaurova presents the idea to apply professional problems for the examination assignments (KONDAUROVA, 2016). Although, the exam is still based on traditional cards and the assessment criteria are provided in the form

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of a description of the graduate’s answer based on a five-point scale. Special attention should be paid to the work carried out by the project group within the framework of the Project “Modernization of pedagogical education” at State Pedagogical University of Nizhny Novgorod named after Kozma Minin (Myalkina, 2019; Perevoschikova, 2016; Perevoschikova, 2020; Perevoshikova, 2018; Perevoschikova; Lekomtseva, 2016). The generalization and systematization from the standpoint of the development of universal fund assignments and the determination of a new format of the final state exam are presented in the present article.

RESULTS

According to the analysis of the competencies presented in the Federal State Educational Standard of Higher Education (2018), professional functions and actions of a teacher in the Professional Standard of a Teacher (2020), all competencies can be classified according to the types of pedagogical professional activities. This approach contributed to the possibility to identify the following groups of competencies: psychological and pedagogical, educational, methodological, and subject (special) competencies. A professional test should be applied to assess the competencies presented in the last group. The teachers, who provide subject training for graduates, should be involved in the selection of the disciplines included in the FSE and the development of pedagogical evaluation materials. Thus, professional tests are the first component of the fund of assessment tools for FSE.

Other groups of competencies deal with the implementation of teaching, educational and developmental functions, as well as with the solution of the professional tasks within the educational process, including the selection of forms, methods of teaching and assessment, the choice of appropriate teaching techniques. Therefore, the verification of the presented groups of competencies can be based on the development of practice-oriented situations, in which the graduate will have to perform the corresponding types of professional activity. For these purposes, we developed universal examination assignments in the form of contextual tasks. Requirements for such assignments are formulated in the context of the situation described in the assignment. Thus, it is possible to describe the criteria and indicators for assessing the graduate’s actions. The types of the corresponding contextual tasks are determined by the attribute of the competence to the selected group. Consequently, the second component of the fund of assessment tools for FSE is a combination of contextual tasks, which we call fund assignments. Thus, two interrelated parts in the structure of the FSE can be identified. The final grade is the summation of the points obtained after each of the presented parts of the FSE. The fund of assessment tools contains a professional test and a set of fund assignments.

The next stage of the research is devoted to the determination of the methodological foundations for fund assignments. By a fund assignment we mean a task aimed at assessing the readiness of a bachelor’s graduate for a professional activity, which is developed in accordance with the requirements of the Federal State Educational Standard of Higher Education for the formation of general professional (GPC) and universal (UC) competencies, and taking into account the requirements of a professional standard for a young teacher at the stage of the entry into a professional activity. The model of a universal fund assignment is based on the choice of one of seven general professional competencies, which serves as the basis for the development of a fund assignment, around which professional actions and other competencies are grouped. The general professional competence GPC-8 is added to the basic competence, the essence of which is to form the graduate’s ability to carry out pedagogical activities based on special scientific knowledge. In order for the constructed model to be used for the competencies assessment, it includes the indicators of the competencies achievement, taking into account the choice of a teacher’s professional function and action. Thus, the components of the developed model of the universal fund assignment are the following: an indicator of achievement of general professional competence from the list of GPC-1– GPC-7, teacher’s professional actions from the professional standard of a teacher, and related indicators of achievement of the competence GPC-8 and the selected universal competence.

The methodology for constructing the universal fund assignments in the form of a description of the sequence of actions for assignment development is based on the constructed model. We reveal its essence by the example of the development of a universal fund assignment. For example, at the first step, we choose the GPC-2 competence as a basic one, i.e., the ability to participate in the development of basic and additional educational programs, to develop their particular components, including information and communication technology (ICT) application. According to the category, which GPS-2 belongs to, at the second step we select the training function, for example, professional activity 1.7. “Formation of universal educational activities”. Professional activity determines the choice of the indicator of the basic competence achievement. Therefore, at the third step, the selection of the appropriate indicator of achievement of the GPC-2.3 is carried out. It demonstrates the ability to
create a program for the development of universal educational actions by means of the taught disciplines, including ICT application. The fourth step in the methodology for developing a fund assignment is related to the choice of the indicator of achievement of the competence GPC-B. Concerning the example under consideration, the indicator GPC 8.2 is selected. It transforms special scientific knowledge in accordance with the psychophysiological, age, and cognitive characteristics of students, including special educational needs.

The fifth step in the methodology involves the selection of proper universal competencies and relevant indicators of their achievement. For the example under consideration, the competence UC-4 and the indicator of its achievement UC.4.4 are selected. It creates literate and consistent written abstracts in Russian. The next, the sixth step in creating a universal fund assignment is related to the choice of the optimal form of presentation. We consider the contextual task as a proper form for competencies assessing, as it allows us to check the graduate’s training in the context of professional activity. Thus, the fund assignment in the present study is regarded as a contextual assignment, since this form allows us to describe a professionally significant situation and formulate the requirements for a graduate that must be met in the process of problem resolving. The contextual task is a practice-oriented situation, which is based on the chosen professional action and basic general professional competence. Here, we provide an example of a task in relation to the example under consideration.

Task. To conduct a demonstration lesson on the development of Universal Learning Activities (ULA), you, being a graduate of a pedagogical university, are offered to look through a collection of such lessons and select the most successful lesson structure. Select one of the proposed lesson outlines and analyze it from the point of view of the ULA formation and the achievement of metasubject results. Read the lesson outline and complete assignments 1-3.

The seventh step in the methodology for constructing a fund assignment is related to the development of three assignments according to the contextual problem. We provide the requirements for the presented assignment:

1. Compare the goals and learning outcomes introduced in the lesson outline. Determine if the goals are achievable. Substantiate your answer (UC-4.4).

2. In the lesson outline, indicate the types of assignments on the formation of the ULA. Analyze the teaching methods and techniques used in the lesson, aimed at the formation of the ULA (GPC-2.3).

3. Make a list of scientific knowledge planned for study in this lesson and assess the availability of their presentation. Highlight the students’ peculiarities, which the teacher focused on (GPC-8.2).

In brackets after each task, the corresponding indicators of achievement of the tested competencies are provided, which make it possible to evaluate the results of each task. The criterion-evaluative part of the fund assignment includes criteria, indicators, and a rating scale for each question developed according to the situation presented in the contextual assignment. We reveal the essence of its presentation according to tasks 1-3, formulated according to the fund assignment on GPC-2. Assessment of task 1 is determined with such criteria as the degree of completeness and correctness of the task and the quality of the answer substantiation. The multiplying coefficient is 5 (Table 1).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives and educational outcomes are matched correctly. The answer to the question about achieving the goal is correctly formulated. The correct substantiation is provided.</td>
<td>4</td>
</tr>
<tr>
<td>Objectives and educational outcomes are matched correctly. The answer to the question about achieving the goals of the lesson, which are presented in the technological map, is formulated incorrectly or is absent. The substantiation is not reasoned enough.</td>
<td>3</td>
</tr>
<tr>
<td>Objectives and educational outcomes are not matched or matched incorrectly. The answer to the question about achieving the goals of the lesson, which are presented in the technological map, is formulated incorrectly or is absent. The substantiation is insufficiently reasoned or absent.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Source:** Search data.

Table 1 shows that the maximum mark for task 1 is 20 points. The task is considered completed successfully if the result is equal to or more than 10 points. Assessment of task 2 is determined with such criteria as the degree of completeness and correctness of the task and the degree of compliance with the professional standard. The multiplying coefficient is 10 (Table 2).
Table 2. Criteria and marks in points for task 2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All types of assignments are indicated correctly and completely. Techniques and methods of teaching are named correctly and completely. An assessment characteristic of the techniques and methods used in the lesson, which are presented in the technological map, is provided.</td>
<td>3</td>
</tr>
<tr>
<td>Some types of assignments are indicated correctly. Some techniques and methods are named correctly. An assessment is provided for some of the techniques and methods that are used in the lesson, which are presented in the technological map.</td>
<td>2</td>
</tr>
<tr>
<td>Not all assignment types are indicated; or assignment types are not distinguished. Not all techniques and methods are indicated or they are not distinguished.</td>
<td>1</td>
</tr>
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</table>

Source: Search data.

The maximum mark for task 2 is 30 points. The task is considered completed successfully if the result of its implementation is equal to or more than 20 points. Assessment of the fulfillment of task 3 is determined with such criteria as the degree of completeness and correctness of the task and the degree of compliance with the professional standard. The multiplying coefficient is 5 (Table 3).

Table 3. Criteria and marks in points for task 3

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>The list of scientific knowledge planned for study in this lesson, which is presented in the technological map, is correctly and completely indicated. The assessment of the availability of scientific knowledge presentation is provided. The students’ peculiarities, which the teacher focuses on, are correctly identified.</td>
<td>4</td>
</tr>
<tr>
<td>The set of scientific knowledge planned for study in this lesson, which is presented in the technological map, is correctly indicated. The assessment of the availability of knowledge representation is incorrect or not provided. Some peculiarities of the students, which the teacher focuses on, are correctly identified.</td>
<td>3</td>
</tr>
<tr>
<td>Not all scientific knowledge planned for studying in the lesson, which is presented in the technological map, is provided, or is provided incorrectly. There is no assessment of the availability of knowledge representation. Some peculiarities of the students, which the teacher focuses on, are correctly identified.</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: Search data.

The maximum mark for task 3 is 20 points. The task is considered completed successfully if the result of its implementation is equal to or more than 10 points. Thus, to evaluate the graduate’s answer, a scale of assessment in points for each competence is developed (Table 4).

Table 4. The scale for assessing the development of the graduates’ competencies in the process of the fund assignment carrying-out.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Limits in points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPC 2.3</td>
<td>20-30</td>
</tr>
<tr>
<td>GPC 8.2</td>
<td>10-20</td>
</tr>
<tr>
<td>UC 4.4</td>
<td>10-20</td>
</tr>
</tbody>
</table>

Source: Search data.

According to the introduced methodology for constructing universal fund assignments for all competencies, a bank of fund assignments is formed. On the basis of the principle of statement and requirements specification for each contextual task, specified fund assignments are developed, which are presented to a graduate at the exam. The points for a specific fund assignment are summed up with the points received by a graduate for a professional test in the disciplines of subject training and correlate with the assessment scale presented in the rating system for evaluating the FSE results, in which a positive result is determined in the range from 55 to 100 points (PEREVOŠCHIKOVA, 2018). In the context of the development of the content of the final state exam, we identified the types of fund assignments that should be implemented to assess the psychological, pedagogical, educational, and methodological competencies of the graduates. To assess the readiness of the graduates for methodological activities, the authors identified the assignments on the structuring and/or analysis of an outline of a particular type of a lesson, an online lesson, a flow chart of a lesson or study of a topic, and on the assessment of the students’ educational achievements. To assess psychological and pedagogical competencies, the assignments on the development of programs for academic disciplines or on organizing extracurricular activities with students are provided. To the same type we attributed the tasks on identifying learning difficulties and drawing up a plan for corrective measures, etc.
In addition, to assess the readiness of the graduates to carry out educational activities, the authors introduced the tasks on the development of methodological support for extracurricular activities to solve teaching or educational tasks, aimed at the motivation for learning, the development of spiritual and moral values, the selection of psychological and pedagogical techniques to ensure the individualization of training, development, and education of the students.

**DISCUSSION**

The transition to a new format for the final state exam requires the identification of its organizational and methodological foundations. In the context of this problem, the regulations for conducting such an exam were developed. It was provided for both the in-person form of the FSE and the remote format caused by the coronavirus pandemic. However, regardless of the methods of conducting such an exam, it was necessary to resolve the issue of creating conditions for preparing graduates for the FSE. Thus, it was proposed to create an electronic educational-methodical complex (hereinafter EEMC) according to the field of training. The key components of the EEMC are the purpose of the FSE and methodological recommendations for students to prepare for the final state exam. The structure of the EEMC is defined by four modules. We reveal their content briefly.

The first module may include topics for tests in subject training disciplines and a demo test to prepare the graduates for the final examination. The second module should contain variants of tests on subject training disciplines. Graduates have access to this module only at the comprehensive final state exam. The contents of the third and the fourth modules are based on the same principle. This means that the third module is implemented to prepare students for the final exam. Therefore, it should contain all types of fund assignments, provide the graduates the opportunity to prepare for the FSE, select the necessary material, and choose the form of presentation of the results of the universal fund assignments on the FSE. The content of the fourth module is determined by specific fund assignments related to the field of training. Graduates have the access to this module only at the exam after completing the test. As it was pointed out above, specified assignments are developed by the teachers, who provide psychological, pedagogical, and methodological disciplines basing on the universal fund assignments.

**CONCLUSION**

The analysis of the theoretical, contextual, methodological, and organizational foundations of the final state exam in the field of training “Pedagogical education” and the accumulated experience in the assessment tools development for the competencies evaluation contributed to the formation of a model for fund assignments and determination of the assignments types corresponding to the objectives and types of the graduates’ professional activity. The developed model forms the basis for describing the methodology for constructing fund assignments in the form of contextual assignments. Psychological, pedagogical, educational, methodological, and special competencies are determined according to the classification of the competencies by the type of a professional activity. Therefore, the content of the fund of assessment tools is determined and interrelated parts in the structure of the FSE are distinguished. The key features of the study are determined with the criteria, indicators, and a scale for assessing each question in the fund assignment. This approach makes it possible to assess the graduate’s readiness to perform professional actions provided for in the structure of the fund assignment and to assess the competencies formation. The essential results of the research include the identified methodological foundations for the development of an electronic educational-methodical complex, applicable both for the graduates’ preparing for the FSE and for conducting this exam. Further research on the implementation of a new FSE format involves conducting an exam in this format, analyzing the results of the implementation of the developed FSE model, and developing new tools for assessing the competencies within the framework of the final state exam.

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Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia. Web of Science Researcher ID: K-2488-2017. E-mail: eperovshchikovayandex.ru ORCID: https://orcid.org/0000-0002-2771-9744.

Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia. Web of Science Researcher ID: J-2741-2017. E-mail: elizarova.elkayandex.ru ORCID: https://orcid.org/0000-0002-1348-3908.

Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia. Web of Science Researcher ID: V-5207-2018. E-mail: natalie.chebunovayandex.ru ORCID: https://orcid.org/0000-0002-6003-0071.

Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia. Web of Science Researcher ID: K-1684-2017. E-mail: zhanna.cheykinayandex.ru ORCID: https://orcid.org/0000-0003-2829-8796.

Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia. Web of Science Researcher ID: -1303-2017. E-mail: belyevatyanakonstantinovnagmail.com ORCID: https://orcid.org/0000-0001-6096-9452.

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