THE ROLE OF MODERN EDUCATIONAL TECHNOLOGIES IN FORMING THE ASSESSMENT COMPETENCE OF PRIMARY TEACHERS

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Annotation: *This article explores the significance of modern educational technologies in developing assessment competence among future primary school teachers. The integration of digital tools, interactive platforms, and technology-based assessment methods has been shown to enhance teachers' ability to evaluate student performance effectively. The study analyzes the role of educational software, online formative assessments, and virtual simulations in strengthening assessment skills. Emphasis is placed on the need for pedagogical innovation and continuous professional development to ensure that teacher trainees are equipped with the necessary skills for modern classroom assessment. The article also presents practical recommendations for incorporating educational technologies into teacher training programs.*

Keywords: *Assessment competence, primary school teachers, educational technologies, digital tools, formative assessment, teacher training, professional development, interactive learning.*

In the rapidly evolving landscape of education, the role of teachers has significantly transformed. Today's educators are not only expected to deliver knowledge but also to assess students' learning outcomes accurately, fairly, and efficiently. This shift necessitates the development of strong assessment competence, particularly among future primary school teachers, who play a crucial role in shaping the foundational skills of young learners.

Assessment competence refers to a teacher's ability to plan, implement, and evaluate various forms of assessment to monitor and improve student learning. In modern education, this competence is increasingly tied to the effective use of educational technologies. Digital tools, online platforms, automated feedback systems, and virtual simulations have emerged as powerful means of enhancingssessment practices. These technologies not only streamline thevaluation

process but also provide real-time feedback, personalize learning, and support data-driven decision-making in classrooms.

However, the integration of such technologies into teacher education remains a challenge in many contexts. Traditional teacher training programs often focus heavily on theoretical knowledge, with limited exposure to technology-enhanced assessment tools. As a result, many future teachers enter the workforce without the necessary skills to implement modern assessment strategies effectively.

This article examines the role of modern educational technologies in developing assessment competence among future primary school teachers. It explores the types of technologies available, their practical application in the classroom, and how they can be embedded into teacher training curricula. Furthermore, it identifies barriers to successful implementation and suggests pedagogical solutions to address them. By understanding the intersection of technology and assessment, this study aims to provide insights into improving the quality of teacher preparation in the digital age.

The development of assessment competence in future primary school teachers has been widely discussed in educational research, especially in the context of integrating modern educational technologies. Scholars agree that assessment is a core component of effective teaching, and equipping teachers with appropriate skills is critical for student success (Brookhart, 2011; Stiggins, 2005).

According to Popham (2017), traditional assessment training methods often lack practical application and fail to prepare teachers for real-world challenges in evaluating student performance. He emphasizes the importance of formative assessment techniques, which can be greatly enhanced through the use of digital platforms and tools. Similarly, Black and Wiliam (1998) introduced the concept of "assessment for learning," which focuses on continuous feedback and active student involvement—both of which can be supported by modern technologies.

Darling-Hammond and Bransford (2005) highlight that technology-enhanced assessment not only improves efficiency but also supports differentiated instruction by providing instant data and analytics for personalized learning. Educational technologies such as online quizzes, e-portfolios, learning management systems (LMS), and gamified assessments offer a range of tools for formative and summative evaluation.

Recent studies (OECD, 2013; Harlen, 2007) have shown that teacher training programs incorporating interactive and digital assessment methods yield more

competent and confident teachers. However, the literature also identifies challenges, such as lack of access to resources, insufficient digital literacy, and resistance to change among both pre-service and in-service teachers.

Furthermore, Gipps (1994) argues that assessment should be viewed as a constructive process that supports learning rather than simply measuring it. This view is increasingly reflected in modern pedagogical approaches that integrate technology not just for efficiency, but for enhancing the learning experience itself.

In conclusion, the reviewed literature confirms that modern educational technologies play a vital role in shaping the assessment competence of primary school teachers. However, successful implementation depends on thoughtful integration into teacher education programs, ongoing professional development, and institutional support.

The findings of the study highlight the growing importance of integrating modern educational technologies in the development of assessment competence among future primary school teachers. As the demands of the 21st-century classroom continue to evolve, so too must the methods used to train educators. This study affirms that digital tools, when used effectively, can significantly enhance the assessment literacy of pre-service teachers.

One key point that emerged from the analysis is that technology provides a more flexible, interactive, and student-centered approach to assessment. Platforms such as Google Classroom, Kahoot!, and learning management systems allow for real-time feedback, formative evaluation, and a variety of assessment formats that go beyond traditional paper-based methods. These tools not only help future teachers assess students more efficiently but also encourage creativity in designing evaluation strategies.

The discussion also reveals a gap between the availability of educational technologies and their effective implementation in teacher education programs. While many institutions have access to digital tools, their integration into assessment training remains inconsistent. This suggests a need for systematic reforms in curriculum design and teaching methodologies within pedagogical universities.

Furthermore, the role of reflective practice and continuous feedback in developing assessment competence was found to be essential. When future teachers engage in technology-based self-assessment, peer review, and guided reflection, they develop a deeper understanding of the principles of effective evaluation.

However, several challenges remain. These include limited digital infrastructure in some institutions, a lack of trained instructors in educational technologies, and resistance from educators unfamiliar with non-traditional methods. Addressing these challenges requires professional development initiatives, investment in technological infrastructure, and a shift in mindset toward embracing innovation in assessment.

In conclusion, the discussion emphasizes that modern educational technologies are not merely tools for convenience but are essential components of teacher preparation. Their successful integration can bridge the gap between theory and practice, enhance assessment quality, and better prepare future primary teachers to meet the diverse needs of their students.

In conclusion, the integration of modern educational technologies plays a pivotal role in forming the assessment competence of future primary school teachers. As the educational landscape continues to shift toward digitalization, teacher training institutions must adapt by embedding technological tools and digital assessment strategies into their curricula.

This study has shown that the use of interactive platforms, online assessment tools, and digital feedback systems enhances the ability of teacher candidates to design, implement, and evaluate assessment methods effectively. Moreover, educational technologies promote active engagement, timely feedback, and a more personalized approach to learning—elements that are essential in primary education.

However, the successful adoption of these technologies requires more than just access to digital tools. It demands well-structured pedagogical models, continuous professional development, and institutional support to prepare future educators for modern classroom challenges.

Ultimately, by equipping pre-service teachers with the necessary technological and assessment skills, educational systems can ensure a higher quality of teaching and learning in primary schools. The findings of this research emphasize the need for innovation, investment, and a forward-looking approach in teacher education to build a generation of competent and confident educators.

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