

TRAINING FUTURE TEACHERS IN ASSESSMENT SKILLS WITHIN THE FRAMEWORK OF LINGUODIDACTIC THEORY

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Abstract. This article examines the formation of future teachers' assessment skills based on the principles of linguodidactic theory. The study emphasizes that assessment skills are not only a tool for measuring learning outcomes but also a pedagogical mechanism that fosters students' motivation, supports their personal development, and enhances reflective learning. A literature review of Kazakh, Bulgarian, and Western scholars highlights the multidimensional and developmental nature of assessment. The research identifies several challenges, including the gap between theory and practice, limited use of innovative technologies, and insufficient development of future teachers' reflective culture. The article proposes solutions to these issues and substantiates the importance of improving assessment competence as a key component of professional teacher training.

Keywords: Linguodidactology; assessment skills; future teachers; professional training; criteria-based assessment; competence; reflection; innovative technologies

Introduction

In the modern education system, one of the key conditions for improving the quality of teaching is the fair and developmental assessment of students' academic achievements. The assessment process is not limited to measuring learning outcomes; it is a complex pedagogical activity that directly influences students' learning motivation, self-regulation, reflective abilities, and personal development. Therefore, the formation of assessment skills in the professional training of future teachers holds special significance.

Today, in the global educational space, assessment competence is considered an essential component of the competence-based paradigm of education. In particular, the criteria-based assessment system introduced in Kazakhstan since 2016 requires teachers to possess a high methodological culture, to apply assessment tools effectively, and to

be able to identify students' individual learning trajectories. This highlights the need to raise the professional preparation of future teachers to a new level.

In this regard, linguodidactic theory plays an especially important role. It views the learner not only as a recipient of linguistic knowledge but also as an individual capable of reflection and conscious participation in the learning process. Bulgarian scholar D. Veselinov, in his works, emphasized the place of assessment within linguodidactics, considering it as a tool that supports and develops the learner's educational activity. This perspective is fully aligned with modern pedagogical practice.

Nevertheless, certain contradictions are observed in the process of forming assessment skills in future teachers. These include the gap between theoretical knowledge and practical application, the insufficient use of assessment tools, the limited integration of innovative technologies, and the underdevelopment of reflective culture. Such challenges lower the quality of professional training and hinder teachers from performing assessment effectively.

Linguodidactics, as a science, is aimed at developing linguistic, cognitive, and communicative competences within the educational process. In his research (on linguodidactics, dialogic pedagogy, lexicography, and innovations in language teaching), D. Veselinov explored the interrelation between teaching and assessment, highlighting both linguistic and intercultural dimensions. His theoretical views emphasize the need to educate learners not merely as users of linguistic tools but also as reflective individuals capable of evaluating their own results.

The linguodidactic approaches proposed by Veselinov promote active learner participation, dialogic interaction, and the development of self-assessment skills. These ideas are highly relevant in forming assessment competence in future teachers, since the modern system of evaluation (criteria-based, formative, and summative assessment) demands not only methodological literacy but also communicative and reflective culture.

Moreover, the criteria-based assessment model implemented in Kazakhstan resonates strongly with linguodidactic theory. Criteria help students understand learning objectives, evaluate their own work, and identify their developmental trajectory. In this sense, Veselinov's notion that "teaching is the formation of personality through language" finds direct application in assessment practices as well.

Thus, relying on linguodidactic theory in preparing future teachers for assessment activities is of great importance both scientifically and practically. This approach not only strengthens teachers' professional competence but also ensures fair and developmental evaluation of learners' achievements. Therefore, the relevance of the proposed article lies in identifying ways to enhance future teachers' assessment competence based on D. Veselinov's linguodidactic theory. The study brings innovation to pedagogical science and makes a practical contribution to improving teachers' professional training within the modern education system.

Linguodidactics, as a distinct branch of pedagogical science, studies the methodology of language teaching, its theoretical foundations, and practical applications. The main objective of this science is to orient the teaching process towards the learner, to develop linguistic competence, and to promote active engagement of students in the learning process. In linguodidactics, assessment is not only regarded as a tool for determining the level of linguistic knowledge but also as a means of fostering students' cognitive and communicative abilities. In this regard, assessment skills are closely linked to linguodidactic theory, since determining progress in language learning directly affects learners' reflection, self-control, and motivation.

From the linguodidactic perspective, assessment is not treated as a traditional "summative" tool but as an integral part of the educational process. Bulgarian scholar D. Veselinov, in his works, emphasized the necessity of considering the methodological system of language teaching in close relation to assessment practices. According to him, the assessment system should not only increase students' cognitive activity but also take into account their individual characteristics, thereby fostering personal development (Veselinov 2016).

These ideas are fully consistent with today's concept of criteria-based assessment, where assessment ensures fairness and transparency by relying on explicit criteria and descriptors.

Assessment skills have also been widely studied in pedagogical research. For example, Yu.K. Babansky, V.A. Slastenin, and N.V. Kuzmina interpret assessment as an indicator of the teacher's professional competence [8Bece]. The teacher's ability to assess students' achievements fairly, provide feedback, and encourage them is considered evidence of methodological and personal readiness. These conclusions are also consistent with linguodidactic theory, as assessment in language learning serves to enhance learners' motivation and stimulates the acquisition of new knowledge (Leontiev 1977).

In Western research, assessment is typically divided into formative and summative (Bloom 1956; Black & Wiliam 1998; Scriven 1967). Formative assessment is carried out throughout the learning process, while summative assessment reflects the results at the end of a given period [13]. In linguodidactic theory, both approaches play an important role, as continuous monitoring of language learners' achievements helps to gradually develop their speaking, listening, writing, and reading skills. In particular, Veselinov's concept of dialogic pedagogy is closely related to formative assessment, since dialogue enables real-time interaction between teacher and student, allowing immediate feedback (Vesselinov & Deleva 2024).

Kazakh pedagogical scholars (A.E. Abilkasimova, M.M. Zhanpeisova, K.Zh. Kudaibergenova) have also extensively discussed new competency-based models of assessment. They highlight the importance of criteria-based assessment in identifying students' individual learning trajectories. These conclusions are

consistent with Veselinov's linguodidactic ideas, as he also viewed teaching as a learner-centered process. Thus, the review of literature demonstrates that assessment skills occupy a central place in linguodidactic theory and play a decisive role in preparing future teachers for professional practice.

Based on the above-mentioned literature, the link between linguodidactic theory and assessment skills becomes evident. Linguodidactics regards the main goal of teaching not only as the development of linguistic competence but also as the cultivation of assessment skills that regulate learning activity, enable self-control, and help determine the learner's personal trajectory. This perspective confirms the developmental function of assessment in pedagogical science. Assessment is not merely a tool for measuring outcomes but also a means of enhancing learners' linguistic practice, cognitive abilities, and communicative skills. Hence, in linguodidactic theory, assessment is described not as a final stage of the learning process but as a continuous process that promotes students' educational and cognitive activity.

In this context, the significance of the linguodidactic approach in preparing future teachers to assess students' academic achievements becomes clear. As Veselinov emphasized, teaching can achieve effective results only when it is dialogical and reflective in nature, and such a process requires high-level assessment competence from teachers. That is, future teachers must not only design assessment criteria and define descriptors but also be able to use assessment results in ways that contribute to students' personal development. This represents the practical application of theoretical ideas in linguodidactics. Therefore, the integration of linguodidactic theory and assessment skills plays a crucial role in professional teacher training, forming the scientific and methodological foundation for building teachers' professional competence.

Kazakh pedagogical scholars also regard assessment skills as one of the key issues in a competency-based education system. Abilkasimova (2014) emphasizes that assessing students' academic achievements enhances their motivation and promotes self-development Zhanpeisova (2008). M.M. Zhanpeisova demonstrates the unique features of criteria-based assessment, showing how it enables students to evaluate their own work against clear criteria [6]. Meanwhile, Kudaibergenova (2012) highlights assessment skills as a core indicator of teachers' professional competence and stresses the importance of preparing future teachers for fair and effective evaluation of students' achievements (Slastenin 2002). The works of these scholars have significantly contributed to forming the theoretical and methodological basis of the criteria-based assessment system introduced in Kazakhstan since 2016.

In the Bulgarian linguodidactic school, assessment is viewed in close connection with language teaching and pedagogical practice. Dimitar Veselinov (2016), in his works, explains assessment as an integral part of the teaching process that fosters reflection and self-control in students. He considers dialogic teaching an effective

tool of assessment, as dialogue allows learners to demonstrate communicative abilities and thereby provides an accurate basis for evaluating their achievements. Moreover, Bulgarian scholars describe assessment as an inseparable element of learner-centered education, where the teacher is not only an evaluator but also a facilitator and guide of the student's developmental process.

In Western educational research, assessment theory and practice have been studied extensively. Bloom (1956) connected assessment skills with levels of knowledge acquisition through his taxonomy of educational objectives. Black and Wiliam (1998) developed the theoretical foundations of formative assessment, identifying it as a decisive factor in improving learning quality. M. Scriven introduced the concept of summative assessment, providing the methodological foundation for evaluating learning outcomes. These scholars' works reveal that assessment is not only a tool for control and measurement but also a powerful mechanism for determining learners' individual developmental trajectories and enhancing the teaching process.

By comparing the works of Kazakh, Bulgarian, and Western scholars, the multifaceted nature of assessment skills becomes evident. Kazakh researchers analyze assessment within the context of national education reforms, offering competency-based innovations; Bulgarian scholars highlight the dialogical, personal, and intercultural aspects of assessment from a linguodidactic perspective; while Western scholars conceptualize assessment as a structural element of pedagogy, introducing formative and summative frameworks. The intersection of these approaches demonstrates that assessment skills are a universal pedagogical phenomenon: they not only determine students' academic performance but also support their development, motivation, and self-awareness.

Although linguodidactic theory provides a solid scientific and methodological foundation for developing assessment skills in future teachers, several challenges arise in its practical implementation. One of the key issues is the gap between theory and practice. While university students acquire theoretical knowledge of assessment, they often lack sufficient methodological support when applying it in real school settings. This limits the full development of teachers' assessment competence.

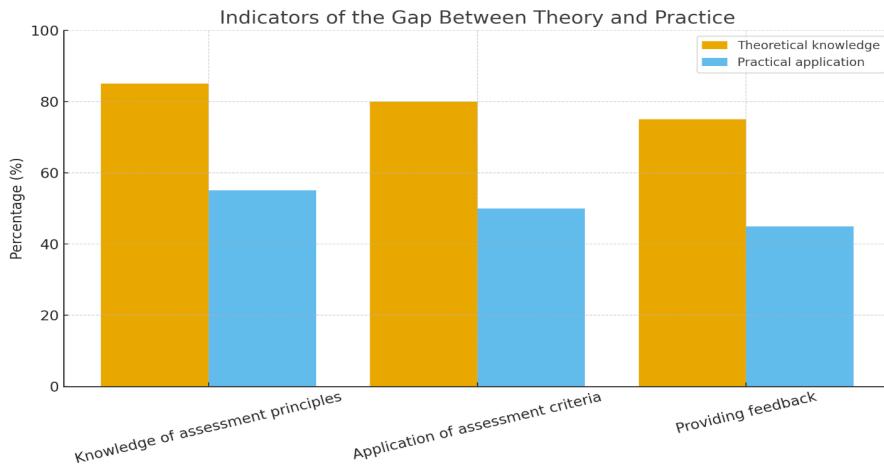


Figure 1. Indicators of the gap between theory and practice

The second issue concerns the multifaceted and complex nature of the assessment process. From a linguodidactic perspective, assessment involves not only testing linguistic knowledge but also evaluating communicative abilities, intercultural competence, and reflection. However, current curricula do not devote enough attention to these aspects. As a result, future teachers often resort to traditional methods and face difficulties in assessing students' holistic development.

The third problem is the insufficient use of innovative technologies in developing assessment skills. Linguodidactics recommends integrating digital tools, interactive platforms, e-portfolios, and self-assessment systems into the assessment process. Yet, in many higher education institutions, these opportunities remain underutilized. This limits future teachers' ability to apply modern approaches to assessment and reduces the overall quality of their professional training.

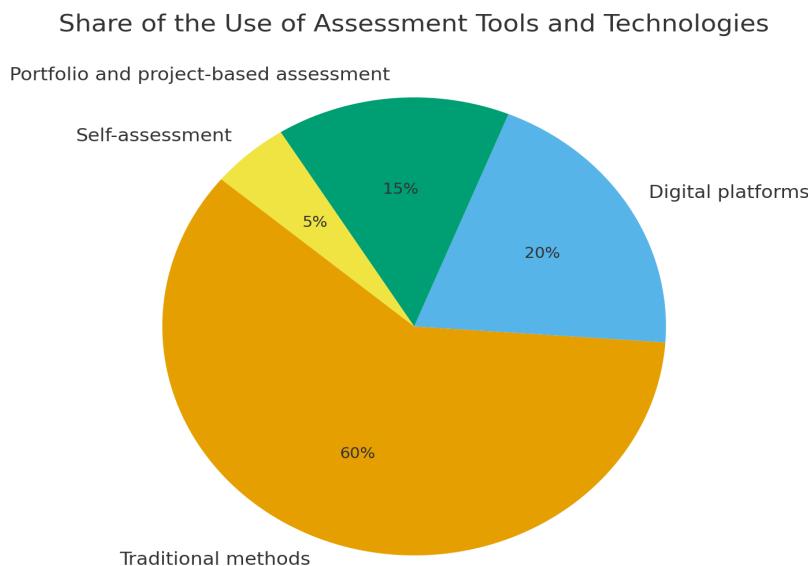


Figure 2. Share of the use of assessment tools and technologies

The fourth challenge is the underdevelopment of self-reflection among future teachers. Linguodidactic theory places special emphasis on the reflective nature of assessment, highlighting that teachers must analyze their own practice and use assessment results for professional growth. However, many students lack experience in professional self-analysis, which hinders their ability to apply assessment skills effectively and to ensure fair, developmental evaluation of learners' achievements.

To address these issues, several measures are necessary. First, the gap between theory and practice must be reduced. This requires universities to complement theoretical courses with practical training sessions and model lessons that simulate real school contexts. Training future teachers to apply assessment systems in authentic school environments will enhance their professional competence. Additionally, pedagogical practice should include specific assessment-related tasks, enabling students to practice applying criteria-based assessment, formative feedback, and self-assessment in real classroom situations. Such measures will provide future teachers with practical mastery of assessment activities.

The second solution is to develop the assessment system in a multidimensional and integrative manner. Assessment should not be confined to measuring knowledge but should also encompass communicative, social, and intercultural competences. For this purpose, higher education institutions should train future teachers to use a variety of assessment tools such as rubrics, portfolios, project-based assessment, and

dialogic assessment. Moreover, systematic use of digital assessment technologies (Google Classroom, Moodle, Kahoot, and other platforms) can elevate assessment practices to an innovative level. Such approaches will not only broaden students' assessment skills but also align their professional training with modern educational requirements.

The third priority is to foster the reflective culture of future teachers. Reflection plays a crucial role in assessment, since teachers must evaluate not only their students but also their own professional practice. To achieve this, universities should integrate tasks aimed at self-analysis, professional portfolio development, group discussions, and peer-learning activities into teacher training programs. Keeping reflective journals can also help students develop habits of self-assessment. Such practices will strengthen their assessment skills and enable them to evaluate learners' academic achievements fairly and developmentally.

Scheme – Three-Directional Model for Improving Assessment Skills

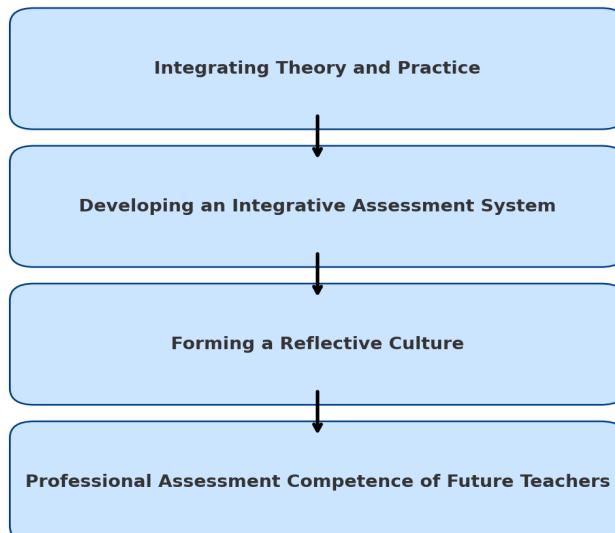


Figure 3. Three-way solution model for improving assessment skills

The analysis demonstrates that the development of assessment skills among future teachers requires a systematic integration of theory, methodology, and practice. The research reveals that while the theoretical basis of assessment is well established in teacher education, its practical application remains limited. Addressing this gap demands innovative, practice-oriented training supported by digital technologies and reflective methods.

Furthermore, the comparative insights from Kazakh, Bulgarian, and Western scholarship confirm that assessment is not merely a technical process but a complex pedagogical phenomenon that shapes both learning outcomes and professional growth. Strengthening reflective culture and promoting the multidimensional use of assessment tools can foster teachers' professional competence, ensuring that assessment becomes a driving force for educational development rather than a mere evaluative mechanism.

Conclusion

Overall, linguodidactic theory serves as a valuable scientific and practical foundation for the development of assessment skills in future teachers. The analysis of the literature revealed that assessment skills are not merely a tool for measuring learning outcomes, but rather a complex pedagogical activity that ensures students' personal development, motivation, and reflection. The works of Kazakh, Bulgarian, and Western scholars highlight the multifaceted nature of this issue and demonstrate the importance of fairness, transparency, and developmental principles in modern assessment systems.

However, the research also identified several challenges: the gap between theory and practice, the reliance of assessment systems on traditional measures, the insufficient use of innovative technologies, and the underdeveloped reflective culture of future teachers. These obstacles limit the full formation of professional competence among future educators.

To address these challenges, it is recommended that higher education curricula incorporate practical training in assessment, diversify approaches to assessment methods, expand the use of digital tools, and systematically develop students' reflective skills. Such measures will enhance the professional preparation of future teachers and enable them to evaluate students' academic achievements fairly and in a developmental manner.

In conclusion, developing future teachers' assessment skills on the basis of linguodidactic theory is one of the key strategic priorities of today's education system. This approach not only improves the quality of national education but also ensures the preparation of competent and competitive teachers who meet international standards.

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