

# Demonstration Examination as a Form of Assessing the Formation of Professional Competences of Future Educational Psychologists

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The article contains an analysis of the normative and theoretical-methodological foundations of preparing and conducting a professional examination as a form of assessing the formation of professional competencies of future teacher-psychologists on the basis of the Center for Professional (Demonstration) Examinations of the Moscow State University of Psychology and Education. The study presents requirements for the development of the demonstrational exam and the criteria for its independent expert evaluation, the organizational process and stages of the professional (demonstrational) examination. The article concludes that interim and final certification, through professional (demonstrational) examinations, serves as an innovative method for assessing professional competencies. This approach not only evaluates the level of development of these competencies but also gauges the degree to which future educational psychologists have mastered the methods for solving professional problems. By addressing the current challenges associated with the preparation and administration of professional (demonstrational) examinations, we can enhance the quality of training for educational psychologists, ensuring it aligns with the demands of our time.

**Keywords:** demonstrational exam; professional competences of an educational psychologist; assessment of professional competences; professional training of an educational psychologist; readiness for professional activity.

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# Демонстрационный экзамен как форма оценки сформированности профессиональных компетенций у будущих педагогов-психологов

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Представлены результаты анализа нормативных и теоретико-методологических основ подготовки и проведения профессионального (демонстрационного) экзамена как формы оценки сформированности профессиональных компетенций будущих педагогов-психологов на базе Центра проведения профессиональных (демонстрационных) экзаменов федерального государственного бюджетного образовательного учреждения высшего образования «Московский государственный психолого-педагогический университет». Описаны требования к разработке заданий демонстрационного экзамена, а также критерии проведения их независимой экспертной оценки. Рассмотрен порядок организации и этапы проведения профессионального (демонстрационного) экзамена. Авторами делается вывод о том, что промежуточная и итоговая аттестация в форме профессионального (демонстрационного) экзамена является новым средством оценки профессиональных компетенций, позволяющим определить не только уровень развития профессиональных компетенций, но и степень овладения способами решения профессиональных задач обучающимися будущими педагогами-психологами. Обращается внимание на то, что понимание актуальных вопросов подготовки и проведения профессиональных (демонстрационных) экзаменов позволяет повысить качество профессиональной подготовки педагогов-психологов, отвечающей актуальным вызовам современности.

**Ключевые слова:** демонстрационный экзамен; профессиональные компетенции педагога-психолога; оценка профессиональных компетенций; профессиональная подготовка педагога-психолога; готовность к профессиональной деятельности.

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## Introduction

One of the key strategic objectives of modernizing higher pedagogical education is to enhance students' practical training in alignment with professional standards and labor market requirements. It should be feasible to diagnose any organizational and content-related issues pertaining to the practical training, thereby facilitating a comprehensive assessment of its content and potential for improvement. The Concept for Teacher Training Development for 2030 identifies the necessity for introducing a vocational examination in teacher training programs (9, p. 10). In 2023/2024, the vocational (demonstration) examination will be integrated into the certification system (interim and final) for students at teacher training colleges (9, p. 16).

A.I. Astashenko's study indicates that the success of educational psychology training programs at higher education institutions can be ensured through the competency approach, which encompasses both theoretical knowledge and practical skills. The competence approach to the training of educational psychologists meets the requirements of the professional standard and significantly improves the quality of their training, thereby enabling graduating students to solve professional problems directly after graduation [2; 12; 24]. Nevertheless, the existing requirements for the assessment of training programs for pedagogical psychologists are unable to fully align with the conventional methods of organizing and implementing formal knowledge-based interim and final certification. These methods, which often take the form of traditional crediting or testing, are frequently unable to accurately determine the

extent to which acquired knowledge has been applied in practice. Accordingly, A.A. Margolis [11] asserts that the knowledge exhibited during conventional examinations is solely formal in nature and lacks practical applicability. Frequently, it is not transferable to the professional activities delineated by the standard "Pedagogical psychologist (psychologist in the field of education)" [18], which serves as a gauge for gauging the preparedness of a prospective specialist for professional practice. A significant aspect of the work of a pedagogical psychologist is the active interaction with all participants in the educational process, taking into account the specific characteristics of each individual and the particularities of the educational organization. In the view of Y.M. Zabrodin, a graduate should not only be prepared for such interaction at the training stage, but it is also necessary to provide expertise on the readiness to perform labor functions [5; 8; 13; 14].

The interim and final certification, in the form of a professional (demonstration) exam, enables students, who are pursuing a career in pedagogical psychology, to obtain an expert, independent, and objective assessment of their educational outcomes. This assessment is conducted in a manner that closely resembles the actual work environment and allows them to demonstrate the level of proficiency they have attained in their chosen field to representatives of the profession and their employers [23; 25].

The incorporation of the professional (demonstration) examination into the structure of intermediate and final certification at pedagogical universities serves to enhance the quality of practical training provided

to students. The quality of practical training, which is inherently multidimensional and complex, is contingent upon a number of factors. These include the alignment of theoretical course programs with the desired outcomes of mastering professional modules, the planned results of practical training, the correspondence of theoretical material with professional tasks, and the explanation and elaboration of knowledge acquired in theoretical courses in the context of professional tasks. The utilization of theoretical concepts for the analysis of practice and reflection on professional tasks, in addition to the advancement of professional knowledge through the generalization of knowledge, the acquisition of conceptual practical knowledge, the provision of highly qualified teachers, the material and technical infrastructure of the educational institution, the availability of practice-oriented learning technologies, practice bases and experienced on-site practice facilitators that align with training programs [4; [6; 7; 13]. It is also important to consider the graduates' opinions regarding the quality of their preparation for future professional activities when evaluating the content of the work placement.

The enhancement of practical training for students who will become pedagogical psychologists contributes to the following:

1. Enhancing the formation of university graduates' professional competencies, with consideration of the content of labor activity as outlined in the professional standard "Pedagogical psychologist (psychologist in the field of education)";

2. Cultivating communication competence, socio-psychological competence, professionally significant personal qualities, and teamwork skills in alignment with the system-activity nature of professional activity;

3. The formation of effective interaction skills for positive interaction in the conditions of educational and social organizations, the education of children with special educational needs, the prevention and overcoming of difficulties in learning and behavior of children;

4. The creation of favorable conditions for students' intellectual, spiritual and moral, creative, physical and professional development;

It thus follows that the preparation and conduct of a professional (demonstration) examination necessitates from students a high level of practical training, mastery of theoretical and practical educational material, and the capacity to rely on the evaluation criteria when analyzing the given task, as well as the ability to demonstrate the solution of problem situations in conditions as close as possible to those encountered in professional activity.

### **Organizational and Methodological Support for the Professional (Demonstration) Examination**

The role of the pedagogical psychologist is of significant importance within the contemporary educational system, providing invaluable assistance to students, their families and teaching staff. In this regard, the degree of formation of the pedagogical psychologist's professional competences represents a key indicator of the successful fulfillment of this task.

One of the innovative forms of assessment of professional competence is the demonstration examination. This format not only tests theoretical knowledge but also its practical application, which is of particular importance in a rapidly changing society [10; 14; 15; 19; 20; 21].

The primary objective of the professional (demonstration) examination is to 'evaluate the preparedness of a graduate to undertake professional responsibilities in a realistic setting' [17, p. 2]. Consequently, it is imperative that employers, in addition to university educators, play an active role in the examination process [16; 21].

The assessment focuses on the development of the professional competencies required by the student, who is destined to become a pedagogical psychologist, to perform their duties effectively.

The content of the control and measurement materials of the professional (demonstration) examination is based on an analysis of the professional competencies defined by the requirements of the federal state educational standard of higher education in the direction 44.03.02 Psychological and pedagogical education [22], as well as labor functions and labor actions defined by the professional standard 'Pedagogical psychologist (psychologist in the field of education)' [18]. The tasks presented in the demonstration examination are based on psychological and pedagogical scenarios that a future pedagogical psychologist may encounter in their professional practice. This may be achieved through the completion of practical tasks, case studies or projects that reflect a specific component of professional activity.

In the creation of psycho-pedagogical tasks for the assessment of professional competence formation in students, the following requirements were taken into account by the developers:

1. It is essential that examination tasks are clearly correlated with the professional competencies provided by the Federal State Standard of Higher Education in direction 44.03.02, 'Psychological and Pedagogical Education'. Furthermore, the labor functions reflected in the professional standard 'Pedagogical Psychologist (psychologist in the field of education)' [18; 22] and the basic professional educational programme of higher education 'Educational Psychologist (pedagogical psychologist)' must also be taken into consideration.

2. The tasks have been designed with the objective of integrating all the components that constitute the role of a pedagogical psychologist, including theoretical skills, practical skills and personal attributes. This will facilitate a more comprehensive evaluation of the student's preparedness for professional practice.

3. The tasks should be designed to reflect the actual professional situations that a peda-

gogical psychologist is likely to encounter in the context of modern education.

4. The development of assessment tasks necessitates the integration of knowledge drawn from a range of psychological and educational domains, as well as related disciplines.

5. It is recommended that examination tasks include elements that allow for the assessment of students' reflexive abilities, defined as the capacity to analyze one's own actions, identify potential areas for improvement, and recognize one's strengths and weaknesses.

6. The content of the psycho-pedagogical assignment should encompass contemporary information technologies and pioneering methodologies employed by pedagogical psychologists.

7. The psycho-pedagogical assignment should be accompanied by transparent and comprehensible assessment criteria, enabling students to understand the criteria by which their knowledge and skills will be evaluated. This has the effect of increasing motivation and promoting more meaningful learning.

The evaluation criteria for the psycho-pedagogical assignment were based on the following components:

1. Psychological and pedagogical proficiency is the ability of the prospective pedagogical psychologist to establish favorable conditions for the educational process and to consider the individual and age-related characteristics of students when undertaking the tasks inherent to their professional role.

2. The scientific proficiency component encompasses a comprehensive understanding of the fundamental principles that underpin psychological and educational work, coupled with the capacity to effectively apply these principles in the resolution of practical challenges encountered in professional practice.

3. Instrumental proficiency encompasses an understanding of contemporary technologies, methodologies, approaches and techniques employed by pedagogical psycholo-

gists, along with the capacity to select and utilize them effectively in professional practice.

4. Communicative and digital proficiency is the capacity to establish constructive interactions with all stakeholders in the educational process, as well as the ability to utilize contemporary digital tools and technologies in professional activities [17; 26].

An independent examination involving representatives from both the academic and professional communities has become a mandatory requirement for the development of test materials. In order to conduct an expert evaluation, it is essential to accurately identify the primary criteria (analysis parameters) that are most relevant for assessing the control and measurement materials used in the professional (demonstration) examination. The experts undertake an evaluation of the following:

The structure of the assessment tool is also considered, with particular attention paid to the extent to which the subject of assessment aligns with the requisite labor functions, actions and skills as defined by the professional standard for a Pedagogical Psychologist (Psychologist in Education). The sufficiency of the list of labor functions specified in the fund of assessment tools of the professional (demonstration) examination for assessment within the framework of the final state certification must be considered. In addition, the selections of the most important skills for performing the given labor function as subjects of assessment must be evaluated. Furthermore, the possibility of subjective assessment of skills, labor actions and labor functions must be excluded. Finally, the consistency of assessment criteria and the result of the practical task must be assessed. The assessment criteria must include a comparison sample as required by the federal state educational standards, as well as defined threshold values for each criterion. Furthermore, the assessment criteria must be diagnosable for the purposes of providing psychological and pedagogical support to the educational process. Addition-

ally, the types of tasks selected for the professional (demonstration) examination must be in conformity with the competences to be assessed;

The conditions for conducting the demonstration examination, including staffing, regulatory, legal and logistical support for assessment activities:

The block of assessment tasks for the professional (demonstration) examination is composed in accordance with the competences being assessed. These tasks are characterized by the completeness of their description, the presence of an algorithm for their performance and compliance with the relevant standards. The assessment tasks must align with the assessment parameters outlined in the aforementioned specification; ‘...the presence of indications regarding the duration of the task, the location of its performance, the sources of information, and other components necessary for the completion of the task, as well as a clear indication of the format in which the results will be presented, are essential elements of the task’ [17, p. 15].

Table 1 illustrates an exemplar professional (demonstration) examination task designed to evaluate the students’ proficiency in the domain of psychological and pedagogical diagnostics. In light of the ever-evolving educational landscape and the rising prevalence of psychological issues among children, the capacity to conduct psychodiagnostics has emerged as a pivotal competency for pedagogical psychologists. The psychodiagnostic competence of an educational psychologist encompasses the utilization of contemporary psychological diagnostic tools for the analysis of “the dynamics of mental development, identification of individuals requiring psychological assistance, assessment of emotional and social competencies of students, identification of students’ aptitudes and abilities, as well as identification of learning difficulties” [16].

In evaluating the development of professional competencies in the domain of psychodiagnostics, it is essential to consider the

Table 1

**Task of Professional (Demonstration) Examination of Interim Certification on the Module 'Psychological and Pedagogical Diagnostics in Education'**

Event type	Psychological and pedagogical session
Subject	Diagnosis of learning difficulties in students
Contingent Category	normotypical students
Age (grade)	12 years (grade 5)
Individual characteristics of the contingent	Normotypical children with learning difficulties
Task Content	<p><b>1. Examine</b> the psychological characteristics of a fifth-grade student. Vlad G., studies in the fifth grade, displays a persistent tendency to become distracted during a lesson. It is challenging for him to maintain focus on the material presented by the instructor, as his attention frequently deviates. He gazes out of the window, engages in pen play, or engages in whispered conversation with others. Throughout the lesson, Vlad demonstrates a lack of physical restraint, exhibiting behaviors such as fidgeting in his chair, standing without permission, approaching the blackboard without reason, and rubbing his desk mate. On occasion, he responds to the teacher's questions before being invited to do so, which causes the teacher to become displeased. He also displays difficulties in organizing his workspace, with his notebooks and textbooks often in a state of disarray, it's hard for him to locate the necessary materials to complete tasks. During the recess period, Vlad engages in disruptive behavior with other students, often engaging in physical contact during active games.</p> <p><b>2. Identify</b> the reasons for Vlad's behavior (formulate diagnostic hypotheses).</p> <p><b>3. Develop</b> a program of psychological and pedagogical diagnostics.</p> <p><b>4. Design</b> a plan of further psychological work with the highlighted problem.</p> <p><b>4. Demonstrate</b> a piece of the program you have developed with the help of a volunteer.</p>
Competences	<p>GPC-5. Capable of monitoring and evaluating the formation of students' educational outcomes, identifying and correcting learning difficulties (in part, it is able to assess the formation of students' educational outcomes, identify learning difficulties) [22].</p> <p>PC-2. Able to diagnose the level of developing students' personal and meta-subject educational results [22].</p>
Labor Function	Children's and students' psychological diagnostics
Labor Action	Psychological diagnostics using modern educational technologies, including information educational resources [18].

student's capacity to analyze a psychological and pedagogical issue, formulate a diagnostic hypothesis, and select an appropriate psychodiagnostic instrument that aligns with the specific requirements of the individual's age, social context, and evidence-based criteria. The ability of the student to establish contact with the learner and provide support throughout the psycho-pedagogical session is indicative of their competence in fostering constructive interaction.

**The procedure for organizing and conducting professional (demonstration) examinations**

In the 2023—2024 academic year, the Center for Conducting Demonstration Examinations of the Moscow State University of Psychology and Education provided the necessary conditions for the approval of professional (demonstration) examinations as a form of interim and final certification of students enrolled in the main professional edu-

educational program of higher education, namely 'Psychology of Education (Pedagogical Psychologist)'. The professional (demonstration) examination was conducted:

2<sup>nd</sup> year, 3<sup>rd</sup> semester: interim certification on the module 'Psychological and Pedagogical Diagnostics in Education';

2<sup>nd</sup> year, 4<sup>th</sup> semester: interim certification on the module 'Pedagogical Psychologist's Corrective-Developmental Work';

3<sup>rd</sup> year, 5<sup>th</sup> semester: interim certification on the module 'Psychological Counseling in Pedagogical Psychologist's Work';

3<sup>rd</sup> year, 6<sup>th</sup> semester: interim certification on the module 'Pedagogical Psychologist's Project Activity';

4<sup>th</sup> year, 8<sup>th</sup> semester: final state certification (state examination) in the form of professional (demonstration) examination.

Professional (demonstration) exams in MSUPE were conducted in accordance with the approved Procedure for Organizing and Conducting Professional (Demonstration) Examinations.

The procedure for organizing and conducting professional (demonstration) examinations on basic educational programs of higher education UGSN 44.00.00 Education and Pedagogical Sciences is developed and approved in MSUPE from 07 of June 2023 in accordance with the Concept of Teacher Training for the Education System for the Period up to 2030 (approved by the Order of the Government of the Russian Federation №1688-r of 24 June 2022) [17, p. 1].

Stages of the demonstration exam:

The initial phase preceding the demonstration examination entails the preparation of tasks, counseling support for students, familiarization with the conditions and material and technical equipment for the examination, the formation of volunteer examiners and a mandatory briefing for students and teachers.

The subsequent phase is the demonstration examination itself, which includes the receipt of the assignment, the preparation of

the requisite equipment to simulate conditions that are as close as possible to future professional activities, the student's preparation of a scenario of a psychological and pedagogical event, the performance of the task and its subsequent evaluation. A particularly crucial aspect of the second phase is the receipt of feedback from experts and volunteers, specifically statisticians.

The operational support of the professional (demonstration) exam in MSUPE encompasses the following:

— Forming an application for conducting a demo exam in the demo center;

— Creating demo exams in the Demo-exam software (creating a calendar of exams, composition of commissions, lists of students);

— Issuing individual (or subgroup) tasks of the professional (demonstration) exam to students and obtaining students' consent to participate in the demo exam;

— Familiarizing students with the equipment of the demo exam center (infrastructure sheets);

— The participants of the demonstration examination will be briefed on the procedure of the examination.

— The demonstration examinations will be supported in the Demoexam program, which includes the electronic examiner's office, grading, and the generation of an electronic report card.

— Video recordings of the demonstration examinations will be provided, including camera control, recording equipment, and sound output.

— Regular interaction with technical support will be maintained by Prosveshchenie Company [17, p. 15].

## Conclusion

In the contemporary educational milieu, the updating of pedagogical psychologist training methodologies represents a crucial undertaking, necessitating the incorporation of contemporary assessment techniques and

technologies to evaluate professional competence [6]. The results of the approval process demonstrate that the introduction of the demonstration examination into the professional training of pedagogical psychologists allows for a more accurate assessment of the degree to which professional competencies are formed and of the readiness of the psychologist for professional activity. A promising avenue of inquiry is to gain a deeper understanding of the current issues pertaining to the preparation and conduct of professional (demonstration) examinations. This will facilitate improvements in the quality of educational programs and enhance interactions with prospective employers. In particular, it will be valuable to ascertain: the extent to which the programs of theoretical courses constitute part of professional modules; the precise relationship between the programs of theoretical courses and practice; and the extent to which theory in the programs of theoretical courses is contextualized in professional tasks. The extent to which practice programs reflect theoretical concepts and the manner in which theoretical knowledge is em-

ployed to analyze practice and reflect on professional tasks. The question thus arises as to whether practice knowledge is purely procedural or conceptual. It would be beneficial to ascertain whether the reflection of practice and the formation of professional knowledge are conducted through the generalization of practice [11].

The implementation of the demonstration examination in the training of pedagogical psychologists marks a pivotal advance in the enhancement of educational quality and the professional competence of future pedagogical psychologists. This approach facilitates the integration of theoretical knowledge and practical skills, enhances students' confidence in their professional actions, and ensures their preparedness to undertake complex tasks in a dynamic educational environment. Consequently, the demonstration examination serves not merely as a means of evaluation, but also as a vehicle for fostering a novel approach to the training of pedagogical psychologists that is grounded in practical experience and exacting professional standards.

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