

# CRITERIA AND INDICATORS FOR ASSESSING THE DIDACTIC COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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**Abstract:** This article analyzes the criteria and indicators used to assess the effectiveness of forming didactic competence among students in pedagogical fields who specialize in teaching foreign languages. The study reviews various interpretations of the terms "criterion" and "indicator" in scientific and pedagogical literature and clarifies their roles in diagnosing the professional development of future educators. Special attention is given to the motivational component as a key criterion of methodological training. Specific parameters are identified to evaluate the level of didactic competence, including goal orientation, readiness for methodological activity, practical experience, creative potential, cognitive abilities, and self-reflection skills. The proposed system of criteria and indicators can be used to improve the efficiency of teacher training programs.

**Keywords:** didactic competence, criterion, indicator, methodological training, motivation, professional development, pedagogical education, foreign language teacher, self-reflection, innovative approaches

Studying how successfully students learn and how their didactic competence is formed is a complex task that requires a careful selection of appropriate criteria and indicators for evaluation. It is essential to conduct a detailed analysis to understand the distinction between the terms "criterion" and "indicator" in this context.

To assess the effectiveness of the educational process, it is necessary to compare established standards, personal expectations, and actual achievements.

In this case, "effectiveness" refers to the degree of alignment between expected outcomes—both standard and individual—and actual results (Kolesnikova, 2005: 25).

N.M. Borytko argues that “Effective measurement of the efficiency of scientific research is directly related to the selection of criteria for analyzing changes in the pedagogical process. It is important to determine whether the main emphasis will be placed on process criteria, which guide the researcher toward modifying the process itself and its transition to a new qualitative state, or on outcome criteria, which imply an evaluation of changes in participants, their personal growth, and other aspects” (Borytko, 2001: 61–63).

According to L.N. Sizonenko, “criteria must be revealed through indicators, based on the extent to which the indicators manifest the presence or degree of the criterion. Secondly, criteria should reflect the dynamics of the measured quality over time and space” (Sizonenko, 2006: 26). In scientific and pedagogical literature, indicators are defined as “quantitative or qualitative characteristics of the formation of a particular criterion” (Balashov, 1998: 28; Belikov, 1994; Bespalko, 1995).

According to V.P. Sergeeva, “the main characteristics of an ‘indicator’ are specificity—which allows it to be considered as a more particular element in relation to a criterion, i.e., a measurement of the latter—and diagnosability, which makes the indicator accessible for observation, accounting, and documentation” (Sergeeva, 2005: 74).

In agreement with L.A. Osipova, we believe that the level of development of individual components of competence serves as an indicator of its overall formation (Osipova, 2008: 32). Consequently, by identifying the key elements of didactic competence, we determine the fundamental characteristics of the phenomenon under study—namely, the criteria for its development: motivational, practical, and reflective.

Let us examine in more detail the applied measures and their alignment with the outlined criteria. When selecting these measures, we emphasized two key factors: the informational richness of each measure and its capacity for both quantitative and qualitative assessment.

One of the most important tasks of the educational process for future teachers is to motivate students. For this reason, we placed special emphasis on the motivational aspect, including it as a criterion for assessing the methodological training of foreign language teachers. This criterion encompasses personal values, the meaningfulness of pedagogical actions, and the teacher's aspiration for professional growth. Psychological studies show that motivation fulfills three main regulatory functions in the context of human activity: it initiates action, provides meaning, and structures the process. Motivation may be external—when an individual strives to avoid undesirable outcomes or achieve desired goals—or internal, when the focus is on the process itself or its outcomes. However, regardless of its origin, motivation is always an internal quality of the individual engaged in any activity.

Motivation acts as an organizer that establishes goals based on conscious motives and transforms them into purposeful actions. By analyzing functions and motives, we can identify the criteria for the motivational level of a teacher's methodological competence:

- Purposefulness in teaching undergraduate students of pedagogy majoring in foreign languages, where language proficiency is critical to professional competence.
- The need for independent methodological activity, as language learning demands continuous dedication and is essential for self-improvement.
- Attitude toward educational activity, including mastery of teaching methods and technologies for working with students of varying levels and in diverse educational contexts.

These criteria make it possible to assess the level of motivation and methodological competence of the teacher, as well as their readiness for successful pedagogical work. The criteria that determine the teacher's professional development in the field of didactics include the following elements:

1. Effectiveness in planning and delivering instructional sessions, as well as organizing and conducting extracurricular activities in a foreign language, reflecting the teacher's practical experience.
2. Possession of creative potential and cognitive abilities necessary for the development of innovative approaches in the educational process.
3. Consistency and coherence in mastering the theoretical foundations of psychology, pedagogy, and didactics, which contribute to the effective development of students' language skills.
4. The ability to engage in self-reflection, considered a key element in the teaching and methodological process, enabling the teacher to analyze and adjust their own professional practice.

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