

Opportunities to Evaluate Teachers' Work

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Abstract:

This article describes the classification of tasks performed together by the teacher and students in the primary 3rd grade mathematics textbook, interactive methods and their types, as well as their special importance in increasing the effectiveness of educational work.

Keywords: interactive methods, interactive education, computing skills, assignments, educational games.

Introduction. As Andreas Schlyacher, Organization for Economic Cooperation and Development, Director of Education and Skills, emphasized, TALIS research shows that teachers are open to change, learning and strong evidence of his desire to develop during his career provides. At the same time, they are with colleagues and school leaders to show more initiative in work, all for professional development should use the opportunities. In 2013, it included more than 4 million teachers from 34 countries and economies more than 100,000 secondary school teachers from more than 6,500 schools and their school leaders were randomly selected. More than 45 countries TALIS 2018 joined to participate in the study.

Methods: The TALIS study was conducted in 2008, 2013, and 2018, and the next study It is planned to be held in 2024. Professional and pedagogical development of TALIS teachers and school leaders, as well as clear, allowing for appropriate analysis of educational environments and conditions developer of reliable and comparable data on indicators is research;

Governments, an international consortium, the OECD and teachers' unions are involved in the research work is organized in cooperation between associations;

Research on educational analysis and educational policy for teachers and school principals the opportunity to express their opinions on the development of decisions in the main areas will give;

Research with other countries that are facing similar difficulties provides information on comparisons and policy approaches;

Participation in the TALIS study:

- ✓ 24 countries and economies participated in the TALIS 2008 survey.
- ✓ In 2013, this number reached 34, and in 2014, research was conducted in 4 more countries.
- ✓ In 2018, more than 45 countries and economies participated.

Education is on the political agenda:

Effective teaching, responsible leaders, strong school management, high control is the key to developing great students. Countries seek answers to questions such as:

- ✓ How ready are school teachers today to face various challenges?
- ✓ How evaluation and feedback systems support teachers' professional development can effectively support?
- ✓ The management system of the school in order to improve the achievements of the school and students how to strengthen
- ✓ Politicians are invested in the professional development of teachers.

Participants in the TALIS 2024 study: 50 countries and economies:

Australia	Hungary	Norway	Brazil	Costa Rica
Austria	Iceland	Portugal	Bulgaria	Malta
Belgium	Israel	Slovakia	China (Shanghai)	Romania
Canada (Alberta)	Italy	Slovenia	Chinese Taipei*	Russian Federation
Chile	Japan	Spain	Colombia	Saudi Arabia
Czechia	Latvia	Sweden	Croatia	Singapore
Denmark	Korea	Turkey	Cyprus*,1,2	UAE
Estonia	Mexico	Great Britain	Georgia	Vietnam
Finland	The Netherlands	USA	Kazakhstan	Uzbekistan
France	New Zealand	Argentina (BA)	Lithuania	Azerbaijan

Who will participate in the study?

Schools and school teachers are randomly selected to participate in the TALIS study. Each 200 schools in the country and 20 teachers from each of these schools as participants selected according to educational levels (primary, general secondary education, secondary education). In addition, the principal of each selected school will participate in a special survey.

How will the research be conducted?

Each survey will take approximately 45-60 minutes to complete. TALIS surveys (separately for teachers and school principals) filled out online or in paper form. Responses are completely confidential and do not contain information from teachers, school principals or schools will never be disclosed individually.

Materials provided:

The TALIS study includes a number of analytical data, including a number of international reports (main report, case study report, technical report), two based on the analysis presented in the general report a thematic report is presented. In addition, the TALIS program is complete for researchers to conduct additional analyses data with a documented international database and two analysis manuals delivers.

Management system and structure:

The TALIS study was initiated by the Organization for Economic Co-operation and Development (OECD). Managed by participating countries and economies. TALIS Management Board (TGB) and its Strategic Development Group (SDG) is the main decision-making body is considered TALIS International Consortium, International Association for the Evaluation of Educational Achievement (IEA) Headquartered in the Netherlands, Amsterdam and Hamburg, Germany Offices are responsible for international research on behalf of the OECD Secretariat. From this in addition, Statistics Canada (Ottawa, Canada) and ACER for Educational Research Organizations of the Australia Council (Melbourne, Australia) are partners of the IEA.

Benefits of the study for the participating countries:

Spain's participation in TALIS 2008 and TALIS 2013 to teach us thinking about our relationship with and the challenges we face in education gave the opportunity. The results of the TALIS study are all about the system in our society on important issues for representatives, including regular professional development use of opportunities, cooperation between teachers and their assessment and feedback in daily activities sparking debate about the future benefits of sharing released. These two areas, evaluation and mutual feedback, are in Spain as a means of increasing teachers' confidence in their abilities should be further developed. This is an important step because, as the TALIS study points out, teachers are educators plays an important role in our system and their value in society is incomparable.

Useful aspects of the research for the teaching profession:

TALIS is the only international study examining teachers' perspectives. This

The research provides important evidence for the development of teacher policy in the countries provides. We know that the voice of teachers is the driving force behind sustainable and effective education reform important in development. TALIS research on teachers' work activities because it pays attention to the daily reality, the owners of these professions in the TALIS study increases their interest in participation. One of the main findings of the TALIS 2013 study is that self-interest is high teachers enjoy teaching more and are more innovative will be, in contrast, teachers who do not have self-confidence in the education of children they prevent him from getting it. Both international education is the Global Federation of Teachers' Unions and the OECD trade union council committee supported TALIS 2013. Its results are not only between teachers and their unions political discussions at the international summit dedicated to the teaching profession at the national, but also international level enriches

Results. According to Varkey Foundation Global Teacher Status Index analysis, China, Malaysia, Taiwan, Russia and Teachers in Indonesia are reported to have the highest status in the world. Teacher there is a clear positive relationship between the status and PISA results. The status of the teacher was high countries (China, Taiwan and Singapore) with low status of teachers than (Brazil and Israel) students' results are higher. However, the teacher's status and the relationship between teachers' salaries is weakly positive. Many teachers have high status teacher salaries in countries including China, Malaysia, India and Indonesia however, it remains low. Likewise, the status of teachers was relatively low in many countries (Spain, Germany) teachers' salaries are relatively high. Also the higher the respect for teachers, the more parents encourage their children to become teachers it was found that the probability is so high. However, according to researchers, both high salary and high teacher status to achieve high student results necessary.

Discussion. In conclusion, Professional development courses should focus on teaching the actual process in more schools and should be based in a core school. Such courses are shared by teachers contributes to their active development, meets their needs for necessary knowledge and skills, and adapts to the characteristics of a particular school. Make time for professional development. Teachers are great part of them emphasized that the lack of time does not allow them to fully develop. Professionalism of teachers in the world's most successful education systems like

Singapore they pay attention to its development as an integral part of their activities. For people in other fields to address the teacher shortage it is necessary to find different alternative ways to enter the teaching profession. Adequate and it is necessary to create mechanisms to ensure quality education

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