



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th June, 2026

Website: <https://econferencia.com>

DEVELOPING THE STAGES OF FORMATIVE ASSESSMENT COMPETENCE IN PRE-SERVICE TEACHERS

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Abstract

The modernization of higher pedagogical education requires future teachers to possess advanced professional competencies, including the ability to apply formative assessment effectively in educational practice. Formative assessment is recognized as one of the most important approaches for improving teaching quality, supporting students' learning progress, and providing continuous feedback throughout the educational process.

Keywords: formative assessment, pre-service teachers, professional competence, assessment literacy, feedback, reflection, teacher education, competency-based approach.

Recent studies in the field of pedagogy emphasize that formative assessment should not be considered merely as a tool for grading students, but rather as an integral and continuous instructional process that directly shapes teaching and learning dynamics. Unlike summative assessment, which focuses on final outcomes, formative assessment operates during the learning process and provides ongoing evidence of student progress. This enables teachers to identify learning gaps in real time, adjust instructional strategies, and ensure that learning objectives are achieved more effectively. In this regard, pre-service teacher education plays a crucial role in developing assessment literacy, which encompasses a wide range of professional skills such as designing clear



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assessment criteria, interpreting evidence of student learning, using data to inform instruction, and delivering constructive, timely, and meaningful feedback.

The proposed four-stage model—motivational, theoretical, practical, and reflective-developmental—ensures the systematic and progressive formation of formative assessment competence. At the motivational stage, future teachers develop an understanding of the pedagogical value of formative assessment and its impact on student achievement. This stage also aims to shape positive professional attitudes, increase intrinsic motivation, and cultivate readiness to adopt innovative assessment practices in their future teaching careers.

The theoretical stage provides a strong conceptual foundation by introducing students to key principles, frameworks, and methodologies of formative assessment. During this phase, pre-service teachers study various assessment tools such as rubrics, checklists, performance indicators, and diagnostic techniques. They also become familiar with international assessment standards and modern pedagogical approaches that support learner-centered education. This theoretical grounding is essential for ensuring that future teachers can make informed decisions about assessment design and implementation. The practical stage focuses on the application of theoretical knowledge in authentic or simulated teaching environments. Through microteaching sessions, teaching practice, case studies, and collaborative projects, students actively engage in designing assessment criteria, implementing peer assessment, conducting self-assessment activities, and providing structured feedback. This stage strengthens their pedagogical skills, enhances classroom management abilities, and develops their capacity to align assessment practices with learning objectives.

The reflective-developmental stage supports continuous professional growth by encouraging future teachers to critically analyze their own teaching and assessment practices. Through reflective journals, electronic portfolios, and self-



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evaluation tasks, students identify strengths and weaknesses in their instructional approaches and develop strategies for improvement. This stage fosters lifelong learning habits and promotes the development of reflective practitioners who are capable of adapting to evolving educational demands. Furthermore, formative assessment plays a significant role in promoting student-centered learning environments. In such environments, learners are not passive recipients of knowledge but active participants in the learning and assessment process. Strategies such as peer assessment, self-assessment, and descriptive feedback contribute not only to improved academic performance but also to the development of higher-order thinking skills, including analysis, evaluation, and critical reasoning. These approaches also foster learner autonomy, responsibility, and motivation, which are essential for long-term educational success.

The integration of digital technologies has further transformed formative assessment practices in teacher education. Tools such as electronic portfolios, learning management systems, online quizzes, and automated feedback platforms provide continuous and systematic monitoring of student progress. These technologies enable personalized learning pathways by allowing teachers to tailor instruction according to individual student needs. Additionally, digital assessment tools facilitate transparency, increase student engagement, and support data-driven decision-making in educational practice. Overall, the combination of pedagogical theory, practical application, reflective practice, and digital innovation ensures the effective development of formative assessment competence in pre-service teachers, preparing them for the demands of modern education systems.

The research concludes that the development of formative assessment competence in pre-service teachers is a continuous, structured, and multi-stage process. The implementation of motivational, theoretical, practical, and reflective



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stages ensures the comprehensive formation of professional assessment skills. The study highlights that teachers who are competent in formative assessment are better prepared to create effective learning environments, respond to students' individual needs, and improve educational quality. Therefore, integrating this model into higher education curricula is essential for preparing competitive and reflective educators who meet modern educational standards. Future research may focus on the integration of artificial intelligence and adaptive learning systems into formative assessment practices to further enhance teacher training effectiveness.

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