

STUDYING for TEACHER EVALUATION IN MEDICAL SCHOOL STUDENTS

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Abstract

Proper assessment of students is so important to motivate them, to make them aware of the importance of learning, to develop their ability to study and work independently, to respect their right to study, and to give them a positive attitude, personal development, and self-confidence.

Nowadays, changes and innovations in university education are aimed at "student-centered" assessment.

Purpose: To study and evaluate ways to improve teacher evaluation in the learning process of medical school students

Method, materials: The study data was collected from 150 teachers of the MNUMS, Govi-Altai, Medical School of MNUMS, Dornogovi, Medical School of MNUMS and Darkhan-Uul, Medical School of MNUMS by cross-sectional survey method. The results of the study were compared using SPSS 22.0 to calculate age, experience, and position differences at 95% confidence intervals (CI) using the chi-square test, and the mean scores of these variables were compared using a t-test.

Result: 36.8% of the teachers evaluate students by teacher-centered and 63.2% evaluate students by student-centered. 57.7% use information technology tools to assess student learning, 41.6% use it occasionally, and 2.7% do not use it at all. Teachers of medical schools mainly use OSCE and OSPE methods to assess student's knowledge and skills, to work in teams, and to evaluate manual actions and attitudes.

Conclusion: The result that 36.8% of medical school teachers evaluate student learning through teacher-centered assessment indicates that teachers need to reform their assessment.

Ном зүй

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