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**PEDAGOGICAL CONDITIONS FOR TRAINING MASTERS IN TECHNOLOGY EDUCATION FOR MONITORING EDUCATIONAL ACHIEVEMENTS OF STUDENTS**

The analysis of scientific sources on professional issues of the research shows that up until now, researchers have not paid sufficient attention to particularization and justification of pedagogical conditions for training Masters in Technology Education for monitoring educational achievements of students, which is the aim of our study.

In order to determine pedagogical conditions, a brief analysis of the content of such concepts as conditions and pedagogical conditions has been performed. Based on the analysis results, the content of the concept of pedagogical conditions has been formulated as a set of external and internal factors of the education process, which simultaneously contribute to improving quality of training Masters in Technology Education for monitoring educational achievements of students and ensure forming the Masters’ ability to carry out monitoring activities.

In the context of the study, the following pedagogical conditions for training Masters in Technology Education for monitoring educational achievements of students have been determined and justified.

The first condition assumes improving the content of Masters’ in Technology Education training for monitoring educational achievements of students. Its implementation is carried out through incorporating relevant topics into professional disciplines that will ensure forming necessary components of readiness for monitoring educational achievements of students and introducing the author’s course on Educational Achievements Monitoring into the education process.

The second condition means using modern technologies in training Masters in Technology Education for monitoring educational achievements of students. These are information and communication, interactive, game, problem-based technologies as well as situational learning.

The third condition suggests involving Masters in Technology Education into monitoring educational achievements of students during academic study and placements. For it to be realized, it is advisable to adapt some forms of activities in order to involve Masters into implementing the process of monitoring students’ educational achievements during teaching placements in higher education institutions. Involving undergraduate students into monitoring educational achievements of students during the education process and placements will allow future teachers to test the role of objects and subjects of monitoring.

Thus, implementation of the above-mentioned pedagogical conditions will increase quality of the process of Masters’ professional training and will also have a positive impact on forming their readiness for monitoring educational achievements of students.

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