

THE PSYCHOLOGICAL SIGNIFICANCE OF PEDAGOGICAL ASSESSMENT IN THE DEVELOPMENT OF CHILDREN OF PRIMARY SCHOOL AGE

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ANNOTATION

The article describes how pedagogical assessment is a specific incentive that operates in the educational and educational activities of children of primary school age, how it determines its success and has a complex character, including a system of various incentives. The styles of communication inherent in the teacher are analyzed as one of the main factors influencing the development of the personality of a younger student. The most adequate forms of the teacher's evaluative influences, the close connection of pedagogical evaluation with the teacher's work style, as well as confirmation of its influence on the formation of the personality of a younger student are considered.

Keywords: pedagogical assessment, assessment impacts, formal assessment, substantively-motivated assessment, pedagogical style, communication, self-esteem, children's creative abilities successes and failures, pedagogical attitude system, educational activity assessment, personality assessment

The personality of a junior schoolchild is formed not only in the family. In some cases, neither the family nor the child's stay in a society of his kind can fully ensure the formation of his personality. The personal qualities of children are largely determined by the nature of pedagogical communication with children of primary school age, namely the nature of the pedagogical assessment of the school teacher.

Pedagogical assessment is one of the forms of social assessment and acts as a “fact of direct guidance to the student” (B.G. Ananiev).

Evaluation refers to the methods of encouragement and punishment (positive and negative judgment of the teacher about the activities and actions of the child in the form of praise, approval, remarks, censure, etc.).

The main functions of the evaluation impacts.

1. Orienting function: the child, as a result of pedagogical assessment, is aware of his own knowledge, the results of his teaching;
2. Stimulating function: determines the child's experience of his success or failure and is an incentive to activity.
3. Regulatory function: during the period of primary school age, the teacher is an indisputable authority for the child.

Pedagogical assessment is a specific incentive that operates in educational and educational activities determines its success and has a complex character, including a system of various

incentives. The complexity of stimulation means the simultaneous use of various incentives: organic, material, moral, individual, socio-psychological.

Teacher assessment.

- contributes to the development of a sense of duty in children;
- creates opportunities for cultivating a benevolent attitude towards others;
- contributes to the formation of hard work;
- determines the characteristics of the emotional state of the child, the motivation of his activities, etc.

In psychological and pedagogical studies of early school childhood, many questions about the influence of evaluative influences were studied in the context of the problem of the influence of the style of the teacher's relationship with children. The style and nature of the relationship affected the success and course of the educational process, the formation of certain qualities in children and the development of the personality as a whole (R.S. Bure, T.A. Repina, L.N. Bashlakova, T.I. Komissarenko). This approach seems to be justified and fruitful, since, on the one hand, assessment is a way of expressing a certain relationship, and on the other hand, the specificity of primary school age makes its own requirements for evaluative methods of demonstrating relationships.

What should be the pedagogical style and pedagogical assessment in primary school age? To try to answer this question, it is necessary first to clarify what style and evaluation in general are. The method of self-manifestation of the subject of activity is denoted by the concept of "style". In the broadest sense, style is a stable direction in the way activities are carried out. Along with this, the concept of "individual style of activity" has become widespread in psychology, that is, an individually-peculiar system of psychological means that a person resorts to in order to best balance his individuality with external conditions of activity.

In the narrow sense of the word, an individual style of activity is considered as a stable system of ways to carry out activities, due to typological features. The nature of the goals put forward by the teacher, the methods and means used by him, the methods of analyzing the results of work - all this determines the style of activity.

In the course of pedagogical activity, a special communication arises between the teacher and the child, in which the participants feel for their own view of the world. The task of pedagogical activity is, on the one hand, to develop the ways of thinking characteristic of the child and strengthen them, to enrich the picture of the world, on the other hand, to organize interaction with another culture, the culture of an adult. The style of communication inherent in the teacher is one of the important points in the development of the personality of a younger student. The style of pedagogical leadership can be defined as methods of educational influence, manifested in a typical set of requirements, expectations and evaluation of the corresponding behavior and activities of pupils. It is embodied in the characteristic forms of organization of children's activities and communication and has appropriate ways to implement the teacher's attitude to the child's personality, associated with the achieved level of professional and pedagogical activity.

In its most general form, an assessment is a measure of the correspondence between what is present and what is given, that is, what is being evaluated, with what it should be. The assessment is based on standards, norms, ideals, etc. For example, the result of an activity is

correlated with its goal, what is available, with what one would like to have. The peculiarity of pedagogical assessment is that it is always associated with the subject of activity, even when it would seem that only the more productive or operational part of the activity is evaluated. At the same time, the requirement for pedagogical assessment, formulated at one time by S.T. Shatsky, seems to be absolutely fair, consisting in the fact that it is necessary to evaluate not the personality of the child, but his work. The personality of a person is not subject to evaluation, in general. It is underestimated, although certain aspects and qualities of a person, of course, are evaluated by us. The complexity of pedagogical assessment at primary school age is exacerbated by the fact that children of primary school age do not yet completely distance themselves from their activities. Therefore, the assessment by the teacher of their work often turns out to be for the student himself an assessment of his personality as a whole and an indicator of the general attitude towards him. The fact that younger schoolchildren do not completely separate themselves from their activities and from its results is evidenced by many facts, including the peculiarities of self-esteem of children of this age.

It is well known that the self-esteem of students in the 1st grade, as a rule, is overestimated. They put themselves on the very top rung of the ladder according to socially approved qualities - "the kindest", "the strongest", etc. It should be emphasized that such a self-esteem of children does not at all indicate their immodesty, and it should not be combated by artificially lowering her. With age, a more adequate self-esteem will come by itself. The overestimation of the self-esteem of the younger schoolchild is due to his peculiarities of self-consciousness and the whole personality type. The "uncriticality" of a preschooler is due to the fact that "if my drawing is bad, then I draw badly and, therefore, I am bad myself, but since I cannot agree with this, then my drawing is good." Of course, younger students are usually not prone to reasoning, but they don't need to. It is enough to have an attitude of consciousness corresponding to the principle "all mine is the best" in order to protect an immature personality in the process of development from psychological trauma and the destructive effect of a negative assessment for the time being. But after all, in the educational process one inevitably has to give negative assessments. And the children themselves need teacher assessments. They come up to an adult, ask to look at their crafts, use a variety of occasions to be appreciated, and, of course, praised. The absence of assessments from an adult is perceived by children as inattention to them, as an unwillingness of an adult to take part in the life of a child, help him, give him the necessary guidelines, encourage him, etc.

In order to identify what should be the pedagogical assessment at primary school age, an experiment was conducted where, based on the results of a survey of a large number of primary school students and acquaintance with the work style of many teachers, two classes were selected, whose teachers adhered to diametrically opposite methods of assessment activities and behavior of children. One teacher limited herself to mostly formal assessment. She actually only stated: "good", "well done", "bad", "wrong", "not so", etc. Another teacher widely used a detailed, meaningfully motivated assessment. She was in no hurry to pass her evaluative "verdict", but she offered the student to decide for himself whether he did well, why he should be assessed in this way, helped the student himself to establish the correctness of his actions and the quality of the results, comparing with what was required.

When children of these age groups were examined using special psychological techniques, significant differences were found in their general mental development, in the arbitrariness of behavior, in creative potential, originality and originality of the products of children's creativity, in the nature of relationships, in the classroom, and finally, in success and quality assimilation by children in the classroom of elementary mathematical knowledge. These differences were not in favor of a formal assessment. However, not only students differed, but also teachers who gravitated toward one or another method of assessment. Those who were closer to the pole of formal assessment showed greater authoritarianism in the style of their work, and educators who preferred a content-motivated assessment related to the organization of their own assessment activities of students were more democratic, more respectful of the student's personality.

The search for the most adequate forms of evaluative influences, carried out in a teaching experiment in mathematics classes in the 1st grade of a general education school, showed that the educational process cannot be limited to formal assessments alone, although it is practically impossible to avoid them, and, apparently, there is no need for this. However, a fixed formal grade that is not much different from a traditional school grade should be avoided. The use of a fixed assessment at primary school age can cause rivalry between children, a feeling of envy, an excessive focus on an adult, on his encouragement and rewards.

The question of negative assessments and the conditions for their use in teaching and educational work with younger schoolchildren is not an easy one. As already mentioned, it is important at the same time to avoid such a perception by the child of a negative pedagogical assessment, when he takes it for an assessment by the educator of himself as a person as a whole. In order to prevent this from happening, the teacher needs to "help the student of the 1st grade separate himself from his activity. To do this, it is necessary whenever there is a need for a negative assessment, to emphasize your good attitude towards the student, perhaps to praise him for something, especially since any first-grader student, if desired, will always find something to praise for, and only then turn him attention to the inconsistency of his specific actions or actions with the set goals or norms of behavior. The child must himself be convinced of the mismatch of his actions with his own intentions.

It is this tactic in assessing children that was implemented in the formative experiment. Two basic requirements for negative assessments of the teacher were strictly observed, namely, the child should understand why such an assessment is given, i.e. he can point out what he is wrong about, and in addition, the child must be sure of the benevolence of an adult and a good attitude towards him.

Younger schoolchildren need confirmation of the benevolence of adults who are significant to them, they are like air; you need to be sure that adults love and care for them. Only against this background is a constructive negative assessment possible that does not cause psychological trauma to the child.

As the experiment showed, the assessment of children's activities in accordance with the above principles becomes a content-motivated assessment and is carried out in the expanded joint activity of children, organized and directed by the teacher. In mathematics classes, in particular, it was a testing activity of children under the guidance of an educator, aimed at establishing the correctness of the results obtained and identifying the mistakes made. Children

correlated their actions and their results with the conditions of the task and with normative methods of action. In this case, the extensive assessment and verification activities not only established the correspondence between the results and the goal, but also indicated the ways to achieve it.

It should be noted once again that, along with a detailed content-motivated assessment, a formal assessment of the type: "well done", "correct", "good", etc. was also used in experimental training. Such an assessment performed two main functions. It was used for the aforementioned demonstration of the benevolence of the adult's attitude towards the child and the creation of a positive emotional background for organizing joint work in the classroom. Another function of formal evaluation was to control and guide the children's own evaluation activity. So, when stable business relations were established, the children were involved in the work and it was clear that they themselves quite consciously evaluate their actions and their results, then in order to save time and maintain a working pace in the classroom, it was quite enough to simply confirm their own internal assessment without special justification.

Thus, the results of experimental training showed a close connection between pedagogical assessment and the teacher's work style, and also confirmed its influence on the formation of the personality of a child-primary school student. It has been established that educators with an authoritarian style use a formal assessment, including a negative one, while democratic-style teachers widely use content-motivated assessment and create conditions for children's own assessment activities. Taking into account the age specifics of younger schoolchildren in the peculiarities of pedagogical assessment implies maintaining in children confidence in the teacher's consistently benevolent attitude towards them.

According to our data, the assessment of the teacher forms the creative abilities of children, relationships in the children's team, arbitrariness of behavior, and also affects the quality of knowledge acquired in the classroom. Thus, in order to increase the effectiveness of pedagogical assessment, it is necessary to get an idea of the child's personality, to explore all areas of his development. It is important to remember that child development is a holistic process; the level and direction of development in each of the spheres cannot be considered in isolation, since these spheres are interconnected and influence each other.

Recommendations:

1. It is important to avoid such a child's perception of negative pedagogical assessment when he takes it for the teacher's assessment of himself as a person as a whole. In order to prevent this from happening, the teacher needs to help the preschool child to separate himself from his activities.
2. Preschoolers need confirmation of the benevolence of meaningful adults, like air. The child must be sure of the goodwill of the adult and good attitude towards him. Only against this background a constructive negative assessment is possible that does not cause psychological trauma to the child.
3. The detailed assessment and verification activity of the teacher not only establishes the correspondence of the results and the goal, but also indicates the ways of its achievement in the activities of children.

4. The content-motivated assessment of the teacher creates the conditions for their own assessment activities of children. The child should understand why such an assessment is given and indicate what he is wrong with.

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