

*Kenzhetaeva R. O.¹, Alimkul A. M.¹, , Ainakulov D. J.¹, Aizhanova G.K.¹

¹ «Narxoz» University
Kazakhstan, Almaty

PSYCHOLOGICAL FEATURES OF THE CRITERIA ASSESSMENT OF BEGINNING GRADE STUDENTS' LEARNING ACHIEVEMENTS

Abstract

This article examines the psychological and educational characteristics of assessing the learning achievements of elementary school students in the education system. The pedagogical assessment nature is linked to the developing of students' foundational qualities, their self-assessment, formation of their skills, and emotional and intellectual spheres. The essential forms and functions of educational assessment are described, and a thorough analysis of its broad psychological foundations is conducted. Content assessment is presented as a motivating force for educational activities, established on standards and criteria. The contributions of experts who have studied the psychological and pedagogical aspects of assessment are discussed. The fundamental rules of assessment of elementary school students' learning achievements are outlined. The significance of psychological and pedagogical principles in assessment, and their role in enhancing students' cognitive clarity and increasing their level of motivation, are emphasized.

Keywords: psychological assessment, pedagogical assessment, criterial assessment, elementary school students, education.

* Кенжетеева Р. О.¹, Алимкул А. М.¹, Айнакулов Д. Ж.¹, Айжанова Г. К.¹

¹ Университет «Нархоз»
Казахстан, Алматы

ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ КРИТЕРИАЛЬНОГО ОЦЕНИВАНИЯ УЧЕБНЫХ ДОСТИЖЕНИЙ МЛАДШИХ ШКОЛЬНИКОВ

Аннотация

В данной статье рассмотрены психолого-педагогические особенности оценивания учебных достижений младших школьников в системе образования. Рассмотрено влияние характера педагогической оценки на развитие личностных качеств учащихся, влияние на самооценку учащегося, формирование качеств характера, эмоционально-волевую сферу. Дана характеристика смысловых форм педагогического оценивания, выделены основные функции и проанализированы глубинные психологические основы. Содержательное оценивание - мотивирует учебно-познавательную деятельность обучающихся, реализуется на основе эталонов и рассматривается как основа критериального оценивания. Проведен анализ трудов ученых, рассматривавших значимость психолого-педагогического оценивания. Дана характеристика основных принципов в системе оценки учебных достижений младших школьников. Подчеркивается важность и роль психолого-педагогических принципов в оценивании в повышении уровня познавательной активности, учебной мотивации обучающихся.

Ключевые слова: педагогическое оценивание, психологическое оценивание, критериальное оценивание, учащиеся начальных классов, образование.

* Кенжетева Р. О.¹, Алимкул А. М.¹, Айнакулов Д. Ж.¹, Айжанова Г. К.¹

¹ «Нархоз» Университеті
Қазақстан, Алматы

БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ОҚУ ЖЕТІСТІКТЕРІН КРИТЕРИАЛДЫ БАҒАЛАУДЫҢ ПСИХОЛОГИЯЛЫҚ ЕРЕКШЕЛІКТЕРІ

Аңдатпа

Бұл мақалада білім беру жүйесінде бастауыш сынып оқушыларының оқу жетістіктерін бағалаудың психологиялық және педагогикалық ерекшеліктері қарастырылған. Педагогикалық бағалаудың сипаты оқушылардың тұлғалық қасиеттерінің дамытуға әсері, оқушының өзіндік бағалауына, мінез сапаларының қалыптасуына, эмоционалды-ерікті сферасына әсері көрсетілген. Педагогикалық бағалаудың мағыналық формаларына сипаттама берілген, негізгі функциялары бөліп көрсетілген және терең психологиялық негіздеріне талдау жасалынған. Мазмұнды бағалау – оқу-танымдық іс-әрекеттің мотивтерін ынталандыратын, эталондардың негізінде жүзеге асырылатын, критерийларды бағалаулық негізі ретінде қарастырылған. Бағалаудың психологиялық-педагогикалық тұрғыда қарастырылған ғалымдардың еңбектеріне талдау жасалынған. Бастауыш сынып оқушыларының оқу жетістіктерін бағалау жүйесіндегі негізгі қағидаларға сипаттама берілген. Бағалаудағы психологиялық және педагогикалық принциптердің білім алушылардың танымдық белсенділігінің, оқу мотивациясының деңгейін арттыруға маңыздылығы, рөлі қарастырылған.

Түйін сөздер: психологиялық бағалау, педагогикалық бағалау, критериялды бағалау, бастауыш сынып оқушылары, білім беру.

INTRODUCTION.

The significance of this research is to evaluate the academic achievements of students in the innovative and improving educational system. Assessment is not only the basis for diagnosing teaching issues but also serve as an indicator of the overall level of knowledge.

In the educational process, assessing students' learning achievements is a fundamental aspect of evaluating their progress and identifying areas for improvement. This article will focus on the psychological and educational elements of the elementary school students and their assessment criteria.

There are certain psychological and educational elements that need to be looked at when forming the assessment criteria. Identifying the psychological and pedagogical foundations of assessing students' academic achievements forms the basis for exploring all remaining aspects of research. Assessing the psychological and pedagogical characteristics of students' learning behavior is evident in the studies of B.G. Ananiev [1], Sh.A. Amonashvili [2], P.Ya. Galperin [3], S.L. Kabylytskaya [4], V.V. Davydov [5], E.D. Bozhovich [6], G.A. Tsukerman [7], N.F. Talyzina [8], I.S. Yakimanskaya [9], I.A. Zimnyaya [10], V.D. Shchadrikov [11], and others.

Based on B.G. Ananiev's theory, he made a significant contribution to the creation of the assessment issue in the psychological-pedagogical setting. He examined the comprehensiveness of psychological assessment, identified the types and functions of assessment, explored the influence of assessment on the educational process, and analyzed the educator's pedagogical influence through assessment.

M.I. Kuznetsov, N.F. Vinogradov, E.N. Zemlyanskaya, V.L. Sinebryukhova, I.V. Gladkaya, and others studied the characteristics of primary school students, monitoring and assessing them with pedagogical metrics, as well as investigating the specifics of assessment systems.

In Kazakhstan, the criteria for assessing students' academic achievements are outlined in the works of O.I. Mozhaeva, A.S. Shilibekova, D.B. Ziedenov, A.T. Aitpukeshov, G.M. Kusainov, K.M. Saginov, L.G. Kolesova, and other scholars.

MAIN BODY.

The development of a child's intellect and personality in school is not solely achieved through teaching subjects and methods but also through the educator's assessment. The nature of pedagogical assessment influences the development of students' maturity. Pedagogical assessment also affects the intellectual and socio-emotional spheres of students. Consequently, assessment can fulfill both formative and evaluative functions. In the psychological aspect, the motivational function of pedagogical assessment is of particular importance.

B.G. Ananiev examines the impact of pedagogical assessment on changing attitudes and relationships between students and teachers, the interaction between students and their families, the self-assessment of students, and the formation of their character traits. The author analyzes not only the positive but also the average and underdeveloped psychological characteristics of students. Additionally, the scholar revisits the psychological context of the questionnaire used in teaching sessions.

According to B.G. Ananiev, the pedagogue's questionnaire influences the classroom and student assessment through the following channels: a) directing attention to students who participate in the entire class or in the questionnaire; b) obtaining feedback from students; c) assessing responses based on the questionnaire. The changes in interactions between the teacher and the students are reflected in their discussions, allowing for a clear understanding of their positions. The emotional and intellectual characteristics of students' responses in the questionnaire can affect the emotional success during the questionnaire and the expected outcomes of the assessment by the teacher, leading to either success or failure, thereby influencing students' self-assessment and confidence levels [1, 135p.].

The psychological aspect of using the questionnaire evaluation can be characterized by the following steps: the teacher's observation of student's written response. The way a teacher observes student's written response can impact their confidence or other emotions negatively. For instance, a teacher could give such feedback to a student that is not knowledgeable enough: «You might have given an incorrect response...» or «It seems that you're not so sure of the topic...» or «It seems that you have a lack of knowledge...» Such negative remarks from a teacher will potentially lead to a tense environment between students. [1, 140p.].

When discussing the role of the teacher and author in shaping the opinion, it highlights the teacher's engagement with the student. The author illustrates the teacher's positive interaction by calling a student by their name in a friendly matter. The results from the psychological questionnaire are given as factors that influence student's academic performance. The psychological dynamics of the situation is evaluated through the teacher's performance, showing a personalized approach to each individual student in class during the questionnaire. It is crucial for teacher to have unique and personalized feedback used to approach each of his students.

According to B.G. Ananiev, such evaluation of student's intellectual skills in an emotional setting (that is initiated by the teacher) does not show student's capability because it is not included in the educational system and is not in the school subject topic. It mistakenly and partially evaluates this as a piece of knowledge or achievement.

METHODOLOGY.

Each pedagogical assessment has a meaningful form:

1. Indeterminate assessment involves the teacher's execution of specific assessments conducted in a numerical manner (e.g., Now..., Right..., Continue...).

2. Notation informs the teacher's engagement with the student, guides the pedagogical situation, and organizes the classroom order (e.g., Quiet..., No interruptions..., Ivanov, please...). If notations are directed at only one student in an orderly manner, they may have an emotionally neutral effect.

3. Reproach entails the linguistic phrases of the teacher indicating the correctness of the answer, which adjust to the student's knowledge and abilities and encourage (e.g., Not like that..., No, not like that, but now..., Now, how about...). Motivational reproach serves as support for the student during the questionnaire.

4. Agreement confirms the student's achievements and reinforces their success (e.g., That's right..., Yes, ...right, yes, that's it..., Correct...).

5. Support includes the emotional support, encouragement, and guidance provided by the teacher (e.g., That's how, go ahead..., Be good..., You're doing it right..., Mine, like this..., push a little...).

6. Reproach communicates the understanding of the teacher about the student's achievements and shortcomings, manifesting in written and verbal form, which may include fear, sarcasm, or irony (e.g., Ivanov, do you study or not?... Why aren't you prepared?..., Perhaps you will answer...For the third time, I'm telling you..., Kene, come on..., you always show that you don't know anything..., Is it like that?... Nothing seems to come out of you...You are persistent...How long will you keep doing this?...Mine, you never...). Constructive reproach provides the opportunity for teaching, self-assessment, and accountability, but repeated violations may disrupt the foundation of trust.

7. Approval demonstrates the ease of understanding the student's specific achievements, affecting the group's engagement with the student, enhancing self-assessment and confidence, yet excessive approval may lead to a neutral effect (e.g., Correct..., You understand perfectly..., You must take a bow..., Excellent..., Very correct..., You're the only one who did it...). [1, 142-162pp.].

Thus, according to B.G. Ananiev, previously mentioned types of evaluation show and improve the psychological and pedagogical foundation. Certain evaluative phrases shape motivation of cognitive and developmental learning aspects of students. Such partial evaluations have the influence on the students' level of success, self-assessment, and communication.

In the utilization of evaluation technologies during the analysis and the use of materials, the creation of linguistic phrases for shaping evaluative criteria for learning success allows for a psychological foundation and a broad perspective to be acquired. These phrases can be utilized within the framework of the teacher's evaluative methodology during classroom questioning.

Many studies on the effectiveness of evaluations and their functions have emerged, focusing on the issue of the adequacy of learning achievements. S.A. Amonashvili divides evaluation methods into content evaluation and types of pedagogical assessment.

Content evaluation serves to determine the level and quality of the development of an activity and to identify the criteria for accepting the achievement of the objectives. Such an evaluation enhances the motivation of learning activities, confirms, and specifies achievements. The author distinguishes two types of evaluations: external and internal (reflexive). The external evaluation is performed by the teacher, while the internal evaluation is made only by the students. These standards of evaluation are created based on the quality correctness. According to the author, evaluation without using any standards is hardly possible. To have a successful standard of evaluation, one must have clarity, simplicity, and fullness. By adhering to standards, students can evaluate their learning activities and achieve learning objectives. Evaluation forms a feedback loop for motivation, allowing for self-assessment and the correction of errors and shortcomings through the prism of mistakes and imperfections.

The evaluation by the educator cannot solely possess content value; the significance lies in the relevance of standards, which guide students in understanding the importance of standards and the methods of implementing them. Implementing content assessment is a prerequisite for the student's confidence in the teacher and their assessment, ensuring the transparency and credibility of the assessment process itself. The content value of pedagogical assessment, based on mutual trust, contributes to its self-realization and the development of responsiveness.

Pedagogical assessment according to the student's involvement is considered as formative assessment. For the educator, assessment becomes a component of their pedagogical activity. The educator aligns assessment with their own guidelines, such as the normative-applicable results of

learning activities, indicators of learning outcomes, managing learning materials, and considering the student's interests and abilities, based on criteria.

V.D. Shchadrikov emphasizes that the basis for initiating the assessment process lies in recognizing the student's readiness and the situation they are facing, requiring clear and transparent content. The author focuses on the humanistic criteria of evaluating educational outcomes, describing it as "The pedagogical evaluation is closely linked to student's engagement in structuring the educational activities and the outcomes of evaluating their academic endeavors." The following academic definitions are: diagnostic, predictive, goal-oriented, communicative, motivational, supportive, and social.

Pedagogical assessment manifests itself in various functions tailored to the student, the teacher, and the parent in terms of participation. It serves as the basis for organizing educational activities and is related to professional responsibility [11,14 p].

B.G. Ananiev has determined three types of educational evaluations that are applied by the teacher:

Advantageous educational feedback (consists of psychological encouragement, and recognition);

Disadvantageous educational feedback (consists of disclosure, and critique);

Mixed educational feedback (includes a mix of both advantageous and disadvantageous educational feedback). Grading determines the following types of assessment: current; intermediate; summative and cumulative assessment.

Current assessment occurs during each lesson, assisting in organizing learning activities and adapting the teacher's own work (classroom and individual work).

Intermediate assessment evaluates learning outcomes based on specific topics or themes (exams, colloquiums).

Summative assessment reflects the results of tests and exams, demonstrating the outcome of mastering subjects during the semester, academic year, or entire course. They prepare students for tests or completing subjects.

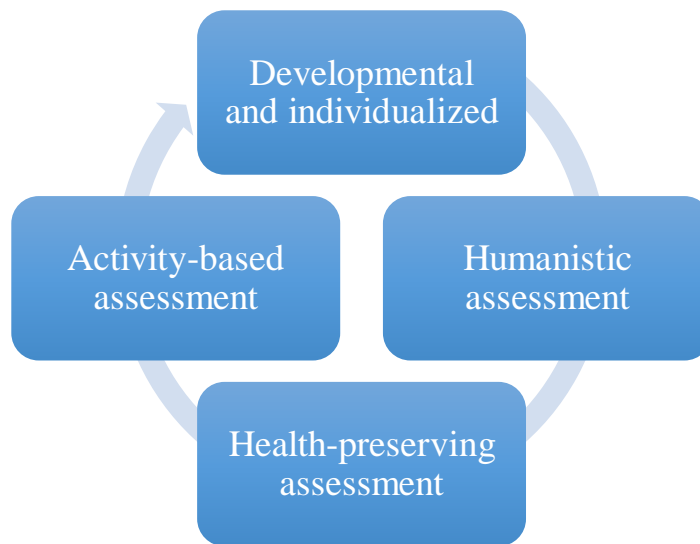
Cumulative or cumulative assessment is the accumulation of scores for all types of assessment, for example, calculating all types of student work in one lesson.

In accordance with V.D. Shchadrikov, the selected types of pedagogical assessment require their correct and judicious use in the learning process. The educator's assessment activity is directly related to pedagogical professionalism. Pedagogical assessment not only evaluates the outcomes of learning activities and organizes the learning process but also plays a crucial role in the professional development of future educators. Consequently, pedagogical assessment is essential not only for evaluating the results of learning activities but also for the professional development of teachers.

RESULTS.

Therefore, through the study and generalization of the contributions of scholars who have examined assessment in the psychological-pedagogical context, as well as considering the results obtained, along with the contemporary pedagogical literature on assessing students' learning outcomes, we outline the following types and principles of criteria-based assessment.

The system for assessing learning outcomes introduces the following main types:



1. First assessment introduces a differentiated scale of assessment levels, which allows for the calculation and development of each student's potential.
2. Second assessment focuses on fully identifying the possibilities and abilities of the student in organizing their own activity.
3. Third assessment is aimed at developing the student's potential, identifying their needs, and accounting for their socio-psychological characteristics.
4. Fourth assessment creates favorable psychological conditions for assessment, ensuring the socio-psychological health of children through easy-to-use psychological climates during assessment.

Furthermore, we specify the principles of criteria-based assessment in our work:

➤ Principle of Humanism. It necessitates assessing the personal qualities of the student during the lesson (the atmosphere of the lesson, attitude towards oneself and acceptance). According to this principle, not only the performer of the task is evaluated, but also the work performed by the learner.
➤ Principle of Individualization. It aims to find a relationship between the teacher and students, support shared help, and encourage motivation among the students.
➤ Principle of Significance. It depicts the crucial situations in one's life and analyzes it.
➤ Principle of Competency. It adds up all the needed teaching skills.
➤ Principle of Objectivity and fairness. It entails the precise formulation of assessment criteria, ensuring the fairness of assessment to students. Criteria expose the pitfalls of using assessment and evaluation as tools of influence on students.
➤ Principle of Integration. It implies the introduction of assessment as an integral part of the planned and thought-out structure of the educational process.
➤ Principle of Transparency. Students can participate in determining assessment methods and criteria. Students can engage with assessment criteria.
➤ Principle of Practicality. It describes the meaning of educational goals and norms among all the participants.

CONCLUSION.

Understanding the psychological features of criteria assessment is essential for effectively evaluating elementary school students' learning achievements. By considering the developmental, self-assessment, and emotional aspects of the assessment, educators can create a supporting learning environment that promotes students' cognitive development, foster their competencies,

and enhance their overall educational experience. The psychological features of the criteria assessment play a crucial role in evaluating the learning achievements of elementary school students. Pedagogical assessment is influenced by the development of students' cognitive characteristics, their self-assessment, the formation of their competencies, and their emotional and mental well-being. The essence of pedagogical assessment has been characterized, its main functions have been identified and a thorough analysis of its broad psychological foundations has been conducted. Content assessment is a motivating factor in educational activities, it is implemented based on standards, and criteria assessment forms the basis for evaluation. The contributions of experts who have studied the psychological-pedagogical aspects of assessment have been discussed. The main principles of psychological and pedagogical assessment have been applied to enhance students' cognitive stability and motivation levels.

Therefore, the principles and types of assessment outlined contribute to increasing students' self-awareness, enhancing their level of motivation for learning, fostering confidence in their own abilities, and maintaining emotional stability. The updated content of education allows for the implementation of criteria-based assessment using innovative technology in evaluating students' learning outcomes in the current educational context. These characteristics will be considered in our future work.

List of used literature

1. Ananiev B.G. Psychology of pedagogical assessment // Selected Works. – Moscow, 1980. - Vol. 2. – P. 128–267.
2. Amonashvili Sh.A. Fundamentals of humane pedagogy // In 20 vol. On assessments. – 2nd ed. – Moscow: Svet, 2015. – Book 4. – 368 p.
3. Galperin P.Ya. Managing the learning process // New research in pedagogical sciences. – 1965. – Iss.4. – P. 15–20.
4. Kabylnitskaya S.L., Galperin P.Ya. Experimental formation of attention. – Moscow: Moscow University Press, 1974. - 223 p.
5. Davydov V.V. Psychological theory of educational activity and methods of initial education based on substantive generalization. – Tomsk: Peleng, 1992. – 111 p.
6. Bozhovich E.D. Non-traditional methods of assessing students' knowledge quality. – Moscow: New School, 1995. – 95 p.
7. Tsukerman G.A. Joint educational activity as the basis for developing learning skills: abstract of doctoral thesis in psychology: 19.00.07. – Moscow, 1992. – 39 p.
8. Talyzina N.F. Pedagogical psychology: textbook for students of secondary pedagogical institutions. – Moscow: Academy, 1998. – 288 p.
9. Yakimanskaya I.S. Development of technology for personality-oriented learning // Questions of psychology. - 2002. - No.1. – P. 156-157.
10. Zimnyaya I.A. Pedagogical psychology: textbook for university students. – 2nd ed., revised, and expanded. – Moscow: Logos, 2000. – 436 p.
11. Shchadrikov V.D., Shchadrikova I.A. Pedagogical assessment: textbook. – Moscow: University Book; RID RosNOU, 2018. – 156 p.
12. Kuznetsova M.I. System of control and assessment of educational achievements of primary school students as a factor in improving the quality of education: thesis for the degree of Doctor of Pedagogical Sciences: 13.00.01. - Institute of Education Development Strategy of the Russian Academy of Education, 2017. - 488 p.
13. Vinogradova N.F., Petrova I.V., Zelenina L.M. Assessment of the quality of knowledge of students completing primary school. – Moscow: Drofa, 2000. – 123 p.
14. Zemlyanskaya E.N. Non-numeric assessment of educational achievements in primary school (article in a peer-reviewed journal of VAK) // Science and School. – 2019. – No.3. – P. 78-83.

15. Sinebryukhova V.L. Training of university students for the implementation of control and assessment activities of primary school teachers: thesis for the degree of Candidate of Pedagogical Sciences. – Surgut: Surgut State Pedagogical Institute, 2000. - 152 p.
16. Gladkaya I.V. Features of monitoring the level of students' achievements in the system of developing education: thesis for the degree of Candidate of Pedagogical Sciences. - St. Petersburg: RGPU, 1996. - 210 p.

References

1. Anan'yev B.G. Psikhologiya pedagogicheskoy otsenki // Izbr. trudy. – M., 1980. - T. 2. – S. 128–267.
2. Amonashvili SH.A. Osnovy gumannoy pedagogiki // V 20 kn. Ob otsenkakh. – 2–ye izd. – M.: Svet, 2015. – Kniga 4. – 368 s.
3. Gal'perin P.YA. Upravleniye protsessom obucheniya // Novyye issledovaniya v pedagogicheskikh naukakh. – 1965. – Vyp.4. – S. 15–20.
4. Kabylnitskaya S.L., Gal'perin P.YA. Eksperimental'noye formirovaniye vnimaniya. – M.: Izdatel'stvo Moskovskogo universiteta, 1974. - 223 s.
5. Davydov V.V. Psikhologicheskaya teoriya uchebnoy deyatel'nosti i metodov nachal'nogo obucheniya, osnovannykh na sodержatel'nom obobshchenii. – Tomsk: Peleng, 1992. – 111 s.
6. Bozhovich Ye.D. Netraditsionnyye sposoby otsenki kachestva znaniy shkol'nikov. – M.: Novaya shkola, 1995. – 95 s.
7. Tsukerman G.A. Sovmestnaya uchebnaya deyatel'nost' kak osnova formirovaniya umeniya uchit'sya: avtoref. ... dok. psikh. nauk: 19.00.07. – M., 1992. – 39 s.
8. Talyzina N.F. Pedagogicheskaya psikhologiya: ucheb. posobiye dlya studentov sred. ped. ucheb. zavedeniy. – M.: Akademiya, 1998. – 288 s.
9. Yakimanskaya I.S. Razrabotka tekhnologii lichnostno-oriyentirovannogo obucheniya // Voprosy psikhologii. - 2002. - №1. – S. 156-157.
10. Zimnyaya I.A. Pedagogicheskaya psikhologiya: ucheb. posobiye dlya studentov vuzov. – 2-ye izd., ispr., dop. i pererab. – M.: Logos, 2000. – 436 s.
11. Shchadrikov V.D., Shchadrikova I.A. Pedagogicheskoye otsenivaniye: uchebnoye posobiye. – M.: Universitetskaya kniga; RID RosNOU, 2018. – 156 s.
12. Kuznetsova M.I. Sistema kontrolya i otsenki obrazovatel'nykh dostizheniy mladshikh shkol'nikov kak faktor povysheniya kachestva obrazovaniya: dis. ... dok. ped. nauk: 13.00.01. - FGBNU Institut strategii razvitiya obrazovaniya Rossiyskoy akademii obrazovaniya, 2017. - 488 s.
13. Vinogradova N.F., Petrova I.V., Zelenina L.M. Otsenka kachestva znaniy obuchayushchikhsya, okanchivayushchikh nachal'nuyu shkolu. – M.: Drofa, 2000. – 123 s.
14. Zemlyanskaya Ye.N. Bezotmetchnoye otsenivaniye obrazovatel'nykh dostizheniy v nachal'noy shkole (stat'ya v retsenziruyemom zhurnale VAK) // Nauka i shkola. – 2019. – №3. – S. 78-83.
15. Sinebryukhova V.L. Podgotovka studentov pedvuza k realizatsii kontrol'no-otsenchnoy deyatel'nosti uchitelya nachal'nykh klassov: dis. ... kand. ped. nauk. – Surgut: Surgut Gos. ped. int., 2000. - 152 s.
16. Gladkaya I.V. Osobennosti kontrolya urovnya dostizheniy uchashchikhsya v sisteme razvivayushchego obucheniya: dis. ... kand. ped. nauk. - SPb.: RGPU, 1996. - 210 s.