

Impact of Pedagogical Assessment on Improving the Quality of Education

Khayratdinova Azima Miratdin qizi

assistant teacher

Renaissance Educational University

Abstract. *This article considers the importance of competent implementation of pedagogical technologies by a teacher, also gives the concept of pedagogical assessment and describes the importance of its application in the conditions of democratization of the educational process. The difference between an assessment and a mark is highlighted. A brief description is given of the styles of pedagogical communication, where the democratic style appears as the most favorable for teaching. Also, a description of the psychological characteristics of a child during the middle school period is given. This work is supported by research on the impact of the mark on the child and brief results on it.*

Key words: *pedagogical assessment, psychological characteristics, impact of the mark, child results, quality of education, pedagogical communication, communication, management.*

The influence of pedagogical assessment on the quality of education is an extremely pressing problem today. This problem is considered and studied by many scientists, such as: Bidenko V.I., Tkach G.F., Senashenko V.S., Zhigalev B.A., etc. This problem is relevant, since the modern teacher, in conditions of democratization of the educational process, it is necessary to be familiar with pedagogical technologies and, most importantly, to competently implement pedagogical communication. To improve the quality of education in our country, a teacher must, first of all, create and try to maintain a favorable climate in the classroom. Rules such as creating a favorable climate, taking into account the psychological characteristics of each child in the class, as well as a clear demonstration of learning goals are fundamental to the educational process. Such an aspect as “improving the quality of education” is closely related to styles of pedagogical communication. In pedagogy, the following styles of pedagogical communication are found: authoritarian, liberal and democratic. The pedagogical activity of a teacher is characterized by a certain style of activity (communication, management, assessment). According to E.A. Klimov, an individual style of activity is “a stable system of methods determined by typological features that develops in a person striving for the best implementation of a given activity.” Of course, in the conditions of democratization of the educational process, the democratic style will be the most favorable and effective.

Thus, at the turn of the century, V. Selenkin taught a number of lessons in the gymnasium without grades. Both the teacher and the students liked such lessons, although grades were given for the quarter. The teacher summed up what had been

done as follows: "My short experiment led me to the deep conviction that the current grading system is an evil, the abolition of which, if it happens, one can only rejoice. It is evil even if we assume that grades always accurately assess the degree of knowledge, and if we do not take into account those phenomena when obtaining points for a student is associated with moral suffering and with gross physical violence to which his family succumbs. An extremely unpleasant, huckstering spirit introduces assessment into schoolwork, forcing students to attach greater importance to their lack of interest in knowledge and the process of assimilation of knowledge, but the race for an indicative lively answer, and systematically teaches them not to be shy in choosing the means to achieve this liveliness. It also interferes with the teacher, depriving him of the time necessary to establish more lively relationships between the students and him, and forcing him to give his attention to the interests of bad preparation, which has no connection with his direct tasks" [2, p. 160].

Having analyzed the above-mentioned facts, we can say that Pedagogical assessment is the determination and expression in points, as well as in the teacher's evaluative judgments, of the degree to which students have mastered the knowledge, skills, and abilities established by the program. The ability to correctly apply the "pedagogy of assessment" is an important pedagogical art. It consists not only in the objectivity of the assessment. Comprehensive consideration of the psychological effect of assessment, the ability to use this effect for the purpose of influencing the student as desired by the teacher, taking into account his individuality, is another, no less important aspect of this art.

Assessment:

- allows you to determine to what extent the method of solving a learning task has been mastered and to what extent the result of learning actions corresponds to the final goal.
- "tells" the student whether he has solved or not solved a given educational task. The psychologist should draw the attention of teachers to the problem of assessment, which is of essential importance for the development of the student's personality.
- not identical to the mark. Their distinction is an important condition for the psychologically competent construction and organization of educational activities. [3]
- is an assessment process carried out by a person to determine how far a learner has progressed from an initial level of knowledge, skills and abilities.

Thus, in an evaluative judgment, the teacher first substantiates the positive aspects of the student's answer, notes the presence or absence of knowledge, gives recommendations, and only then draws a conclusion from what has been said and names the assessment. In a detailed assessment, not only the student's knowledge is noted, but also his efforts, efforts, his motives for learning, etc. Pointing out the positive aspects of the child's work is a mandatory component of such an assessment. After all, you can always find something to praise a student for.

Moreover, it happens that a certain number of children's answers are not evaluated at all. "Okay, sit down. The next one will answer" - and as a result, the

student remains without a grade. Often, the teacher's intonations, gestures, facial expressions, and attitude towards the answers of other students suggest whether he is satisfied or not. However, it happens that the student is deprived of even this information.

On this occasion, B.G. Ananiev wrote: "The absence of assessment is the worst type of assessment, since this influence is not orienting, but disorienting, not positively stimulating, but depressing, forcing a person to build his own self-esteem not on the basis of an objective assessment, which reflects actual his knowledge, and on very subjective interpretations of hints, situations, behavior of the teacher and students. Non-evaluation leads to the student experiencing uncertainty in his own knowledge and actions, to a loss of orientation and their basis, leads to a certain partial (in this regard) awareness of his low value."

Thus, if a child remains unappreciated, this can affect his psychological state, interest in learning will disappear, and therefore motivation to learn will disappear.

When giving a grade, many teachers compare students' answers with each other in order to give a more "correct", fair grade, thereby equaling the stronger students in the class. As V.A. Sukhomlinsky wrote, "one should keep in mind some pitfalls of the very logic of the pedagogical process: teaching is imbued with constant, daily testing, control, and hourly comparison of the successes of one student with the successes of another. Behind all this lies the danger of disappointment, lack of self-confidence, isolation, indifference, embitterment, that is, such mental shifts that lead to a coarsening of the soul, loss of sensitivity." [4]

The teacher must first of all be attentive to the students; before assessing the child, his task is to give a fair and reasonable assessment so as not to cause any "spiritual changes." It must be remembered that assessment is a powerful motivation for a student, which stimulates and helps to strive for acquiring knowledge or, on the contrary, inhibits the process of cognitive activity.

Thus, taking into account all the negative consequences of assessment on the development of educational activities, psychologists and teachers are making attempts to remove assessment from school practice. A striking example is developed by Sh.A.Amonashvili's concept of teaching on a content-based and evaluative basis. Ungraded education has also been introduced in the first grades of public schools. One of the decisive reasons for this was the results of psychophysiological examinations of first-graders, according to which low grades are a strong psychologically traumatic factor and sharply reduce the performance of children throughout the working day.

However, the rejection of grades in primary school, while solving some problems, gives rise to others. In elementary grades, we often have to deal with the fact that children beg for grades for non-academic tasks they have completed (psychological tests, drawings, etc.): "What will you give me? Please mark me." At the same time, they are not always satisfied with a meaningful assessment of what has been done. Children's need for feedback is natural and natural. But marking as the only form of satisfying this need may indicate that children are not familiar with the meaningful method of assessment.

From the above it follows that learning without grades does not cancel meaningful assessment, without which the formation of full-fledged educational activities is impossible. It is the assessment that gives the child an understanding of what he has already achieved, what he has mastered, and what he is still not doing well enough, what he still needs to work on, what to learn. Ungraded learning at school places high demands on the teacher's ability to give a detailed, meaningful assessment of each student's work. Practice shows that even experienced teachers should learn this skill, developing an attitude to see the individual capabilities and abilities of children. Assessment as a necessary component of independent learning activity is formed in the child gradually, in the process of mastering samples of educational actions and the consistent transition of assessment actions from the teacher to the students. Formation in younger schoolchildren of assessment, the ability to analyze the content of their own actions and their basis in terms of their compliance with the required result (along with control) are an important condition for the development of reflection. [3]

All of the above critics directly made a great contribution to pedagogical activity. Everyone expressing their opinions helped to understand the essence of pedagogical assessment and its necessity, offering different technologies. As for the present time, today the technology of V.V. is more relevant. Davydova. Based on the theories of D.B. Elkonin, he created his theory of developmental education, which is based on cognitive motivation of activity, therefore it gives the best results in the initial stage of education. [4]

Developmental education presupposes a different nature of assessment of educational activities. The volume and quality of the work performed is assessed from the point of view of the subjective capabilities of the student, and not from its compliance with the teacher's subjective idea of the possibility, accessibility of knowledge to the student. Today, the assessment reflects the personal development of the student, his perfection of educational activities. Therefore, if a student works to the limit of his capabilities, he certainly deserves the highest mark, even if from the point of view of another student this is a very mediocre result. That is, it is not the A's themselves that are important here, but the A's as a means of stimulating the implementation of educational activities, as evidence that convinces a "weak" student that he is capable of developing. The pace of personality development is deeply individual, and the teacher's task is not to bring everyone to a certain given level of knowledge, skills, abilities, but to bring the personality of each student into the development mode, to awaken in the student the instinct of knowledge and self-improvement.

Based on the above, we can conclude that assessment is necessary for the child, no matter how positive or negative it is. The child should be assessed, since it serves as a stimulator in the educational and cognitive activities of the student, which contributes to the development of the child. It doesn't matter whether there is an assessment or not, the teacher must follow a number of mandatory psychological and pedagogical requirements when assessing a student. In connection with which the assessment will have an impact on the child's personality, his psyche, development and self-esteem.

Reference

1. Guryanova O. Past and present of school assessment // Pedagogy of tolerance. - 2007. - No. 2. - P. 67 – 93
2. Selenkin V.A. Lessons with marks and lessons without marks // Bulletin of Education, 1901. - No. 3. – P. 160 – 164
3. Galperin P.Ya. Stage-by-stage formation as a method of psychological research //Galperin P.Ya., Zaporozhets A.V., Karpova S.N. Current problems of developmental psychology. - M., 1978.3.6.
4. Amonashvili Sh.A. Education. Grade. Mark. - M., 1980. Amonashvili Sh.A. Educational and educational function of assessing schoolchildren's learning. - M., 1984. - P. 39.
5. Bakirova H.B. Development of lexical competence based on content-based approach in ESP teaching. Mental Enlightenment Scientific-Methodological Journal: Vol. 2021: Iss. 5, Article 19. Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss5/19>. (13.00.00; № 29)
6. Bakirova H.B. Teaching Power Engineering Terminology at the Technical Universities. International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Special Issue | Modern Trends in Science, Technology and Economy, February 2023, URL: <https://www.ijtsrd.com/papers/ijtsrd53891.pdf>
7. Bakirova H.B. The content of teaching foreign languages. Eurasian Journal of Learning and Academic Teaching. Vol.2. www.geniusjournals.org, ISSN: 2795-739X. Belgium. 10-14p. (SJIF: 8.115.)
8. Botirovna, S. Kh., & M. B, A. (2022). Expressiveness in English and Uzbek Languages. Central Asian Journal of Literature, Philosophy and Culture, 3(3), 16-21. Retrieved from <https://www.cajlpc.centralasianstudies.org/index.php/CAJLPC/article/view/299>
9. Kurganov, A., & Samigova, H. (2022). Dialogical rhetoric: tadcits and conversations. in Library, 22(2), 1–266. retrieved from <https://inlibrary.uz/index.php/archive/article/view/12349>
10. Samigova, H., Guo, T., & Zhao, Y. (2022). Dialogic rhetoric of English and Uzbek. Translation Studies: Problems, Solutions and Prospects, (1), 304–307. retrieved from https://inlibrary.uz/index.php/translation_studies/article/v