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# THE IMPACT OF PEDAGOGICAL ASSESSMENT ON IMPROVING THE QUALITY OF EDUCATION

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

**Key words:** pedagogical assessment, grade, democratization of the educational process, style of pedagogical communication.

## INTRODUCTION

"The influence of pedagogical assessment on the quality of education" is an extremely urgent problem today. This problem is considered and studied by many scientists, such as: V. I. Baydenko, G. F. Tkach, V. S. Senashenko, B. A. Zhigalev, etc. This problem is relevant, since a modern teacher, in the 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, the 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 vivid demonstration of learning goals, are fundamental for the educational process.

Such an aspect as "improving the quality of education" is closely related to the styles of pedagogical communication. In pedagogy, the following styles of pedagogical communication are encountered: authoritarian, liberal, and democratic. The pedagogical activity of a teacher is characterized by a certain style of activity (communication, management, assessment). According to EA Klimov, an individual style of activity is "a stable system of methods, conditioned by typological characteristics, which develops in a person striving for the best implementation of this activity" [4, p. 49]. Of course, in the conditions of democratization of the educational process, the most favorable and effective will be a democratic style.

During the Soviet era, the dominant style in pedagogy was the authoritarian style. This style helps to achieve excellence in teaching and learning, however, through constant discipline. A pedagogical demand, very often expressed with a threat, through an unfriendly tone. Here, discipline is emphasized more thoroughly than the assimilation of knowledge by students. Moreover, this style also requires certain professionalism from the teacher. The disadvantages of the authoritarian style are that its excessive use can harm the student, especially the younger student, as children develop frustration, distrust of adults, as well as of peers, and often completely unsociable. Obviously, in the conditions of the modern world, using such a style to improve the quality of education will be extremely unfavorable [5, p. 15].

The complete opposite of the authoritarian style will be the liberal style. When implementing this style, the maximum trusting relationship between teacher and student is practiced. The main goal is to create a favorable psychological environment in the classroom; an individual approach to the student is actively practiced. The methods of influencing students in this approach are motivation to

action, advice, and request, instructions in the form of suggestions, praise and censure with advice. With this style of activity, schoolchildren experience a state of calm satisfaction, and they also develop an adequate self-assessment. However, this style requires incredible skill of the teacher, otherwise discipline in the lesson can seriously suffer.

### **MATERIALS AND METHODS**

The most effective teaching style is the democratic style. Basically, it is this style that is practiced in teaching at the present time. The emphasis here is on the motivation of the child, the effective and fruitful work of the entire team. In contrast to the authoritarian style, the psychological state of the child during education, here, does not suffer. And in comparison with the liberal style, discipline does not collapse. The democratic style is the most frequently implemented, since by competently implementing it, the teacher is able to achieve the most desired results.

Speaking about improving the quality of education, it should be noted that it is necessary not to eradicate the desire to learn in the child, but, on the contrary, to support and motivate him in every possible way. Thus, it is necessary to conclude that, in comparison with other styles, in order to improve the quality of education, the democratic style is most convenient.

A brief description of the psychological characteristics of children of secondary school age will be important for this article. First of all, it should be noted that the transition from the elementary stage of education to the middle, that is, to the 5th grade, is characterized by numerous changes, both in the behavior of the child in society and in his character. This is not surprising, since the approach to teaching in primary school is strikingly different from that in secondary school. The teacher, teaching a lesson in grades 5-9, absolutely must take into account the individual psychological characteristics of each student. It is very important for a child who is entering adolescence in his life to demonstrate his opinion on issues of interest to him. He seeks to defend his point of view, to which many teachers, even

at the present time, react negatively. It is very important for a teacher to competently implement a democratic style in teaching, teaching children in grades 5-9. In children of this age period, increased creative activity is quite often observed. That is, this period is most favorable for creative activity [6, p. 25]. Accordingly, one of the main functions of a teacher, at this stage, will be to stimulate children to this type of activity. Participation in events, various competitions, and creative Olympiads will be extremely welcome to both children and a teacher, school leadership. However, often, it is not easy to get a student interested in participating in any event. To do this, a teacher must be proficient in pedagogical technologies and be able to interest and diversify the educational process. The variety of the educational process can go through the implementation of additional resources for training. For example, nowadays, there is a tendency to use presentations in the lesson when explaining a new topic. Schoolchildren of this age period also differ in that it is difficult for them to keep their attention on one thing, especially if the educational material is boring and diversified [2, p. 65]. Thus, it is advisable for the teacher to try in every possible way to diversify the educational process, to use creative approaches and methods in teaching, even if the principle of clarity is implemented in the textbooks. All those creative aspects of teaching will be welcomed by students, which will help the teacher find a common language with them and create a favorable atmosphere in the classroom for further fruitful work.

For this work, it is necessary to distinguish between the concept of assessment and grade.

“Mark” is a conditional expression of assessment, which is expressed through a point, and “assessment” is an opinion expressed towards someone or something in comparison with a certain standard [1, p. 41]. At present, the influence of grade is greatly overestimated, especially by students.

During my teaching practice, at school, I conducted a study on the effect of marks. This study took place in the city of Nizhniy Novgorod, in gymnasium No.

13. The school is famous among the local population for in-depth study of the English language. The survey was conducted in grade 5A. Children voluntarily took part in this study. The results showed that, in general, children are more interested in getting a good grade than in acquiring knowledge. Moreover, even in modern conditions, teachers rarely, but practice an authoritarian approach [7, p. 33]. Teachers often comment on the mark with particular impatience, which clearly does not motivate the student to work harder. Most of the students declare that it is possible to do without grades altogether, which once again shows the importance and superiority of grades over grades. Also, almost all students who took part in the survey stated that they need praise and feedback from the teacher. For the children surveyed, the best teacher is the one who is able to maintain a favorable environment in the classroom, the one who practices feedback with students and creates an atmosphere of mutual understanding in the team, than the one who simply explains the material well. More than half of the children surveyed said they have or have had conflicts with teachers. Some also noted that conflict situations between a teacher and a student occur through the fault of the teacher, which is an extremely negative indicator in the modern world [8, p. 17].

The relevance of this topic lies in the fact that the assessment of learning outcomes in the education system is one of the most difficult and responsible types of pedagogical activity [3, p. 85].

Assessment is an important component of learning. As a result of its implementation, the teacher can have a complete picture of the achievement of key goals. Assessment helps provide feedback needed by parents, management and public opinion. Also, assessment should help the student in the formation of adequate self-esteem, self-esteem, self-confidence, and their own success.

Today the teacher is faced with the task not to transfer to the child a certain amount of knowledge, skills and abilities, but to form such skills that will allow him to successfully study in the future, to develop the independence of educational actions.

According to the new paradigm of educational standards, assessment is designed to stimulate learning, not inhibit it.

The new grading system assumes the following assumptions:

- Frequent assessment, preferably in every lesson;
- Development of clear criteria for assessing each work based on the planned results;
- Based on the leading role of each student in the modern educational process, the main emphasis in the selection of methods and means for assessing the educational achievements of students is on self-assessment [9, p. 29].

Our main task in evaluating activities is to draw students more and more to improve their learning activities, to deepen and strengthen the motives of cognition; to reinforce in students the belief in their own strength, involving independence, a sense of free choice in cooperative forms of communication and development in them.

Each student reacts in his own way to what he succeeds in learning and what does not succeed, in his own way perceives the assessment of his educational work.

So what is score? Evaluation is a process, activity (or action) of evaluation carried out by a person. All our approximate and, in general, any activity in general depends on the assessment. The accuracy and completeness of the assessment determine the rationality of the movement towards the goal.

Assessment is one of the most effective means at the disposal of the teacher to stimulate learning, positive motivation, and influence on the personality. Exactly under the influence of objective assessment, schoolchildren develop an adequate self-assessment and a critical attitude to their success.

The role of assessment is important not only as a diagnostic function, but also as a stimulating one, to create a situation of success.

So, pedagogical assessment is a kind of incentive. It is extremely important that the teacher's assessment activity is carried out by him in the interests of the

child's social and psychological development. To do this, it must be adequate, fair and objective.

Pedagogical assessment is a specific stimulus that acts in educational and educational activities and determines its success.

Such an assessment should ensure the maximum motivation of the child in these types of activities, taking into account the following 4 circumstances:

- Knowledge of the necessary and sufficient set a variety of incentives that affect the child's desire for success in learning and upbringing;

- Knowledge of the true motives for the participation of children of different age in these activities;

- Knowledge of individual differences in motivation teaching and education;

- Knowledge of situational factors that affect the motivation for the assimilation of information, the formation of skills and certain qualities in the personality of children [10, p. 23]. Pedagogical assessments, seen as rewards or punishments, should be balanced. On the one hand, they should contain a system of stimuli that activate the development of positive properties and characteristics in a child, on the other hand, they should include a set of equally effective stimuli that prevent the emergence of negative personality traits and incorrect forms of behavior in the same children. Depending on the individual characteristics of the child, his age, situation and a number of other factors, the ratio and nature of pedagogical assessments used as rewards and punishments should change. The types and methods of assessing the success and failure of a child in teaching and upbringing should be systematically varied in order to avoid the phenomenon of addiction and the extinction of the reaction to the action of these stimuli.

There are several types of educational assessment, which can be divided into classes; objective and personal, material and moral, effective and procedural, quantitative and qualitative. Subject assessments relate to what the child is doing or has already done, but not his personality [3, p. 89-90].



In this case, the content, subject, process and results of activity are subject to pedagogical assessment, but not the subject itself. Personal pedagogical assessments, on the contrary, relate to the subject of activity, and not to its attributes, note the individual qualities of a person manifested in activity, his diligence, skill, diligence, etc. In the case of subject assessments, the child is stimulated to improve his learning and to personal growth through an assessment of what he is doing, and in the case of subjective assessments, through assessing how he does it and what properties he exhibits at the same time.

Along with the types of pedagogical assessments, methods of stimulating the educational and educational success of children are distinguished. The main ones are attention, approval, expression of recognition, support, reward, enhancement of the social role, prestige and status of a person.

Speaking about pedagogical assessment, we cannot but touch upon the effectiveness of pedagogical assessment. What is Efficiency? The effectiveness of pedagogical assessment is understood as its stimulating role in the teaching and upbringing of children. An assessment that creates in the child a desire for self-improvement, for the acquisition of knowledge, skills and abilities to develop valuable positive personality traits, socially useful forms of cultural behavior is considered to be pedagogically effective.

Ideas about the effectiveness of pedagogical assessment are individual and socially specific. The individual nature of the ideas and actions of pedagogical assessment is manifested in the fact that its effectiveness depends on the individual characteristics of the child, on his actual needs.

Effectiveness will be the pedagogical assessment that correlates with what interests the child most of all.

In order to determine in practice the individual nature of the assessment, it is necessary to know well the system of interests and needs of the child, their situational hierarchy, and the dynamics of change over time. It is necessary to

adapt the incentive system as precisely as possible to the interests and needs of the child.

When talking about the socially specific nature of pedagogical assessment, there are two circumstances:

Firstly, the fact is that in the conditions of different cultures in the system of education and upbringing, preference is given to different types of pedagogical assessments. In one case, for example in modern societies of the North American and Western European type, the most effective are material incentives; in the conditions of Asian cultures of the Islamic direction - moral and religious incentives, in some other countries, for example, in Japan, social and psychological incentives. The same applies to the motives of learning and upbringing developed in children;

- secondly, the socially-specific nature of pedagogical assessment is manifested in the fact that such an assessment can be different in its effectiveness, depending on the social situation in which it is given. Different pedagogical assessments offered in different situations may have unequal significance for the child and, with varying degrees of probability, lead to the satisfaction of urgent needs for him [2, p. 24]. The pedagogical assessment is the fact that has the greatest value in a given situation and provides the highest probability of success. It should be remembered that the personal value of pedagogical assessment can change over time. This happens for at least two reasons. First of all, because the hierarchy of human needs changes from situation to situation as they are satisfied. In addition, with age, significant personal changes occur in children, and those assessments that were previously significant for them. lose their stimulating role, and instead of them, others come out on top, which are more consistent with the age-related interests of the child. Finally, there are individual differences between children, whereby what is stimulating for one child may not be for another. Particular attention should be paid to enhancing the role of socio-psychological

stimuli, since at certain periods of childhood they can be of decisive importance in motivating educational and upbringing activities.

### **CONCLUSION**

Thus, based on the materials of this article, it is necessary to draw the following conclusions: 1) The teacher, in the modern world and in the conditions of democratization of the educational process, must possess basic pedagogical technologies and especially competently implement pedagogical assessment, use feedback, is creative in the learning process. The aspects described above will help to improve the quality of education. 2) the most beneficial pedagogical style for teaching will be a democratic style. 3) It is advisable for the teacher not to exaggerate the influence of the mark on the child, and try to explain to the students that the acquisition of knowledge is a priority task, in comparison with getting good marks.

So, pedagogical assessment, its choice and effectiveness depend on the age of the child. The individual characteristics of children determine their susceptibility to various stimuli, as well as the motivation of educational and cognitive and personality development activities.

The level of intellectual development achieved by the child affects his cognitive interests, and personal development affects the desire to have certain personal qualities.

Pedagogical assessment is an incentive that acts in educational and educational activities and determines its success. The teacher should consciously strive for an objective and real assessment of the work performed by students. In addition, it is necessary each time to explain to the students what, why and for what the grade is given.

It is important to remember that the assessment should be a manifestation of sensitivity and kindness. Ignorance is not a vice, but a stimulus to cognition. The new assessment system reduces children's anxiety, increases educational motivation, and monitors the dynamics of school success. The control system

poses important social tasks: to develop in schoolchildren the ability to check and control themselves, critically evaluate their activities, identify mistakes and find ways to eliminate them. Assessment and grading in the new education system primarily captures the student's achievements.

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