



THE IMPACT OF PEDAGOGICAL ASSESSMENT ON THE IMPROVEMENT OF EDUCATION QUALITY

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Introduction.

Pedagogical assessment is one of the most essential tools that contribute to the formation of learning motivation, the development of students' personal qualities, and the enhancement of the educational process's effectiveness. It not only reflects students' level of knowledge but also influences their attitude toward studying, self-esteem, and future success. In the context of the modernization of the education system, pedagogical assessment must meet contemporary requirements, taking into account students' psychological development, individual needs, and educational goals. However, in practice, the opposite situation is often observed: instead of encouraging students to engage more deeply with the subject, assessment can cause stress, lower self-confidence, and even lead to a loss of interest in learning.

Material And Methods.

The relevance of this topic is determined by the need to reform assessment approaches, particularly in the context of improving education quality. Modern researchers (Baidenko V. I., Tkach G. F., Senashenko V. S., Zhigalov B. A., and others) emphasize that traditional assessment methods often fail to consider students' personal characteristics and do not create conditions for their comprehensive development. Therefore, the goal of this study is to examine the impact of pedagogical assessment on student motivation, identify key problems in existing assessment approaches, and propose solutions.

There are several styles of pedagogical communication that significantly influence the assessment process. The authoritarian style is characterized by strict requirements, unilateral control by the teacher, and the suppression of students' initiative. In such conditions, students fear making mistakes, which reduces their willingness to participate in the learning process. The liberal style is the complete opposite of the authoritarian approach: the teacher takes a passive role, leading to a lack of discipline and clear assessment criteria. This approach can negatively affect students' academic achievements, as they do not receive clear guidelines for development. The democratic style, in contrast, involves dialogue between the teacher and students, joint discussions of assessment criteria, and encouragement of student activity. This style promotes the formation of intrinsic motivation, the development of critical thinking, and overall improvement in education quality.

One of the key aspects is the distinction between assessment and grading. Grading refers to a numerical or letter-based indicator that reflects a student's level of knowledge in a specific subject, whereas assessment is a more comprehensive concept. It includes an analysis of academic achievements, the identification of strengths and weaknesses, and recommendations for further development. In modern educational practice, there is a tendency to overemphasize grades, leading students to focus more on achieving high scores rather than

acquiring knowledge. This can result in stress, reduced interest in learning, and even academic dishonesty, such as cheating or preparing solely for tests instead of engaging in deep learning.

To examine the impact of pedagogical assessment on student motivation, a study was conducted as part of a teaching internship at School No. 168 in the Chilanzar district. The study involved students from Class 9B, who were asked to complete a survey. The results of the study revealed that most students are focused on obtaining high grades rather than gaining knowledge. This suggests that the existing assessment system does not motivate students to develop critical thinking, seek new knowledge, or engage in self-improvement. Moreover, the study found that many teachers continue to use an authoritarian communication style, which manifests in strict control, a lack of dialogue with students, and an absence of constructive feedback. Some students noted that teachers comment on grades with impatience, which does not contribute to the creation of a supportive learning environment.

Another important finding of the study was that the majority of surveyed students expressed a need for praise and encouragement from their teachers. They value not only high grades but also recognition of their efforts. Furthermore, a significant portion of students noted that conflicts between teachers and students occur quite frequently, with teachers sometimes being the initiators of these conflicts. This highlights the need to revise pedagogical communication methods and create a more favorable psychological climate in schools.

The conclusions of the study indicate that the existing grading-based assessment system requires revision. To improve education quality, it is necessary to implement formative assessment, which includes a detailed analysis of student progress, the provision of feedback, and individual recommendations. Additionally, it is crucial to develop democratic forms of pedagogical communication, which contribute to the creation of a comfortable learning environment that stimulates creativity, initiative, and independence. One possible solution is the introduction of project-based and research-oriented learning methods, which allow assessment to focus not only on the final result but also on the learning process itself. Moreover, teachers should be trained in positive pedagogical assessment methods, which emphasize recognizing student achievements rather than merely pointing out mistakes.

Conclusion.

Thus, pedagogical assessment is not just a tool for monitoring knowledge but also a crucial factor influencing student motivation, personal development, and overall education quality. Modern schools should strive to ensure that assessment is not a source of stress but rather a means of support and encouragement for further academic growth.

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