

## **THE INFLUENCE OF PEDAGOGICAL ASSESSMENT ON IMPROVING THE QUALITY OF EDUCATION**

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### **ABSTRACT**

*This article examines the importance of the competent introduction 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 emphasized. A brief description of the styles of pedagogical communication is given, where the democratic style acts as the most favorable for teaching. The characteristics of the psychological characteristics of the child of the secondary school period are also given. This work is supported by a study on the impact of the mark on the child and brief results on it.*

**Keywords:** *pedagogical assessment, mark, democratization of the educational process, style of pedagogical communication.*

### **АННОТАЦИЯ**

*В данной статье рассматривается важность грамотного внедрения учителем педагогических технологий, также дается понятие педагогического оценивания и описывается важность его применения в условиях демократизации образовательного процесса. Подчеркнута разница между оценкой и оценкой. Дается краткая характеристика стилям педагогического общения, где демократический стиль выступает как наиболее благоприятный для обучения. Также дана характеристика психологических особенностей ребенка среднего школьного периода. Эта работа подкреплена исследованием влияния знака на ребенка и краткими результатами по нему.*

**Ключевые слова:** *педагогическое оценивание, оценка, демократизация учебного процесса, стиль педагогического общения.*

### **INTRODUCTION**

"The influence of pedagogical assessment on the quality of education" is an extremely urgent problem today. This problem is being considered and studied by many scientists. This problem is relevant because a modern teacher, in the conditions of democratization of the educational process, needs to be familiar with pedagogical technologies and, most importantly, competently carry out pedagogical

communication. In order to improve the quality of education in our country, the teacher needs, first of all, to 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 classroom, as well as a vivid demonstration of learning goals, are fundamental to the educational process. Such an aspect as "improving the quality of education" is closely related to the styles of pedagogical communication. In pedagogy, there are the following styles of pedagogical communication: authoritarian, liberal and democratic. The teacher's pedagogical activity is characterized by a certain style of activity (communication, management, evaluation). Author: E. A. According to Klimov, an individual style of activity is "a stable system of methods determined by typological features, which develops in a person striving for the best implementation of this activity" [5, p. 49]. Of course, in the conditions of democratization of the educational process, the democratic style will be the most favorable and effective. During the Soviet Union, the dominant style in pedagogy was the authoritarian style. However, this style helps to achieve heights in teaching and learning by constantly maintaining discipline. The pedagogical requirement is very often expressed with a threatening, unfriendly tone. Here, more careful emphasis is placed on discipline than on the assimilation of knowledge by students. Moreover, this style also requires a certain professionalism from the teacher. The disadvantages of the authoritarian style are that its excessive use can harm a student, especially a younger student, because children develop frustration, distrust of adults, as well as of their peers, and often even unsociability. Obviously, in the conditions of the modern world, it will be extremely unprofitable to use such a style to improve the quality of education.

## **DISCUSSION AND RESULTS**

The complete opposite of the authoritarian style will be the liberal style. When implementing this style, the most 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. Methods of influencing students with this approach are encouragement to action, advice, request, instructions in the form of suggestions, praise and blame with the help of advice. With this style of activity, students experience a state of calm satisfaction, and they also form an adequate self-esteem. However, this style requires incredible skill of the teacher, otherwise the discipline in the lesson can seriously suffer. The most effective teaching style is the democratic style. In fact, it is this style that is being practiced in training at the moment. The emphasis here is on the motivation of the child, effective and fruitful work of the whole team. Unlike the authoritarian style,

the psychological state of the child does not suffer here during training. And in comparison with the liberal style, discipline does not collapse. The democratic style is used most often, because by applying it competently, 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 a 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, the democratic style is the most convenient for improving the quality of education. Important for this article will be a brief description of the psychological characteristics of children of secondary school age. First of all, it is worth noting that the transition from the junior level of education to the secondary, that is, to the 5th grade, is characterized by numerous changes, both in the behavior of the child in society and in his character. And this is not surprising, since the approach to teaching in primary school is strikingly different from the approach in secondary school. A teacher conducting lessons in grades 5-9 absolutely needs to take into account the individual psychological characteristics of each student. For a child entering the teenage period of his life, it is very important to demonstrate his opinion on the issues of interest to him. He strives to defend his point of view, to which many teachers even now react negatively. It is very important for a teacher to competently introduce a democratic style in teaching, teaching children of grades 5-9. Children of this age period often have increased creative activity. That is, this period is the most favorable for creative activity. Accordingly, one of the main functions of the teacher, at this stage, will be to stimulate children to this type of activity. Participation in events, various competitions, Olympiads of a creative nature, will be extremely welcomed by both children and teachers, the school management. However, it is often quite difficult to interest a student in participating in an event. To do this, the teacher must possess pedagogical technologies, as well as be able to interest and diversify the educational process. The diversity of the educational process can be achieved through the introduction of additional resources for training. For example, there is currently a tendency to use classroom presentations when explaining a new topic. Schoolchildren of this age period are also distinguished by the fact that it is difficult for them to keep their attention on one thing, especially if the educational material is boring and not diverse. 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 textbooks. All those creative aspects of teaching will be welcomed by schoolchildren, which will help the teacher to 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 concepts of evaluation and marking. A "mark" is a conditional expression of an assessment, which is expressed in points, and an "assessment" is an opinion expressed to someone or something in comparison with a certain standard [1, p. 41]. Currently, the impact of assessment is greatly overestimated, especially by students. During my teaching practice at school, I conducted research on the impact of grades. This study took place in the city of Tashkent. The school is known among the local population for its in-depth study of the English language. The survey was conducted in the 5th grade. The children voluntarily participated 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 occasionally, but practice an authoritarian approach. Teachers often comment on the mark with particular intolerance, which clearly does not motivate the student to work harder. Most students claim that it is possible to do without marks at all, which once again shows the importance and superiority of the assessment over the mark. In addition, almost all the students who took part in the survey said they needed praise and feedback from the teacher. According to the interviewed children, the best teacher is the one who is able to maintain a favorable classroom environment, 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 that they have or had conflicts with teachers. Some also noted that conflict situations between a teacher and a student arise through the fault of the teacher, which is an extremely negative indicator in the modern world.

## **CONCLUSION**

Thus, based on the materials of this article, it is necessary to draw the following conclusions:

1) A teacher, in the conditions of the modern world and in the conditions of democratization of the educational process, must possess basic pedagogical technologies and especially competently carry out pedagogical assessment, use feedback, creatively approach the learning process. The aspects described above will help in improving the quality of education.

2) The most advantageous pedagogical style for teaching will be the democratic style.

3) It is advisable for the teacher not to exaggerate the impact of the mark on the child, but to try to explain to students that the acquisition of knowledge is a priority, compared with getting good grades.

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