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PSYCHOLOGICAL, PEDAGOGICAL, DIDACTIC ASPECTS OF THE INTENSIVE ASSESSMENT PROCESS

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Today, one of the most priority tasks of our country's educational policy is undoubtedly the development of school education. Practical work in this regard is changing from year to year. Providing educational processes with modern technologies, increasing teachers' salaries, and introducing new professional development systems are vivid examples of this work.

Key words: Intensive, assessment, international, pedagogue, psychologist.

PSIHOLOGO-PEDAGOGICHESKIE AND DIDAKTICHESKIE ASPECTS OF THE PROCESS OF INTENSIVE ASSESSMENT

Segodnya odnoy iz vajneyshikh zadach obrazovatelnoy politiki nashey strany, nesomnenno, yavlyaetsya razvitie skolovnogo obrazovaniya. Practical work in this area is improving year after year. Visible examples of this work include providing the educational process with modern technologies, increasing teachers' monthly salaries, and introducing new learning systems.

Keywords: Intensive, assessment, international, teacher, psychologist.

PSYCHOLOGICAL- PEDAGOGICAL, DIDACTIC ASPECTS OF THE INTENSIVE ASSESSMENT PROCESS

Today, one of the most important tasks of the education policy of our country is undoubtedly the development of school education. Practical work in this regard is changing positively from year to year. Provision of educational processes with modern technologies, increase of monthly salary of teachers, introduction of new training systems are clear examples of work in this regard.

Key words: Intensive, evaluation, international, pedagogue, psychologist.

Introduction. There is another aspect that can radically change the quality of education, which is assessment methods. The above methods can either increase students' interest in lessons to a high level using a number of methods or cause a decrease in the quality of education in general. As we know from the section analyzed above, the educational process and the indicators of the quality of education directly depend on the assessment methods. Teachers can give certain instructions for implementing criterion-based assessment by considering this problem from the point of view of educational psychology. Also, the relevance of the psychological and pedagogical approach to assessment is determined by the change in the priorities of the education system, in which the main task of educational organizations is to develop students' self-education skills. In this section of our dissertation, we will consider the

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main points that should be taken into account when assessing from the point of view of educational psychology.

The psychological aspects of intensive assessment processes in primary education are associated with many factors that affect the emotional, mental and physical state of the individual. These processes usually take place under high pressure among primary school students, since the assessment results can often serve to lower the self-confidence of students. In the section above, we analyzed the positive effects of intensive assessment methods on the educational process and student achievement. However, assessment processes can also be accompanied by strong emotional experiences in primary school students or even adults. For example, students experience a sharp increase in stress during one or another form of assessment process The psychological aspects of intensive assessment processes for primary school students are interpreted somewhat differently. Because they are still young and their psychological preparation for assessment processes is different than that of adults. In this regard, studying the psychological processes of children of this age in assessment processes is one of the important areas. According to scientists, these situations can be one of the most negative aspects that students can see as a result of intensive assessment processes. Another group of scientists puts forward the opposite opinion. According to Ulr, children who overcome such psychological pressures in the right way will easily find solutions to problems that they may encounter in the future.

Another situation that students may encounter during intensive assessment processes is a decrease in cognitive performance with an increase in anxiety. This phenomenon is called the Yerkes-Dodson law in psychology. The Yerkes-Dodson law is one of the main theories in psychology on the management of attention and performance. This law was developed in 1908 by psychologists Robert Yerkes and John Dodson and shows that a moderate level of anxiety and interest maximizes a person's performance, but excessively high or very low levels negatively affect performance. We can also see from the figure above that a sharp increase or decrease in anxiety levels affects performance. This situation is usually observed in primary school students during intensive assessment processes, which is associated with an increase in anxiety levels. As a result, they cannot achieve the expected results, which can lead to a loss of motivation for students in the educational process. From the painted surfaces in the picture, we can see how cognitive performance is related to the level of anxiety.

On the left side we can see an increase in performance, while on the right side of the graph we can see a sharp decrease in performance, which corresponds to an increase in anxiety. Another aspect that can be observed in primary school students during intensive assessment processes is of course a change in the level of motivation. Usually children's motivation is more externally derived. That is, children feel what they are capable of with warm comments from their parents or teachers. Assessment processes can directly affect this situation. Young students want to hear praise or succeed in games rather than get good results. An individual approach to each student and appreciating their successes as small achievements increases intrinsic motivation (Figure 2.5). This is one of the aspects that can directly affect the results of the educational process.

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