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Aspects of Student Control and Evaluation that are Educational and Psychological

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Abstract

This article looks at the educational and psychological aspects of students' control and evaluation activities in the classroom. The author also offers a number of ideas about the subject.

Key Words: *self-assessment, goal, motivation, activities.*

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Any process that is managed must have control implemented, or, to put it another way, a mechanism in place to monitor how well the process is operating. Fundamentally, control is a part of the instructional handle, with the main purposes being to gather data on students' level of program mastery, to offer feedback, and to pinpoint areas in which students' education needs improvement. Control, then, entails monitoring and assessing student performance.

The goal of the basic general education system's supervision and assessment system is to foster educational independence.

Establishing a requirement for the development of a student's evaluative independence based on the formation of a conscious, adequate, and critical assessment in educational activities, the capacity to independently and reasonably evaluate their own actions and the actions of classmates, and the ability to adequately assess their ability to achieve a goal of a certain complexity in various areas of independent learning were all crucial components of the state standard of basic general education. actions [1].

As a result, the primary school has the primary pedagogical responsibility for the teenage period of education, which is educational independence. It may be interpreted as the capacity and willingness to independently increase one's knowledge and abilities. the primary school-established principles of control and assessment independence, the eagerness to learn, and the developed teaching strategies. Thus, the primary "vector of growing

up" for a modern student is independence.

This is especially true given the psychological and pedagogical characteristics of middle school students. In accordance with periodization of the mental development of the child, students of the basic school are referred to as adolescence, which covers the period from 11 to 15 years [2]. On the one hand, this stage is characterized by the protesting nature of the child and his critical attitude towards people (in particular, towards parents and teachers). It ought to be famous that the importance of adults during this period of life to a greater extent lies in the recognition by adults of the child's ability to independently manage himself, make decisions and recognize equality of rights of a teenager with the rights of adults [3]. However, on the other hand, the adolescent period is characterized by the desire to communicate with peers, the formation of self-esteem and independence, and the desire to "adulthood" [4]. That is why it is believed that adolescence is one of the most difficult periods in a person's life. During this period, the foundations of conscious behavior are laid and the general direction of moral ideas and foundations is outlined.

Let's define what self-esteem is from the point of view of psychology. Self-esteem is a component of self-consciousness, which includes, along with knowledge, a person's assessment of his physical characteristics, abilities, moral qualities and actions. Many scientists argue that self-esteem appears only in adolescence.

Researchers are unanimous in describing the features of self-esteem of children of this age, noting its instability, situationally, susceptibility to external exposure in early adolescence and greater resilience in later adolescence. This, once again, proves that adolescents are characterized by inconstancy, instability of the passionate foundation and the impact of the environment on the formation of children's self-esteem [5].

Self-assessment, in turn, depends on how the assessment system is arranged: how much it supports and stimulates students; how accurate feedback it provides; how informative it is for managing the education system; how much it includes students in independent assessment activities.

The most thought of the criteria-based appraisal innovation is to create conditions and openings for enhancing the activities of students, strengthening their motivation for the learning process and independent work, increasing the objectivity and validity of assessing their educational achievements. Starting from the 5th grade, the teacher and students need to focus their efforts on the formation of self-control and self-assessment as a basis for setting future learning objectives.

Individualization of educational actions of control and evaluation is a necessary condition for the arrangement of a full-fledged educational activity of schoolchildren.

In order for each student to learn to independently control and evaluate

himself and others, he needs a systematic experience of the following actions:

- establish the typology of tasks;
- determine the complexity of tasks;
- create or find samples to test the work;
- compare the work with the sample;
- develop criteria for evaluating academic work;
- Evaluate your work against these criteria;
- compare your assessment with the assessment of another person;
- Express your point of view when evaluating the answers of comrades;
- independently correct the identified shortcomings;
- select tasks to eliminate the mistakes made;
- determine the boundaries of their knowledge [45, 148].

All these skills are shaped within the prepare of uncommon training and corrective exercises. As one of the strategies for the formation of evaluation and control activities, the teacher can use the determination by the students themselves of the timing of the presentation of the results of one or more educational topic: the student himself reports to the teacher about his readiness to write a test paper on a particular topic.

With such kind of an assessment system, students try to evaluate, first of all, themselves and their actions, which significantly contributes to the development of their self-assessment.

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