

DOI [https://doi.org/10.58442/2218-7650-2023-26\(55\)-89-103](https://doi.org/10.58442/2218-7650-2023-26(55)-89-103)

UDC 37.0


Leyla Quliyeva,

PhD student from the Doctor of Philosophy program

Educational Institute of the Republic of Azerbaijan;

Teacher at the Baku Slavic University.

Baku, Azerbaijan.

 <https://orcid.org/0009-0003-8890-7482>

leyla.gencivan@gmail.com

ASSESSMENT AS A QUALITY INDICATOR OF EDUCATION

Abstract. The article talks about innovations and valuation in the education system. Educational time is considered important in order to evaluate the interpretation of the science by the student and to monitor the development or decline of each student during the education period. It is one of the most important factors. In the Azerbaijan education system, valuation is determined as 10 and the valuation process is carried out on the basis of the standards set for each industry. We can also note this as the result of the mutual cooperation between the teacher and the student. Every science has its own standard, the demand it faces and its final result. Even though this material is recorded as the valuation of a poet, it may have an impact on the valuation of the poet when we interact with other artists in the article. Linguistic knowledge is now in the first place in the country for every citizen. What kind of learning method does the student use to gain access to foreign language knowledge, and what method does the teacher use, and in general, how does the student value his knowledge? To what extent does the valuation objectively comply with the standards? In the article, the psychological aspects of the impact of school value, which is an indicator of students' achievements, were examined. It has been shown that valuation is one of the factors that directly affects the motivation of students to study. On the other hand, the high school value of the students is more oriented towards external motivation. This causes the quality indicators of the student's study results to change frequently. If the desire for high valuation of scientific results by the poet is oriented towards internal motivation, this will enable the quality indicator of the science to remain dynamic for a longer period of time.

Keywords: assessment; student; teacher; training; quality.

INTRODUCTION / ВСТУП

Formulation of the problem. Education is the future of the nation. Ensuring the successful development of education through educational technologies and taking into account the individual psychological characteristics of students were the strategic directions of educational activities. One of them is calculated. At the same time, the establishment of new systems and the creation of methodology in order to increase the reliability of the students and to value the achievements of the students also have their own essence. Determining and managing the quality of the collection determines the valuation component of the collection at various stages. Valuation of the quality of education as a reliable means to increase the efficiency of education activities has remained relevant in the last two centuries. Regardless of this, whether the valuations to date are indicative of quality or not, the existence of contradictions in the approaches related to the indicators of superiority and conflict, necessitates reforms in the valuation system. It is necessary. In general, it refers to the understanding of quality in the desired field and its compliance with certain standards. The closer the parameters characterizing the state of the object or system are to the standard, the higher the quality is calculated.

When it comes to valuing student achievements, which are one of the quality indicators of education, the evaluation of knowledge, skills and skills are taken into consideration. Therefore, each student received formal values from a science of science in certain currencies of the province, and the total values of the poet were calculated on the basis of hard values. In other words, many subjects can be learned from the talented fans in the province, but before this is valued, it is known that other subjects are sufficiently appreciated by those who study them. remains unknown. Systematic analysis of today's valuation shows that the lack of clear standards in valuation until today has caused the principles of approaching the issues to be compromised. Since the views on the valuation and valuation methods were different, the conflict between the methodical means for educating the pedagogical demands was also one of the main problems of the system. Because the structure of the scientific knowledge of the pedagogical technologies and tools used should be explained, and the fruitful methods and methods that are used as a result of the innovation of the educators should be explained. Technologies should be discussed and generalized and shared within the pedagogical collective, and a suitable measurement system should be determined. It continues the education of every student by giving priority to institutions that can help "democratic learning". It is important to keep it safe and ensure a democratic learning environment. In other words, the following should be taken into consideration in the education

institution:

- ways of establishing and negotiating decision-making processes;
- opportunities for participation and active participation in the life of the institution;
- the establishment of relations between teachers, students and parents, on the basis of the degree of mutual respect and trust, etc.

Analysis of major research and publications. In various aspects related to research, A. Ahmadov [5], A. Agayev [1], A. Alizade [6], A. Mehrabov [8], A. Abbasov [2], H. Alizadeh [7], and other Azerbaijani educators emphasized innovations in this field. The views of E. Beylarov [4], Z. Veysova [10] are of particular importance for monitoring the assessment process in interactive (active) training. Assessment in interactive learning, its characteristics, standards and principles have been extensively researched by experts. At the same time, the authors have extensively studied the evaluation criteria for classes and the issues of giving the results to be evaluated with the content standards.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The *purpose* of the research conducted in the field of evaluation is to achieve the improvement of the quality of training.

The *tasks* for the implementation of the indicated necessary activities include the following:

1. Development of indicators reflecting the modern state of educational standards, their achievement and the modern state of pedagogical measurement theory within the framework of the result-oriented new curriculum program.
2. Implementation of National and International evaluation systems, which are of great importance for evaluating the quality of education as one of the main directions of the Education Reform Program.
3. Establishing the education quality assessment system and defining the standard assessment principles for using it to meet the needs of education and training.

THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

Democratic contexts in educational institutions, appropriate combination of pedagogy and methodology can be considered as prerequisites for the development of democratic education. In the contexts provided by such experiences, three types of learning strategies are considered essential:

1. Learners can develop themselves effectively if they are given conditions and opportunities. At the same time, solving tasks, encouraging persistence and supporting even the smallest success make this learning process experiential. The affective dimension of this strategy is democratic "learning".

2. Acquiring and critical understanding of knowledge is "learning".

3. It is "learning" the ability to use one's capabilities in a given context or situation. In order to prepare and strengthen all three types, it is necessary to study the objective in order to achieve the general educational goal. As a continuation of this, the series of lifelong learners continues as active citizens in democratic societies.

Emphasizing the principles of the Council of Europe recommendation No. 13 of 2012, we can note that: "quality education" promotes democracy, respect for human rights and social justice in an educational environment that recognizes the learning and social needs of everyone. Conditions should be provided to help students develop appropriate skills, self-confidence and become responsible citizens. Implementing the principles of the Council of Europe's call means a quality education strategy in itself. This strategy offers a comprehensive, consistent and transparent representation. Providing access to training in language and other subjects taught both as a special school and as a secondary school subject plays a crucial role. Here, students with foreign language learning problems may have problems in successfully continuing their studies and studies. Activities that cover language competence alongside all subjects include:

- reading and understanding explanatory texts that are often different, structure depending on the disciplinary context;
- listening to explanations of complex issues by the teacher;
- answer questions orally and in writing;
- to present research and its results;
- participating in topic-oriented discussions.

Learning a language is always a part of learning a subject. Consequently, knowledge cannot occur without a linguistic medium. Language competence is a component of subject competence. Without adequate language skills, a student cannot properly follow the taught content or communicate with others. The Council of Europe's Resources and Reference Platform for Multilingual and Intercultural Education has analyzed and developed materials to help educators ensure that learners' language skills are adequate for successful learning. Whether as part of the educational curriculum or encouraging student participation through the organization of the educational institution, language

competence is important and should be the focus of teachers.

The quality of general education, the appropriateness of education and training in general education schools and its management are among the current problems of the modern educational process. The meaning given to the concept of "quality of education" by each subject of the training process and the expected result are different. This difference is in students' grades in language classes and the attractiveness of the content and learning of academic subjects; notes in children's diaries in parents, development of individual qualities of the child's personality; the quality of teachers' knowledge, the use of effective technologies, the variety of forms, methods and modern teaching tools; at school: the grades in the certificate, the transition to the next level of education and the results shown by students during exams, Olympiads, various contests and competitions; admission to higher education institutions in the society is measured by the ranking of the school in the society, the number of educated and prepared graduates.

In order to create interactivity in the training system, it is necessary to have an appropriate system for evaluating the student's learning success. This system includes the following:

- assessment methods (preventiveness, relevance, discrimination degree, etc.);
- components of the general indicators of the assessment process [4].

The achievement indicators of the learners are generally based on the quantitative measurement of their acquired knowledge, skills and general competencies. However, the special characteristics that determine the learning success of learners are sometimes not fully taken into account in the assessment system. The most interesting thing is that other special features that should be achieved in the training process are mentioned in the tools that are indicators of training results. Perhaps this is due to the fact that it is difficult to actually determine the quantitative assessment of personal qualities. However, the assessment of special qualities is useful for creating an overall picture of the final results of the educational system. The main task in this direction falls on the school psychological service. One of the main problems of assessment is the difficulty of providing an objective grade: the student must be sure of the objectivity of the grade and must have a clear idea of why it is given so that the grade can be a real regulator of the educational process. Factors preventing objective assessment are the following:

- 1) Existence of imprecise (conditional) norms for giving quantitative values;
- 2) Failure to develop a differentiated and more accurate system of

quantitative evaluation criteria that allows for more objective feedback on the student.

One of the ways to ensure objectivity is to expect the following principles of transparency and disclosure in the evaluation process:

- acquaintance of students with the assessment criteria used by the teacher;
- transparency of the assessment process: in this case, the teacher must justify it when giving an assessment;
- using mutual evaluation and self-evaluation procedures.

In addition to diagnostic, formative and summative assessment, there are other forms of student achievement assessment.

The most important of these methods is the word. It can express the teacher's psychological support, appreciation and punishment. This method is mainly used in primary classes, but applying this approach to assessment to secondary school is also realistic and appropriate. The best indicator of the assessment process may be the dominant role of verbal assessment and the declining importance of grades.

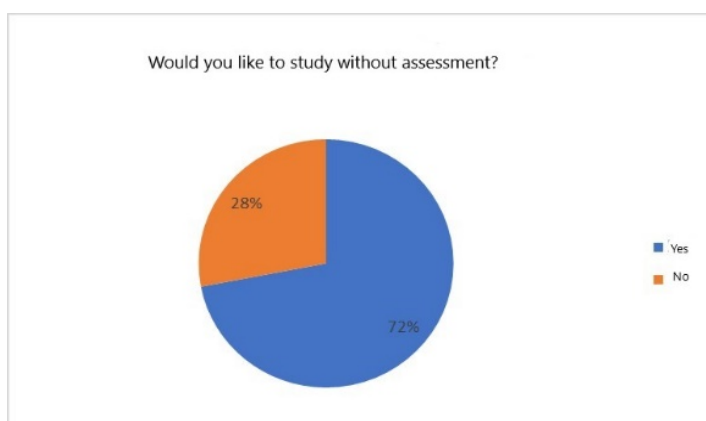


Diagram 1 Student's attitude indicator to free training

During the research, students were asked the question "Would you like to study for free?" (Diagram 1) 72 % of students answered yes, and 28 % of students answered no. In our opinion, the given grade shows that the difficulties faced by the student in the pedagogical, psychological and social aspects are quantitatively high. The grade given is sometimes not considered as an indicator of the student's learning achievement, but rather as an assessment of the student's personality. This creates problems in the student's self-actualization, both in the family and at school. One of the highlights during the research was

the teachers' attitude to non-grade assessment during training. As can be seen from Diagram 2, 78 % of teachers answered the question of whether it is possible to make the training process free of charge, while 12 % answered yes. Teachers associate this with the desire of students' interest in learning, the decrease of competition among students, and the difficulties they will face in determining learning outcomes. At the same time, teachers can cause negative situations such as lack of confidence and irresponsibility in students. Evaluation is also a form of communication between teachers and parents. Assessment of student achievement is one of the issues that parents focus on. Eliminating this "communicative" control mechanism can weaken the parent's cooperation with the teacher, and as a result, it will create conditions for the disruption and breakdown of interpersonal relations between the teacher-student-parent.

It is interesting that the attitude of the students to the same question was completely opposite. Unlike teachers, students think that free assessment will have a significant impact on their achievement, will allow them to clearly imagine their own development dynamics, and will create conditions for mutual cooperation rather than sharp competition between students.



Diagram 2 Teacher's attitude to non-valuable assessment

The importance of pedagogical-psychological aspects in assessment (including assessment methodology) depends on how well the teacher takes into account the age and individual characteristics of schoolchildren. Because psychological aspects can later have a positive or negative effect on students' motivation to learn. The age and individual psychological characteristics of students require the teacher to pay attention to the following:

- the characteristics of students' cognitive activity (memory characteristics, tendencies and interests), taking into account the implementation of an individual approach;
- sensitive-emotional sphere of students (irritation, painful reactions to comments, etc.);
- internal motivating factors in students' behavior and development (requirements, motives and attitudes, internal position in relation to teaching, teacher, classmates);
- general learning ability and upbringing of students (degree of sensitivity to pedagogical events).

At the beginning and at the end of the training phase, the subject teacher evaluates the level of development and other indicators based on the evaluation criteria of the students according to the mastery of the educational program. Thus, the adaptation of the object and the system according to the defined requirements is the assessment. This process requires the existence of a measurement scale that allows numerically expressing the degree of compliance of the assessment results with the requirement-standard. Although the evaluation of the actual condition thus determined is based on the requirements, it may not correspond to the actual condition in some cases, just as blood pressure and pulse rate change due to changes in blood composition related to nutrition. When answering the test questions of the student, the factors that do not correspond to his answers, knowledge and skills are his health, his feelings, etc. can affect. On the other hand, real-time measurement has a static character, and the readings indicate the state at the time the measurement was recorded. Over time, indicators characterizing the state of the process and system change. If such measurements are carried out continuously, it is possible to monitor the status of indicators and the trajectory of price changes over a certain period of time. Assessment is an important indicator not only for students and parents, but also for teachers, schools and communities. The quality of the training process is considered high when its internal objects or the parameters of the system as a whole comply with the state standard. Because compliance with predetermined standards (criteria) determines the quality of educational results. The main indicator of this defined quality is the general learning results of students. A reliable source that reveals these results is the process of evaluating learning outcomes.

It is necessary to form a system of education quality indicators in order to analyze the current state of the education system, prepare forecasts about the main development directions, and determine specific measures related to

quality improvement, as the initial steps in the field of evaluation of the quality of education during language teaching. The establishment of the education quality assessment system requires the implementation of the following main goals: 1. Formation of a system of indicators in order to evaluate the quality of education in the country, prepare forecasts about the main directions of its development, and determine the main activities in the direction of quality improvement. 2. Determining the main directions of improvement of the existing practice for the evaluation of the quality of education from a unified position, creating new organizational structures and mechanisms in this field and defining their functions, coordinating the activities of various management structures and stakeholders in order to ensure the quality of education. 3. Creation of control-measurement tools (questionnaires, tests, computer programs, etc.) that enable the transition from the "quality control" model to the "quality assurance" model [6].

The listed ones, in turn, require the adoption of the following standard principles:

- Ensuring reconciliation between intended goals and evaluation.
- Mutual assessment of "Achievements" and "Educational opportunities".
- Ensuring the qualitative relevance of the collected data (unity).
- Transparency, fairness, mutual agreement and cooperation in evaluation.

Ensuring the developmental role of assessment results in teaching and learning activities [10].

Evaluation standards determine the main criteria for evaluating the quality of education, describe the quality of evaluation methods and tools used for mutual evaluation of student achievements and educational opportunities, and guarantee the legality of the evaluation process. Experts believe that in conducting the evaluation, principles such as appropriateness, mutual evaluation of achievements and educational opportunities, ensuring the qualitative relevance and reliability of the collected data, transparency, fairness, mutual agreement and cooperation in the evaluation, and ensuring the developmental role of the evaluation results in training activities are in focus. should be kept.

Evaluation focuses teachers' and students' attention on observing and improving the teaching process. Helping students change their learning habits or develop self-awareness habits (the habits of thinking about their own learning) can often be more effective than changing a teacher's teaching behavior to improve learning. Of course, if students are to learn at an independent pace and throughout their lives, then they must learn to take full responsibility for their

own learning. As they focus on learning, assessment requires the active participation of students. By being an active part of the assessment process, students strengthen their ability to master the content of the course (subject) and strengthen their self-assessment skills. Students' motivation increases when they realize that teachers are as interested in their success as the students themselves and that they are working towards it. Students are better able to master a course when they are more focused on the learning process, more actively involved, and more confident that they will succeed. Experience shows that when teachers work with students according to the rules described, they improve their teaching habits and acquire new skills. Classroom assessment is a formative rather than summative approach to assessment. Its purpose is not to provide facts for assessing or grading students, but to improve the quality of student learning. The main goal in determining content standards for subjects is to set goals for the mastery of those standards by each student. In order to achieve knowledge and skills according to the accepted standards, the activity of each student should be continuously stimulated, and the necessary conditions should be created for them to master higher-level standards [1]. Ideally, no student should be allowed to fall behind throughout the school year, but instead, each student's progress should be the focus. In this regard, the assessment of student achievement is a continuous, dynamic and, in many cases, informal process. In this process, teachers' observation of students, students' performance of class work and homework, written and oral answers are equally important in terms of importance. Content standards are integrative learning outcomes that ensure a student's progression through achievement of appropriate knowledge, skills, and values. Assessment standards determine the degree of change that has occurred by examining the level at which content standards have been realized. Curriculum-oriented method is preferred in setting assessment standards. According to this method, assessment standards are prepared according to the achievements (results) reflected in the national curriculum and are based on expert judgments rather than actual measurements of what students can do. Based on the discussion of all schools, organizations representing teachers and other stakeholders, the standards are revised and a common understanding of the desired levels of achievement is developed. In interactive training, assessment standards are reflected in relation to content standards. Thus, the assessment standards serve to measure the level of achievement of students in the learning outcomes set in the content standards. Evaluation standard: it is a state requirement imposed on the level of achievement of students at a certain stage; it is a quantitative and qualitative

indicator of the knowledge, skills and values that the student should acquire at the specified levels at a certain stage of education; used to check the level of content standards; serves to determine the degree of changes in the development of students; the content standard is differentiated by 4 levels of difficulty, complete with quantitative and qualitative indicators; directs to the evaluation of the activity and stipulates the evaluation based on the criteria in the training process.

In order to determine the management mechanisms of the training, the expectation of the essential compatibility of the education, the satisfaction of the student's demands through the content, the implementation activities towards the training goals determined in advance in the form of results, and the importance of the determined tasks-efforts are important in the development of the knowledge and skills of the students. As a result, the development of student research, the assessment of his cognitive abilities: the ability to select a part that reflects the understanding of a certain regularity or conduct a survey, the ability to perform an example of an oral, written or descriptive task that reflects the confirmation of understanding, the ability to conduct a critical analysis of the performed task example, conditions are created for the development of abilities, such as the formation of the ability to conduct an effective critical analysis in the examples of tasks performed by other students.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The following research methods were used: theoretical analysis, survey, graphical representation, etc. were used.

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The analysis of the real situation shows that in order to expect uniform approaches in the field of education quality assessment, to deliver information about the scope and effectiveness of the education system in the country to the interested parties who determine the education policy, the structural units that perform these functions, especially monitoring and evaluation, education management information systems, It is necessary to organize joint activities of strategic analysis and planning departments.

The education quality assessment system across the country is aimed at providing effective feedback in order to obtain and disseminate accurate and reliable information about the interaction between its management system and its various subsystems. This system will provide an opportunity to assess the quality of the country's education system, create equal opportunities to receive

excellent and high-quality education, and forecast its development in order to raise the quality and efficiency of education to a new level, and at the same time, it will serve as a mechanism for the development of the education system and the influence of the social environment on the education system.

Thus, the main condition for the constructive assessment of student achievements is the determination of quality in education. The educational results of the students indicate the final result of the educational process as a whole in terms of evaluating not only the student-graduate system, but also the educational activity of the educators, educational institutions and their structures, as well as the state education system. In addition, evaluation does not end with determining the current state of education and training quality, it is also very important in the direction of interactive and management of the process.

The concept of assessment should not be viewed only as a means of determining how students are reading. Evaluation is a broader concept, it is used in one way or another in all areas of any field and society in general. For example, sociological surveys are conducted to find out the attitude of the society to a certain event, the results are summarized and the event is evaluated. How and according to what criteria the evaluation of the main participants of the training process, the "learners-learners", other participants of the process, and the work of the enterprise as a whole is the main indicator for its effective operation. The pedagogical value of this work is highly dependent on updating assessment methods. Therefore, the correct definition of assessment methods is a very important factor for the clear understanding of the concept of assessment in connection with the tasks facing educational institutions, first of all, determining the factors that affect the educational process.

In the current concept implemented under the international evaluation program, the requirements for the evaluation process, the goals and objectives of the system of measuring the achievements of students as a pedagogical process, characteristic features, directions and types of evaluation are reflected. Requirements for the assessment process and development of assessment mechanisms, the essence, content and purpose of the assessment process in secondary schools, the monitoring system of student achievement indicators, assessment on interactive training (verification of the compliance of students' activities with state requirements), final assessment on secondary general education levels (leaving exams), also includes the content of the concept in the basic terms and structure of the international assessment applied in our country. In this concept, it is considered possible to achieve the following results through the implementation of a phased development program.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

Evaluation results are used for planning and directing the educational process, making comparisons, formulating pedagogical theory, and evaluating the quality of education.

The analysis of the practice of assessing student achievements shows that the measurement of the performance of students studying in the same class by different teachers and the grades assigned to the achievements differ greatly from each other, that is, subjectivity remains an inevitable problem. The result of the survey conducted with students shows that the teacher's mood, student behavior in the class, the presence of the teacher's "favorite" students, etc., are related to the grade. numerous subjective factors influence.

Psychological aspects of the effect of school grades as an indicator of student achievement are often neglected. Theoretical and practical studies also show that assessment is one of the factors that directly affect student learning motivation. The study showed that a "bad" grade leads to a student's mood disturbance, frustration and unwillingness to study, increased tension in the parent-child relationship, etc. causes. Therefore, the teacher's "small" inattention has a negative effect on the quality of the student's learning activity.

Prospects for further research in this direction. The study shows that students' high school grades are more extrinsically motivated. This causes frequent changes in the quality indicators of the student's learning results. If the student's desire for high evaluation of the training results is oriented towards internal motivation, it enables the quality indicator of this training to remain dynamic for a longer period of time.

REFERENCES (TRANSLATED AND TRANSLITERATED) / СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

- [1] A. A. Ağayev, *Təlim prosesi: ənənəvilik – müasirlik*. Bakı, Azərbaycan: Adiloğlu, 2006.
- [2] A. M. Abbasov, İ. A. Cavadov, *Kurikulum islahatı: tədqiqatlar, nəticələr*. Bakı, Azərbaycan: Mürtəcim, 2011.
- [3] E. B. Bəylərov, «Sərbəst qiymətləndirmə», *Kurikulum*, No 1, səh. 66–74, 2012.
- [4] E. B. Bəylərov, «Şagird nailiyyətlərinin qiymətləndirilməsinə yeni yanaşmalar üzrə kurikulum», *Kurikulum*, № 2, səh. 50–59, 2011.
- [5] A. Əhmədov, T. Şərifov, A. Abbasov, «Şagird nailiyyətlərinin qiymətləndirilməsi», *Kurikulum*, No 1, s. 10–18, 2008.
- [6] A. A. Əlizadə, *Müasir Azərbaycan məktəbinin psixoloji problemləri*. Bakı,

- Azərbaycan: Pedaqogika, 2004.
- [7] H. A. Əlizadə, R. Mahmudova, G. Abbasova, *Təhsilin sosial pedaqoji məsələləri*. Bakı, Azərbaycan: Turan evi nəşriyyatı, 2008.
- [8] A. O. Mehrabov, *Azərbaycan istehsalının müasir problemləri*. Bakı, Azərbaycan: Tərcüməçi, 2007.
- [9] T. İ. Hacıyeva, «Azərbaycan Respublikasının ümumi təhsil sistemində qiymətləndirmə konsepsiyası haqqında», *Kurikulum*, № 2, səh. 3, 2009.
- [10] Z. Veysova, *Aktiv interaktiv təlim*. Bakı, Azərbaycan: Qarağac, 2008.

ОЦІНЮВАННЯ ЯК ПОКАЗНИК ЯКОСТІ ОСВІТИ

Гулієва Лейла Гендживан кизи,
аспірант програми доктора філософії
освітнього інституту Азербайджанської Республіки;
викладач Бакинського славистичного університету.
Баку, Азербайджан.

 <https://orcid.org/0009-0003-8890-7482>
leyla.gencivan@gmail.com

Анотація. У статті йдеться про інновації та оцінювання в системі освіти. Навчальний час вважається важливим для того, щоб оцінити інтерпретацію науки учнем і відстежити розвиток або занепад кожного учня впродовж періоду навчання. Це один із найважливіших факторів. В азербайджанській системі освіти оцінювання визначається як 10, і процес оцінювання здійснюється на основі стандартів, встановлених для кожної галузі. Ми також можемо відзначити це як результат взаємної співпраці вчителя та учня. Кожна наука має свій власний стандарт, вимоги, з якими вона стикається, і кінцевий результат. Незважаючи на те, що цей матеріал записаний як оцінка поета, він може вплинути на оцінку поета, коли ми взаємодіємо з іншими митцями в статті. Знання мови зараз на першому місці в країні для кожного громадянина. Який метод навчання використовує учень для отримання доступу до знань з іноземної мови, а який – викладач, і взагалі, як учень оцінює свої знання? Наскільки оцінка об'єктивно відповідає стандартам? У статті розглянуто психологічні аспекти впливу цінності школи, яка є показником досягнень учнів. Показано, що оцінка є одним із факторів, який безпосередньо впливає на мотивацію учнів до навчання. З іншого боку, середня шкільна цінність учнів більше орієнтована на зовнішню мотивацію. Це зумовлює часту зміну

показників якості результатів навчання. Якщо прагнення до високої оцінки наукових результатів поетом буде зорієнтоване на внутрішню мотивацію, то це дозволить якісному показнику науки довше залишатися динамічним.

Ключові слова: оцінювання; студент; викладач; навчання; якість.

REFERENCES (TRANSLATED AND TRANSLITERATED)

- [1] A. A. Agayev, Training process: traditionality – modernity. Baku, Azerbaijan: Adiloglu, 2006.
- [2] A. M. Abbasov, I. A. Javadov, Curriculum reform: studies, results. Baku, Azerbaijan: Murtacim, 2011.
- [3] E. B. Beylarov, "Free evaluation", Curriculum, No. 1, p. 66–74, 2012.
- [4] E. B. Beylarov, "Curriculum on new approaches to the evaluation of student achievements", Curriculum, No. 2, p. 50–59, 2011.
- [5] A. Ahmadov, T. Sharifov, A. Abbasov, "Assessment of student achievements", Curriculum, No. 1, p. 10–18, 2008.
- [6] A. A. Alizadeh, Psychological problems of modern Azerbaijani school. Baku, Azerbaijan: Pedagogika, 2004.
- [7] H. A. Alizade, R. Mahmudova, G. Abbasova, Social and pedagogical issues of education. Baku, Azerbaijan: Turan evi publishing house, 2008.
- [8] A. O. Mehrabov, Modern problems of Azerbaijani production. Baku, Azerbaijan: Translator, 2007.
- [9] T. I. Hajiyeva, "On the concept of assessment in the general education system of the Republic of Azerbaijan", Curriculum, No. 2, p. 3, 2009.
- [10] Z. Veysova, Active interactive training. Baku, Azerbaijan: Karagac, 2008.

*Стаття надійшла до редакції
18 вересня 2023 року*