

## **Annotation**

**to the dissertation of Raissa Kudaibergenovna Izmagambetova for the degree of Doctor of Philosophy (PhD) in the specialty 8D013-Training of teachers without subject specialization (6D010200-pedagogy and methodology of primary education) on the topic "Formation of evaluative independence of primary school students based on the criterion system"**

**Research topic:** formation of evaluative independence of primary school students on the basis of a criterion system.

The purpose of the study: to develop a methodology and theoretical and methodological justification for the formation of evaluative independence of primary school students on the basis of a criterion system, to test its effectiveness in the course of experimental work, to give scientifically sound recommendations.

### **Research objectives:**

- to analyze the genesis of the criterion system of assessing the independence of elementary school students;
- to define the essence and structure of the concepts of "assessment", "criteria system", "criteria evaluation system" and "evaluation independence";
- to determine the psychological and pedagogical foundations of criterion assessment in the formation of evaluative independence of younger schoolchildren;
- to develop a structural and content model of the formation of the evaluation independence of younger schoolchildren based on the criteria system;
- to develop a methodology for preparing younger schoolchildren for the formation of evaluative independence on the basis of a criterion system and to test its effectiveness with the help of experimental experience.

Research methods:

- theoretical methods: analysis, generalization, content analysis of scientific and theoretical literature, structuring, association, generalization, comparison, specification, design of results;
- empirical methods: thought experiment, questionnaire, observation, diagnostics, pedagogical experiment, mathematical and statistical processing of the results, monitoring, examination.

**The main provisions submitted for defense (proven scientific assumptions and other conclusions that are new knowledge):**

1. The genesis of the criterion system of evaluative independence as a dynamic process is based on a clear comparison of the quality of knowledge and improvement of students' learning outcomes, the ability to self-identify in solving contradictions that contribute to personality development, the ability to draw mental conclusions, distinguish educational achievements and shortcomings in self-realization, increase self-confidence, move forward, the ability to independently evaluate oneself. The theoretical basis of our research work consists of ideas and conclusions in the analysis of the genesis of the formation of their evaluative independence on the basis of a criterion system in response to criteria corresponding to the goals and content of the processes of occupation and learning known to students in advance.

2. Since the essence of the concepts "evaluation", "criterion system", "criterion evaluation system" is determined on the basis of theoretical analysis, and its structure

is based on formative and summative evaluation, in the first concept formative evaluation is considered as analytical, and summative evaluation as holistic, i.e. evaluation in a short time and evaluation in general. Formative assessment contributes to the progress of students in the educational process in accordance with the learning objectives, the development of academic achievements, and summative assessment is a process organized in accordance with the curriculum and plan. The theoretical basis of our research work is the psychologically and pedagogically concretized meaning of the concepts "assessment", "criterion system", "criterion evaluation system" and its nature.

3. In the psychological and pedagogical foundations of the formation of evaluative independence of younger schoolchildren, self-control and evaluation as a central structural component of educational activity affects the formation of self-control and self-esteem of a student. Control is a procedure for receiving feedback and information about activities and their results, evaluation is the process of correlating the results of educational activities with goals. The success of training will have not only a pedagogical basis, but also a basis on which the psychological mechanisms of personality will be based. The definition of the concept of formation of evaluative independence of younger schoolchildren is given.

4. The following are taken as theoretical aspects of the structural and content model of the formation of evaluative independence of younger schoolchildren on the basis of the criterion system: reverse design, the theory of socially constructive learning, the zone of proximal development, the theory of scaffolding, the theory of formative assessment, the theory of complete assimilation of knowledge, the theoretical foundations of speech activity. The model is considered in the unity of motivational, educational-cognitive, reflexive-evaluative components, which defines methodological positions, principles, main criteria and indicators characterizing the content of the formation process, the degree of formation of evaluative independence in the system of criteria assessment and the corresponding levels.

5. Ensuring the formation of the evaluative independence of primary school students on the basis of the criterion system is carried out by introducing into the practice of primary classes a complex consisting of an educational and methodological seminar for teachers "the criterion system of evaluative independence of younger schoolchildren" and a methodological manual "Collection of tasks for the criterion system of evaluation of knowledge of the world and natural science".

Description of the main results of the study:

- the analysis of the genesis of the criterion system of evaluation independence of primary school children is carried out;

- pedagogically and methodologically the problem of formation of personal assessment of younger schoolchildren on the basis of the criterion system is substantiated;

- the essence and characteristics of the independent evaluation of the results of the educational activities of younger schoolchildren in the educational process on the basis of the criteria system are given;

- a structural and content model of the formation of the evaluation independence of younger schoolchildren based on the criteria system has been developed, criteria and indicators have been defined;

- a methodology has been developed for the formation of the evaluation independence of younger schoolchildren on the basis of a criterion system, the effectiveness of which has been tested by experimental work and scientifically based recommendations have been prepared.

**Justification of the novelty and significance of the results obtained:**

*Result 1 is new.* The analysis of the genesis of the criterion system of evaluation independence is carried out.

*Result 2 is new.* Pedagogically and methodologically, the problem of the formation of personal assessment of younger schoolchildren on the basis of a criterion system is substantiated.

*Result 3 is new.* The essence and characteristics of the independent evaluation of the results of the educational activities of younger schoolchildren in the educational process on the basis of the criteria system are given.

*Result 4 is new.* A structural and content model of the formation of the evaluation independence of younger schoolchildren on the basis of a criterion system has been developed, criteria and indicators have been defined.

*Result 5 is new.* The methodology of formation of the evaluation independence of younger schoolchildren based on the criterion system, the effectiveness of which has been tested by experimental work and scientifically based recommendations have been prepared.

Compliance with the directions of science development or state programs: the National Development Plan of the Republic of Kazakhstan until 2025, which is the basis of state regulatory documents for the development of education in the country, states: the system of criteria assessment at school will be improved. Work will continue to improve the objectivity of internal assessment of students (formative and final grades, scores). Changes in curricula require a systematic revision of evaluation tools in accordance with the expected results of the state mandatory standard of education.

The manual on criteria assessment for regional and school coordinators presents: terms and definitions of the assessment system, practical recommendations for managing, organizing, planning the process of formative and summative assessment of students' educational achievements to help the coordinators.

The manual on criteria assessment for primary school teachers is a document that reflects methods, approaches to the mechanisms of quarterly, annual assessment and practical recommendations to help teachers, future primary school teachers in planning, organizing the processes of formative, summative assessment and educational achievements of students.

Description of the doctoral student's contribution to the preparation of each publication: 18 articles have been published on the content of the research work.

**Of these, 2 are in the publication included in the Scopus database:**

1. "Formation of self-esteem in younger schoolchildren on the basis of a criterion assessment." The journal "Education and Science". Volume 23, No. 7. 2021 UDC 373.1 DOI: 10.17853/1994-5639-2021 -7-147-169 ( Co - authored: Amirova A. 10%, ~~Sadykova A.~~ 10%, Sadykova M. 10%).

2. "The problem of assessing primary school students in the process of online education" //Cyprus Journal of Educational Sciences, 2022, 17(1), pp. 255-267

<https://orcid.org/0000-0002-8016-7526> (Co-authored: Nabuova R. 10%, Medeubaeva K. 10%, Baynazarova T. 10%, Karsybaeva R. 10%).

**2 articles published in publications recommended by the Committee for control in the field of education and science:**

1. Izmagambetova R.K. The effectiveness of the criterion assessment system in assessing the educational achievements of younger schoolchildren. //Khabarshy-Bulletin-Bulletin. Series "Pedagogical Sciences" No. 4 (76), Almaty 2018 "Women's University" - pp. 131-135 (Contribution of a doctoral student in writing an article – 100%);

2. Izmagambetova R.K. Formation of self-esteem of younger schoolchildren on the basis of criterion assessment. // Khabarshy-Bulletin-Bulletin. Series "Pedagogical Sciences" No. 2 (84), Almaty 2022 (Contribution of a doctoral student in writing an article – 80%. Co-author: A.S.Amirova 20%);

**14 articles have been published in the materials of foreign and domestic international conferences:**

1. Izmagambetova R.K. Innovations in education: essence and social aspects //Bulletin-Bulletin-Bulletin. Series "Special pedagogy" No. 1 (52), Abai KazNPU, Almaty 2018, P. 131-135.

2. Izmagambetova R.K. Formation of educational and cognitive competence of younger schoolchildren on the basis of criteria assessment. // Scientific and Practical journal No. 1(9)•2022 ISSN: 2686-9152 Omsk, Russia RSCI (Contribution of a doctoral student in writing an article – 90%, Co-author: R.A.Nabuova – 10%);

3. Izmagambetova R.K. Efficiency of using methods of formative assessment in secondary schools of Kazakhstan // Scientific and practical journal №. 1(9)•2022 ISSN: 2686-9152 Omsk, Russia RSCI (Contribution of a doctoral student in writing an article – 80%, Co-author: A.S.Amirova 20%);

4. Izmagambetova R.K. Formation of self-esteem skills of younger schoolchildren. // Scientific and Practical journal No. 1(9)•2022 ISSN: 2686-9152 Omsk, Russia RSCI (Contribution of a doctoral student in writing an article – 80%, Co-author: R.A.Nabuova 20%);

5. Izmagambetova R.K. Quality Assessment of Primary Education in Kazakhstan. //International conference "XI Orazbaevskie readings". KazNU named after Al-Farabi. April 26-27 , 2019 (The contribution of a doctoral student in writing an article is 100%);

6. Izmagambetova R.K. Improving the quality of education of primary school students through a system of criteria assessment / / Materials of the international online conference "Modern preschool education: transformation, vectors of development" on November 24, 2021 (Contribution of a doctoral student in writing an article - 100%).

7. Izmagambetova R.K. Updated education: theoretical aspects of formative assessment in the regulation of the educational process.// Materials of the international online conference "Modern preschool education: transformation, vectors of development " on November 24, 2021 (The contribution of a doctoral student in writing an article is 100%).

8. Izmagambetova R.K. Improvement of cognitive, inquisitive abilities of younger schoolchildren with disabilities in the lessons of labor training.// Materials of the international online conference "Modern preschool education: transformation, vectors of development" on November 24, 2021 (Contribution of a doctoral student in writing an article - 80%. Co-authors: M.Mustafa – 10% B.Serikkanova

9. Izmagambetova R.K. Educational significance and specifics of extracurricular work.// Materials of the international online conference "Modern preschool education: transformation, vectors of development " on November 24, 2021 (Contribution of a doctoral student in writing an article - 80% A.Kos  
Co-authors: A.E.Kenzhebai – 10%, D.K.Duysembekova– 10%)

10. Izmagambetova R.K. Conducting local history work on environmental education of primary school teachers. Scientific observer, Scientific and analytical journal No. 3 (135) / 2022. pp.42-49. (The contribution of the doctoral student in writing the article is 80%, Co-author: N.N.Shakhanova 20%);

12. Izmagambetova R.K. The role of reflection in the professional development of a teacher.//8th International scientific researcher conference held on April 15-17, 2022, Turkey, Adana. (The contribution of a doctoral student in writing an article is 90%. Co-author: R.A.Nabuova – 10%)

13. Izmagambetova R.K. Formation of self-esteem skills of younger schoolchildren during the subject cognition of the world. //8th International scientific researcher conference held on April 15-17, 2022, Turkey, Adana. (The contribution of a doctoral student in writing an article is 90%. Co-author: S.T.Askarova- 10%)

14. Izmagambetova R.K. Formation of research skills of younger schoolchildren through practice in natural science lessons.//8th International scientific researcher conference held on April 15-17, 2022, Turkey, Adana. (The contribution of a doctoral student in writing an article is 90%. Co-author: D.S.Ayazbaeva - 10%)

These publications are works performed by a doctoral student mainly individually, in accordance with the results obtained, depending on the content of the dissertation.