

Set of psychological and pedagogical conditions of proper self-assessment formation at a primary school age

Conjunto de condições psicológicas e pedagógicas de formação adequada da autoavaliação em idade escolar primária

Emma Viktorovna Vitushkina¹
Natalia Alexandrovna Kozko²

ABSTRACT

In recent decades the issue of self-assessment formation in teaching primary school students has been one of the most urgent problems of education as contemporary society is interested in initiative, responsible and extraordinary personalities who know themselves, their abilities and needs, who are resistant to stress and hardship, who strive for self-understanding and self-development. The article highlights the topicality of the stated issue, presents structural components of the key concept (self-assessment), its development in childhood. The paper presents a set of pedagogical conditions aimed at implementation of the set task. The methods of primary school students self-assessment formation are presented structurally and consistently, specific examples and stages of work in this direction are given. Every pedagogical condition of self-assessment formation in primary school is supported by description of various types of interaction while studying and also by its focus on personal growth of students which nowadays is one of the strategic objectives of modern education.

Key words: Self-assessment. Primary school students. Self-discovery. Personal results.

RESUMO

Nas últimas décadas, a questão da formação da autoavaliação na docência dos alunos da escola de nível fundamental tem sido um dos problemas mais urgentes da educação, visto que a sociedade contemporânea está interessada em personalidades de iniciativa, responsáveis e extraordinárias, que conheçam a si mesmas, as suas capacidades e necessidades, que resistam a stress e dificuldades, que se esforcem para a autocompreensão e autodesenvolvimento. O artigo destaca a atualidade da questão enunciada, apresenta componentes estruturais do conceito-chave (autoavaliação), seu desenvolvimento na infância. O artigo apresenta um conjunto de condições pedagógicas destinadas à implementação da tarefa definida. Os métodos de formação de autoavaliação de alunos do nível fundamental são apresentados de forma estrutural e consistente. Além disso, são apresentados exemplos específicos e etapas de trabalho nessa direção. Toda condição pedagógica da formação da autoavaliação na escola primária é sustentada pela descrição dos vários tipos de interação durante o estudo e também pelo foco no crescimento pessoal dos alunos que hoje é um dos objetivos estratégicos da educação moderna.

Palavras-chave: Autoavaliação. Alunos do nível fundamental. Autodescoberta. Resultados pessoais.

¹ Candidate of Pedagogy; primary school teacher at “Comprehensive school №5 majoring in mathematics. E-mail: e.vitushkina@gmail.com.

² Candidate of Philology, lecturer at “Nosov Magnitogorsk State Technical University”. Orcid: <https://orcid.org/0000-0001-8120-5347>. E-mail: kozko_natalia@mail.ru.

Recently Russian society, as well as school, being one of its social institutions has undergone significant changes. The most important characteristic of contemporary Russian education is its focus on teaching schoolchildren not only to adapt to new conditions of life but also to actively cope with situations of social changes. The solution to this problem is directly linked with how adequate children's ideas of themselves are, what emphasis is given to their own actions, acts and manifestations. The educational paradigm has completely changed in the contemporary world. Personal growth of a child, their self-development, formation of proper self-assessment is becoming basic and fundamental guidelines of the contemporary education.

In the Dictionary of the Russian language self-assessment is defined as the assessment of oneself, one's own merits and drawbacks (Ozhegov, 1973), in the Psychological Dictionary it is defined as value or importance a person gives themselves in general, taking into account their personal characteristics, activity and its results and also their behavior (Big Dictionary of Psychology, 2009).

The structure of self-assessment includes cognitive, emotional components (Zaharova, 1989; Lisina, 1997; Rean, 2002; and others) and also behavioral one (Kon, 2000 and others).

Mental operations of identification of oneself with other members of society, comparison between one's own characteristics with inner standards or results of performance of others, analysis of difference of these two values compose the core of the cognitive component of self-assessment. The emotional component is manifested in the attitude of an individual to themselves and is linked with the degree of satisfaction with their actions, results of the set objectives achievement. The behavioral component of self-assessment manifests itself in the interaction of a person with people around, criticality, demand of oneself, attitude to one's successes and failures.

The proper self-assessment of a person acts as some instrument or a springboard to achieve success in some sphere. Self-assessment determines a person's level of activity; encourages a person to mobilize energy, to build life

strategies and relationship with the external and internal world; acts as psychological protection of a person. Thus, proper self-assessment is a crucial condition for a personal growth.

The designed set of pedagogical conditions of self-assessment formation of primary school pupils in the educational process significantly increases the effectiveness of the objective set above. When analyzing declared pedagogical conditions as a complex and multifaceted phenomenon it is worth noting that only their complex application can give a positive effect and ensure the desirable result – to form self-assessment of primary school students during the educational process. Implementation of the set of pedagogical conditions is necessary in the following systems of interaction: “teacher-student”, “teacher- parent”, “student-student”.

The first pedagogical condition ensures the involvement of schoolchildren in the process of self-discovery aimed at the formation of conscious self-assessing activity motivation.

The implementation of this pedagogical condition contributes to the achievement of the following personal results of education: formation of willingness and ability to develop oneself, independence and personal responsibility for one’s actions; capability to make decisions aimed at improving social environment, understanding the reasons for learning and self-development and also formation of personal motivation for the learning activity, success in learning, communication and cooperation.

To meet the requirements of academic activity means that primary school students have a system of knowledge about themselves acquired as a result of self-discovery. Self-discovery allows children to estimate their achievements and personal characteristics rather appropriately. Self-image and perception of signs of approval, encouragement or signs of failure from other people become a real incentive, a driving force of objective self-assessment development of a personality and are the main controversy of its formation. Self-discovery, its cognitive constituent comes from cognition of the world around, its reality, cognition of others, direct communication and interaction with others. This is

how the mechanism of self-assessment formation in a personality can be introduced structurally and meaningfully.

Notions of primary school students about themselves are situational and unstable (Zakharova, 1989); self-assessment tends to dominate the general positive attitude to oneself that doesn't allow to treat oneself properly. Overcoming inadequacy, poor differentiation and unstable self-assessment of primary school students becomes possible in the course of deliberate self-discovery.

To develop the desire for self-discovery in primary school children that will ensure the formation of conscious motivation for a self-assessed activity, we encourage their interest and desire to learn by discovering who they are; shape the skill to identify in oneself such personal characteristics that encourage further personal growth; guide children to construct a course of their development; develop the ability to analyze and give an account of one's own achievements and failures to correct further actions. For the effective formation of self-knowledge in primary school students, the following things are crucial: consistent implementation of formal forms of communication between an adult and a child aimed at the semantical analysis of a student's activity and its results; the systematic record keeping of personal achievements, self-assessment sheets, the décor and the constant Portfolio update, usage of games, training sessions on development, self-discovery, exhibitions, conducting open lessons and reflexive essays to demonstrate the students' ability to assess their academic and personal achievements.

In the system of interaction "teacher-student" the following techniques are used.

A situation of success creation is a significant condition that motivates student for any activity. At every lesson there are children who help the teacher to come to a new concept, really advance the lesson; they help intellectually, creatively, emotionally and even physically. The names of such children are written on Board of Assistants that acts as Board of Honor where the students' names are kept the whole day. The use of this method allows the child to realize what characteristics are necessary to become a successful student; to see how these qualities are manifested in themselves and in other children.

At primary school age a cognitive sphere is activated. It is motivated and expanded with the help of research activity. When organizing some research, search and creative skills of students are developed. As part of such work we use different forms of written fixation of creative and intellectual discoveries (instant recording on the board of an interesting opinion, model, scheme, question and so on) on Board of Discoveries with the authorship. In some cases it took several lessons to consider the discovery. During such work we consider it necessary to demonstrate the original character of a child's activity. A particular attention is paid to students whose opinion made the whole class think but at the same time was wrong. It is vital for them to become also winners, not losers. That's why we think it necessary to support the activity of such students with the following words "You helped us very much ...", "Your mistake helped out the whole class" and others. Since the first days of schooling we develop the tradition to support the author of the right solution / decision with the classmates' applause.

While implementing this technique we use "The Notebook of My Discoveries" where children put down rules, ways to solve tasks, models, references, algorithms of certain activities execution and other things. At the initial stage of learning (1-3 grade) this work is carried out under a teacher's supervision. In the fourth grade the material is presented by the "discoverer" on Board of Discoveries. The students are offered to choose a convenient form for individual perception where they enter the content of the problem (model, table, words and others). Besides it is important to draw attention to an opportunity to fix the contents of the material in various forms. In some cases students are offered to demonstrate different ways, noting the most successful ones based on different criteria (brevity, singularity, accuracy, completeness and others). It allows to create a situation of success for every participant of the scientific "discovery". This method allows to form subjectivity and originality of thinking: an ability to give arguments to support your point of view in a context of public recognition.

To accumulate ideas about ourselves we aspire to organize the activity when a child will keep track of their achievements basing on various criteria. For this reason students are offered tasks which are necessary to fulfill during a set

amount of time (a method called “Work within time limit”). For instance, while playing a game “Notch”, tasks on addition (subtraction, division, multiplication and others) are written on the board; they are divided by a horizontal line into two parts. The first part of tasks is for a necessary pace of work, the second one is for a fast pace of work. At the initial stage the task is hidden for students and it is revealed by the teacher’s signal. To fulfill the task the students are given, for instance, three minutes. When the given time is up, the numerical expressions are hidden again. The assessment of the results is carried out on the basis of two criteria: the pace of work and the correctness of arithmetic performance. After the work the reasons for success / failure are often discussed.

In the system of interaction “student-student” the first pedagogical condition is implemented with the help of games-exercises that allow students to learn what people around being significant partners of interaction think about them, “What do I know about myself and about you?”, “Five words about oneself”, “Neighbor on the right, neighbor on the left” and others. For example, in the game “Neighbor on the right, neighbor on the left” we offer students to name the greatest positive characteristic of their neighbor which is manifested in learning, friendship, communication with teachers and classmates.

Within the joint activity of a teacher and parents and with the aim of involving students into the process of self-discovery we organize *Workshop for parents*. Parents are offered, using different materials and techniques, to draw “My child’s portrait”, create a collage “My child and I” and do other things. The result of such work is exhibitions of parents’ works. This raises a huge emotional feedback from children, allows them to feel parents’ attention, learn which of their qualities parents distinguish.

The usage of methods aimed at implementation of the first pedagogical condition in the educational process allows us to ensure the development of the cognitive sphere of self-consciousness, transition from external motives to internal ones and confirms a child’s growing need for self-discovery and for an aspiration to have a more credible idea of oneself.

The second pedagogical condition is step by step involvement of students in self-assessing and reflexive activity.

The implementation of this pedagogical condition contributes to the achievement of the following personal results of education: formation of a students' ability to analyze curricular and extracurricular activities and also of a possibility to assess one's own achievements based on success criteria.

It's worth noting that in order to form students' experience of self-assessing and reflexive activity, their actions must be rated. The process of rating is represented in the form of a fully expressed reasoning where we give reasons for the mark or in a short form where we just give the mark. Carrying out assessment activities we contribute to the development of ideas about one's own achievements and difficulties in primary school students. Because of it we step by step develop abilities to distinguish the criteria of assessment, to control and correct the drawbacks found, to express one's own point of view while evaluating peers.

In value judgments it is necessary to explain positive and negative aspects of the student's answer (work), to mark presence or absence of development, to give recommendations and only then, drawing a conclusion, to give a mark. It makes the assessment absolutely clear and transparent; it highlights not only the knowledge demonstrated by students, but also their efforts and attempts, methods of work rationality, motivation in learning and other things. Stressing positive aspects of a child's work is a necessary component of such kind of assessment and encourages the emotional component and self-assessment.

The self-evaluation and reflexive activity was developed with the help of the following: formulation of absolutely specific graded self-assessment; comparison of their own achievements by a child; giving a child a chance to make a great number of choices, that differ in a mode of action, a type of interaction, developing conditions to realize and compare grades and other things.

Step by step involvement of students in the self-assessing and reflexive activity implies development of the ability to rate every action of a person. For this purpose when assessing academic results of students from the very beginning of the 1st form we use "Success lines" (the system of developmental

education by D.B. Elkonin – V.V. Dadidov). To do it some criteria that can be used to rate any actions or objects (how correctly the task was solved, precision, the level of difficulty, interest and so on) are determined. Students are offered to place a mark (X) on the line at a definite height judging by the given criteria and according to the result of the work.

Since the second grade the procedure of assessing written papers becomes more complicated. Before the beginning of work students under a teacher's supervision are offered to establish criteria according to which their work will be assessed, name what skills are necessary to fulfill a particular task. Later (3rd – 4th grades) while assessing test papers students are offered to write down the assessment criteria in the form of models or schemes, then rate every criteria with +, - or a definite grade. As a result every student gets a clear idea of their achievements.

The usage of this method allows any student to see their own successes; contributes to the formation of graded self-assessment; allows every child to develop reflection of their own achievements; plan corrective work.

One of the main methods that provides the implementation of the second pedagogical condition is introduction of the Algorithm of self-assessment. Before introducing the algorithm we do some preparatory work – so to say “test” all steps the Algorithm of self-assessment. In this case every student immerses themselves in the process of self-assessment and becomes its active participant. We work out the Algorithm of self-assessment together with the students.

The Algorithm of self-assessment: determine the objectives of the task; what was necessary to do to achieve the result; if the result is achieved; determine the reason for success / failure; guess options for correction work; determine which skills you need to master to get a better result. The Algorithm of self-assessment is formulated during several lessons, step by step. The work is carried out in such a way that every next step of the algorithm is added to the previous one. Then the stated algorithm is kept at a demonstration site. After the students have carried out the algorithm of self-assessment, we draw their attention to the stage or action that the student managed to fulfill most successfully no matter whether the result was fully or partly achieved, we create a situation of success.

This work helps develop self-awareness of a child, form reflection, get rid of the increasing level of anxiety as a child realizes the reason for success / failure.

Work on self-assessment is organized in such a way that after it is finished students indicate the reasons for their success / failure. The reasons are divided into two groups: psychological (attention / inattention, good memory / forgetfulness, focus / distraction, calmness / anxiety and others) and cognitive (guessed how to do the activity / didn't know how to do it, know how to / can't fulfill a particular activity and others). Such work allows students to realize reasons for their progress or recession.

It is reasonable to use the method "Reflexive essay" at the beginning or at the end of the academic year. At the initial stage different wording is used to help develop a child's idea. The thematic range of reflexive essays is formulated as a statement, a question or an exclamation: "Who is a successful student?", "Am I a successful student?", "What does friendship mean to me?" "How will I raise my children?" and others.

For example, after conducting a discussion on the topic "Who are grown-ups?" the students are offered to write a reflexive essay on the given topic as a wrap-up of their own reflections. When discussing the topic "Am I grown-up?" the students are offered the following auxiliary phrases: I consider myself to be ... , because ... , it is still difficult to me ... , I already can ... , I am able... , I can't ... , I would like to ... , to achieve it it is necessary for me ... and others. Such work allows not only to progress self-consciousness of every student to a more qualitative level but also to decrease the level of anxiety. During such work a child realizes the personal problem and finds ways to solve it.

The use of the method "Solution and creation of tasks with "traps" encourages development of a students' ability to perceive information critically and to check its credibility. This method is actively used in the system of developmental education (D.B. Elkonin – V.V. Davidov). In this case "a trap" is a task that has no solution. Introduction of such tasks that have not enough conditions (with "a trap") serves two purposes: it deepens the children's understanding of the analyzed mode of action and acts as a

diagnostic tool permitting a teacher to assess the degree of understanding of the method applied. Having got permission to refuse to do the task for objective reasons, children find the ability to differentiate between known and unknown more often than without such permission (Zuckerman, 2001). Underdetermined tasks are one of the ways to discover that there can be several points of view, to learn to conduct a learning dialogue. When a child persistently distinguishes the underdetermined condition and remains unprovoked, it confirms that a child has the basics of learning. They can differentiate between known and unknown; determine what knowledge to solve a new task is missing. We recommend using this method at any stage of the lesson and including it in test papers. This method has some versions: the method of deliberate mistakes made by the teacher, creation of individual and collective tasks with “traps” that allow students to discover their creativity. On the whole this method and its versions lead to activation of mental processes, utmost concentration of attention, critical perception of facts and formation of academic self-assessment.

In the system of interaction “student-student” it is necessary to actively involve students in the process of creating criteria of assessment. In this case students themselves suggest criteria that can be used to grade their papers as well as their classmates’ ones. Participation in creating assessment criteria encourages development of a cognitive sphere of a child, their self-consciousness, readiness to openly express and defend their point of view. Consequently, all these actions lead to the development of independence and to taking responsibility for the achieved results.

In the educational process it is reasonable to offer students to distinguish criteria of assessment in three aspects: in the learning activity (knowledge, skills, and abilities). When doing particular activities by sample, “lines” of success (the 1st grade), graded scales (the 2nd – the 4th grade) are used; in children’s creative work questions, guesses and hypotheses are used. To assess creative work there are no graded scales. But there is a universal way to express gratitude – acknowledgement of authorship, exhibitions and others. As for personal

manifestation of a child we use mutual verbal and non-verbal assessment of personal characteristics in the process of interaction, communication, introduction and the presentation of Portfolio.

Development of reflexive self-assessment starts with formation of an ability to rate another person's activity. So, from the very beginning of learning the teacher's actions must be aimed at formation of mutual assessment skills in students. Students exchange their exercise books and rate each other's papers according to definite criteria. At the initial stage in the 1st grade while marking other students' papers, lines are used; from the 2nd grade assessment is done in grades. Experience has shown that it is difficult for first-grade schoolchildren to differentiate between results of work and personal characteristics that's why it is necessary to try to explain to every student that such an activity is aimed at assessment of results of particular training activities.

By the beginning of school education self-assessment of primary school students fully depends on assessment and behavior of adults, later their peers' assessment is added. One should understand how important it is for every child to master communication skills to take a stand and to accept a point of view of another person. Problematic dialogue and formation of a certain point of view "agree / disagree" contribute to it greatly. During such work students, having listened to the opponent's opinion, express their attitude to a particular question, using phrases like: "I don't agree with you because...", "I am not sure it is the right solution because..." and others.

The interactive system of learning is communication that, on the one hand, allows to master skills of group work, forms the culture of communication, tolerance and goodwill to another person. On the other hand, it contributes to the development or self-development of a person, broadening of their ideas about their personal characteristics, advantages and disadvantages, achievements and failures.

Problematic dialogue is used both during class work and group work – discussion of different views when parties come to a common opinion or admit that there are several views. Thus students find themselves in the situation of agreement / disagreement and use the following phrases: "I disagree with you

because...”, “Prove your point of view”, “Let’s look at it from a different point of view”, “If the conditions were different, how, in your opinion, could it influence the result or the course of events?” and others. This method allows to develop students’ communication skills, autonomy of thinking and responsibility.

The method «Tasks of different complexity» provides a student’s freedom of choice. Students are offered to solve tasks of different complexity. This method is implemented in different alternatives.

The first alternative. The work contains a basic and an advanced level. In this case the child definitely had to solve tasks of the basic level. The advanced level depended on the student’s choice.

The second alternative. The work contains a basic and an advanced level. Students together with the teacher determine the criteria of assessment of the basic and the advanced level of achievement. After the work is done, they choose the level of tasks they are going to solve.

The third alternative. The teacher offers a set of tasks. In this case students themselves determine which tasks they will refer to a basic level and which ones to an advanced one. The students have the right to refuse to have the tasks of the advanced level assessed.

The fourth alternative concerns homework. Children get basic and advanced homework. The latter is done only optionally, at a child’s will. At the same time these can be Olympic challenge or creative tasks. If such an alternative is used, at the next lesson some time should be spent to present and defend the results.

Implementation of this method motivates students to learn, teaches to make decisions, to assess one’s abilities and possibilities properly.

The method «The right for a mark» or «Refusal from a mark» is also based on the child’s freedom of choice. It is reasonable to include it in work from the 2nd grade. This method logically derives from the method «Tasks of different complexity». A student solving tasks of the advanced level has the right to refuse an unsatisfactory mark. Doing tasks that include new material is motivated by a good mark, praise or a situation of success.

A student has the right to get an additional mark in case they do (at their will) additional tasks and the right to refuse a mark that doesn't come up to their expectations. This method allows to implement the freedom of choice, teaches students to bear responsibility for their decision, helps to reduce a high level of stress.

The method "Work according to an individual plan (solution of chosen tasks)" is used at any lesson to solve particular tasks. Students are offered a set of tasks to master acquired skills. The given tasks are designed for classwork and homework. The student themselves create a hierarchy of tasks to be fulfilled in class, thus everybody designs their own homework. This method helps the child to express independence in making a decision and forms regulatory skills.

In the system "teacher-parent" the second pedagogical condition is implemented with the help of Parents' skill training. Peculiarities of training work encourage changes of relationship between parents and children; establishing and developing partnership and cooperation between parents and children; understanding emotions, feelings and interests of each other; creation of conditions providing changes of a person's attitude to their "self"; formation of proper self-assessment, acquiring self-confidence in children, building parents' confidence in their educational potential. Involvement of parents in such work leads to the development of their own reflexive abilities. During the training such things as mini lectures, role play, group work, aimed at acquisition of practical skills and discussion of particular cases can be used.

The third pedagogical condition implies integration of all subjects of the educational process: the teacher, students and parents in order to work out unified requirements for students' self-assessment formation.

This pedagogical condition works towards formation of respectful attitude to other people's opinion, history and culture of other peoples, encourages understanding of moral standards, social justice and freedom, development of the ability to adapt in the contemporary world that is characterized by a rapid development of information technologies, acquisition of skills to fulfill group work both with grown-ups and with peers, an ability to build productive relationship with people around and cope with conflict situations.

The implementation of the third condition is carried out with the help of methods that ensure active influence of subjects of the educational process (teachers, students, parents) on each other which allows primary school students to realize not only themselves and their actions but also to understand another subject, their desires and abilities, develops the behavioral component of a persons' self-assessment.

It is crucial to direct attention not only to the creation of the environment of personal development of primary school children but also to act as parents' ally and assistant in developing self-assessment of their child. Such an attitude of a teacher prompts parents' trust and confidence that together with the teacher they act as partners in the child's upbringing, complementing each other.

Interaction "teacher-student-parent" allows to solve a range of tasks. Firstly, during this interaction an active pedagogical stand of parents is formed. Secondly, parents acquire pedagogical knowledge and skills and get involved in a joint activity specially designed by the teacher.

Active interaction of a teacher, a student and a parent ensures qualitative system of cumulative assessment – A student's Portfolio. It is a collection of works and results of a student demonstrating their effort, progress, success and achievements in different spheres. The Portfolio is composed by students with the help of the teacher and the parents. The importance of this work must be explained not only to students but also to parents; the process of collecting and presenting the material is explained; attention is drawn to the fact that the Portfolio includes the results of academic, sports, cultural and other achievements of a student. Special attention is drawn to the idea that such work allows to reveal their child's strengths.

At the end of the academic year the students' most successful papers from the notebook of creative and reflexive papers which contains works of creative and reflexive character are included in the Portfolio: reproductions, creative dictations, essays on the given topic and reflexive essays.

We suppose it reasonable to make Portfolio (a file) for one academic year for a student, think of names of sections and their hierarchy. As a result by the end of the primary stage every student had 4 files (1-4 grades) which formed one general Portfolio of a student.

A logical continuation and culmination of this activity is a peculiar reporting event “A day of achievements” that unites students, teachers and parents. Getting ready for and holding the event proves that properly done work on completing and presenting the Portfolio allows every student to realize their individuality and feel their value.

When organizing scientific research and project work because of the participants’ age it is impossible to provide complete independence so this activity has the nature of joint collective creativity of the teacher, children and their parents. It allows to claim that scientific research and project work enable consolidation of all subjects of academic and extracurricular activities, allows students to learn how to organize and plan their own activity. Besides, integration of all intellectual operations of students can be observed: hypothesizing, selection, analysis and structuring the content of the material, observation, conclusion and others. While working on the research or the project a student has to create “communication support” promoting the result. Communication arose in different directions: student-parent, student-teacher, student-student(s), student-professional (a qualified person being an extra source of information).

During joint activities a student and their parent are busy looking for information, find the best solutions, and discuss problems. For example, family projects “Autumn Fantasies”, “In the World of Roman numbers” can be implemented in this way. They can result in creation of four autumn handiworks and a workbook of tasks for primary school students.

Such work motivates cognitive activity of a student, ensures acquisition of socially important experience, mastering communicative skills. Participation in social life contributes to the personal and social growth of a child, formation of various skills; has a positive influence on relationship between parents and children; brings the family together. At this age it is significant for a child to show the teacher and people around not only their achievements but also the achievements of the family. Involvement of parents creates a comfort zone for a student, forming and strengthening their self-confidence, awareness of self-worth, respect to oneself and parents.

The system of interaction “student-student”. As a rule, in the educational process only a teacher acts as a mediator between students. Primary school students learn nearby but not together, without interacting with each other thus feeling a real lack of interaction and communication. That is why we consider the way group work is organized important for the formation of self-assessment of a school child.

When organizing group work it is necessary to conduct a preparatory stage when students get involved in the discussion of the algorithm and rules of working in a group. Rules of group work are worked out: we respect opinion of other members of the group and opinion of other groups; while talking only a friendly voice and formal speech are acceptable; loud speaking interferes with work, you should speak in turn within the group; any misconception is better than an indifferent attitude to work.

Then training, test work is organized in groups, possible difficulties and problems are discussed. It is important to show students advantages of group work. After training exercises are done, reflection and introspection are conducted.

The functions of the group members are discussed by everybody: the leader distributes tasks among students, defines the order of speakers, draws attention to the proper attitude to each other, monitors the time; the rest of the participants of group work correctly express their points of view in turn, listen to the interlocutor attentively.

Thus, introduction of the first pedagogical condition in the primary school teacher’s work contributes to the implementation of the cognitive component of self-assessment; the second pedagogical condition enables the development of the emotional component of self-assessment; the third pedagogical condition provides resilience of all the components of self-assessment and brings the process of self-assessment formation in primary school students to the behavioral level. The implementation of pedagogical conditions with the help of methods and techniques is aimed at formation of proper self-assessment in primary school students, being a necessary value of a contemporary personality.

Conjunto de condiciones psicológicas y pedagógicas de la adecuada formación de la autoevaluación en la edad escolar primaria

RESUMEN

En las últimas décadas el tema de la formación de la autoevaluación en la docencia de los alumnos de primaria ha sido uno de los problemas más urgentes de la educación ya que a la sociedad contemporánea le interesan personalidades con iniciativa, responsables y extraordinarias, que se conozcan a sí mismas, sus capacidades y necesidades, que se resistan a el estrés y las dificultades, que luchan por la autocomprensión y el autodesarrollo. El artículo destaca la actualidad del tema planteado, presenta componentes estructurales del concepto clave (autoevaluación), su desarrollo en la infancia. El documento presenta un conjunto de condiciones pedagógicas destinadas a la implementación de la tarea establecida. Los métodos de formación de autoevaluación de los estudiantes de primaria se presentan de manera estructural y consistente, se dan ejemplos específicos y etapas de trabajo en esta dirección. Toda condición pedagógica de la formación de la autoevaluación en la escuela primaria está respaldada por la descripción de varios tipos de interacción durante el estudio y también por su enfoque en el crecimiento personal de los estudiantes, que hoy en día es uno de los objetivos estratégicos de la educación moderna.

Palabras clave: Autoevaluación. Estudiantes de escuela primaria. Autodescubrimiento. Resultados personales.

References

BIG DICTIONARY OF PSYCHOLOGY [BOLSHOY PSIHOLOGICHESKIY SLOVAR]. Editor B.G. Mescheryakov, V.P. Zinchenko. M: AST: AST MOSCOW; St. Petersburg: Prime-Eurosign, 2009.

VITUSHKINA, E. *Formation of self-assessment of primary school students as a factor of personal results in learning achievement*: dissertation ... of candidate of Pedagogy [Formirovaniya samootsenki mladshih shkolnikov kak faktor dostizhenia lichnostnih rezultatov obrazovaniya: dissertatsiya ... kandidata pedagogicheskikh nauk]. Chelyabinsk, 2015. URL:<http://www.dslib.net/obw-pedagogika/formirovanie-samoocenki-mladshih-shkolnikov-kak-faktor-dostizheniya-lichnostnyh.html>

ZAKHAROVA, A. *Genesis of self-assessment*: dissertation thesis... of doctor of Psychology [Genezis samootsenki: aforeferat dissertatsii doktora psihologicheskikh nauk]. Tula, 1989.

KON, I. *Problem of "Self" in psychology*. Psychology of consciousness [Problema "Ya" v psihologii. Psihologiya samosoznaniya]. Samara, 2000.

LISINA, M. *Communication, identity and mentality of a child* [Obschenie, lichnost i psihika rebenka]. Voronezh, 1997.

OZHEGOV, S. *Dictionary of the Russian language* [Slovar russkogo yazika]. Moscow: Soviet encyclopedia. 1973.

REAN, A. *Psychology of a person from birth till death* [Psihologiya cheloveka ot rozhdeniya do smerti]. Saint Petersburg, 2002.

ZUKERMAN, G. *Transition from primary to secondary school as a psychological problem* // Issues of psychology [Perehod iz nachalnoy shkoli v srednyuyu kak psihologicheskaya problema // Voprosi psihologii]. 2001. № 5. P.27-34.

Received in January 2022.

Approved in May of 2022.