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STIMULATION AND PEDAGOGIC ASSESSMENT

In modern teaching-learning process there are numerous difficult problems but among the key there stands the problem of stimulation which presupposes the ways how to influence students with the purpose to obtain the desired discipline the responsible behavior. With this aim it is necessary to consider the fact that in the teaching-learning process we pay due consideration to the discipline based not on fear that redeems students from self-confidence and generates dishonesty, but the discipline based on high consciousness and responsibility. In the particular sense, this is the core of main difficulties, research and pedagogic work as the teaching-learning process depends on effective stimulation.

The problem of application the methods of encouragement and punishment has been studied by various teachers and scientists, but it is obvious that the researches of these and other scientists are full of contradictory assertions with very generalized definitions of encouragement and punishment and the attempts to reveal them as "universal" educational methods to their full pedagogic meaning denial.

The reason of such a state is that in pedagogic science there is no accurate understanding and definition of the essence of encouragement and punishment as the teaching methods. As a result, some contradictory approaches in the theory have negative impact on these methods use in practice.

The encouragement method occupies the special place in the teaching-learning process in higher educational institutions. Encouragement is the way of expressing positive assessment of studying, behavior and activity of the particular person of the group. It facilitates the surge of energy, public recognition of efforts and achievements [3, c. 64].

Motive is a stimulating reason for people's actions and behavior. However, motives do not originate on their own. Basically, motives have particular inner (primary or natural) and secondary (material or moral) reasons that do not find their expression explicitly in the majority of cases. The explicit expression of these reasons is the interest.

There is a certain classification of motives for effective teaching-learning process:

- Motive of perception (constant desire to receive new skills),
- Motive of freedom (the need for self-determination, personal views, actions and judgments),
- Motive of convenience (the desire to have good and positive relations in the group and surrounding),
- Motive of recognition (formation of prestige),
- Motive of risk reduction (the need to feel confidently and securely),
- Motive of benefit (the desire to get leading positions in studies rating),
- Motive of self-realization (the need to achieve personal goals, disclosure of personal skills and talents),

- Motive of participation (the desire to assist, provide help and be useful in solving some educational problems) [4, c. 252].

Stimulating methods. There is organic interconnection between different teaching methods.

The methods of encouragement and punishment have been applied in pedagogic practice for a long time. The main methods aim at some innovations creations in the teaching and learning process. They are used when we need to strengthen positive motivation or reduce negative incentives. We should bear in mind that encouragement and punishment influence all the personality of students and are deeply experienced by them. That is the reason why it is required to take into consideration the peculiar features of student' characters. Shy and non-confident students especially need encouragement. Positive assessment of learning results, behavior and students' actions contribute to their moral and spiritual development as well. Encouragement aims at development. When the teacher distinguishes students' success, it contributes to their desire to learn and do more. That is why encouragement forms should be maximally dynamic and flexible. Encouragement rate stipulates the students to receive additional rights. It is necessary to bear in mind that it can lead to separate students' opposition to the rest of the group. That is why such encouragement should be applied with consideration of the group's public opinion and be the collective function. Meanwhile the teacher organizes teaching and learning process in such a way that will evoke the intention to be guided not by external stimulations but by high ideological and moral appeals.

Pedagogic assessment. The assessment itself is not either encouragement nor punishment, it is the yardstick of knowledge, but almost every teacher is not able to avoid using it as a stimulation means, so it should be done as good as possible. The assessment is considered pedagogically effective when it creates the intention for self-development, gaining new knowledge and skills, development of positive personal traits and socially useful forms of cultural behavior.

There are several kinds of pedagogic assessment that are divided into some determined types: subject, personal, material, moral, effective, procedural, quantitative, qualitative.

Subject assessments concern the action done by the student, but not his personality. In this case, the content, subject, process and results of activity are under consideration, but not the subject itself.

Personal pedagogic assessments vice versa concern the subject of activity, but not its attributes, they identify personal features of students reflected in their activity, their endeavor, skills, perceptions etc. In this case, the students are stimulated for educational process and for personal development through the assessment of their activity, and in the case of subject assessments– through the evaluation of how they are studying.

Material pedagogic assessments include different variants of material stimulation of students for success in educational and morale building work.

Moral pedagogic assessment includes praise or condemnation the characteristics of students' activities from the point of view of their responsibility to general moral norms.

Effective assessments concern the result of activity; they concentrate attention on it, not taking into account other educational attributes. In this case, final achievements assessed, but not the studying process itself.

Procedural pedagogic assessments vice versa concern the teaching and learning process itself, but not the result.

Quantitative assessments are associated with the progress or amount of work completed.

Qualitative assessments concern quality of studies, accuracy, diligence, endeavor and the like criteria of outperform.

Except for the mentioned types there are other stimulation ways as follows attention, approval, recognition, evaluation, support, reward, social role, prestige and status boost [2, c. 320].

Beneficial attention has always been among the most effective forms of motivation. The teacher pays special attention to the student who shows sincere interest and using this method, he stimulates him for further educational achievements. Such attention is often accompanied by praise and encouragement that stipulates motivational function.

Approval is determined as positive assessment of the students' activities. Under such approval we understand positive evaluation of students' actions, behavior, responsibility and achievements. It can be verbal and non-verbal or often combined assessment.

Recognition means the assignment of certain benefits of the person under assessment and his high mark; it shows the particular criterion of evaluation.

Evaluation includes the classification of development rate of the particular skill and the assessment of activities and results.

Support as a stimulation type appears in the way the teacher approves certain actions of the students, he stimulates him for their repetition and successful result. It is often employed in the cases when a student needs help from outside.

Under the term reward, we should understand the way of material support or assessment. It is a stimulus for further activity in the case of valid estimate when it corresponds to effort expended and the result achieved.

Methods aimed at creating the sense of responsibility formation. The teaching-learning process is based not only on motives of cognitive interest but on the other motives as well, among which the most important are the motives of duty and responsibility. They allow students to overcome difficulties in studies, to feel joy and gladness thanks to the success achieved. These motives form on the grounds of application of the following methods: putting forward demands, teaching to meet requirements, encouraging for successful and diligent performance of duties, in-process monitoring of meeting educational requirements and when required pointing out the mistakes, disapproval aimed at responsible attitude formation [1, c. 421].

References:

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