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Студент(ка) 4 -го курсу

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Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

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Особливості оцінювання молодших школярів
Рівень вищої освіти: бакалавр

Виконавець: студент(ка)IV-го курсу

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014 Середня освіта (англійська мова і література)

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Зміст

Introduction

In the realm of education, assessing the learning progress of young learners stands as a pivotal endeavor, shaping their educational trajectory and fostering their academic growth. However, this task is far from straightforward, as it involves navigating through a many of complexities inherent to the developmental stage of childhood.

The importance of understanding the peculiarities of assessing young learners cannot be overstated, given its profound impact on their educational journey and overall development. In Ukraine, as in many countries worldwide, addressing the peculiarities of assessing young learners is of paramount importance in today's educational landscape. Understanding the unique characteristics of young learners is essential for providing them with a solid educational foundation. Ukrainian educators recognize that assessing young learners involves more than just measuring academic achievements; it encompasses holistic development, including cognitive, social, emotional, and physical aspects. By acknowledging these multifaceted needs, educators can implement assessment strategies that support young learners' growth across all domains. In the context of the NUS, which promotes individualized approaches to education, assessments must be tailored to meet the diverse needs and abilities of each student. This requires educators to employ a variety of assessment methods, such as observations, informal assessments, and performance-based tasks, to gain a comprehensive understanding of young learners' progress and challenges. Furthermore, the rapid advancement of technology has changed assessment methods, offering innovative tools and platforms to assess young learners. Digital assessments, adaptive learning software, and educational apps provide educators with valuable insights into students' learning while promoting engagement and motivation. The NUS places a strong emphasis on developing essential competencies such as critical thinking, communication, collaboration, and creativity. Assessments that focus on these competencies not only provide a more accurate reflection of young learners' capabilities but also prepare them for success in the 21st-century workforce. Especially important today is the study of the topic of evaluation due to the events taking place in the country and in the world. This refers to the COVID-19 pandemic, which began 4 years ago, as well as the war in Ukraine, which has already been going on for more than two years. Students spent most of the time in distance learning. It was necessary to adapt to new realities and adjust the assessment to the circumstances. The importance of flexible and adaptable assessment practices for young learners has become even more apparent. With disruptions to traditional classroom learning, educators in Ukraine have had to explore alternative assessment methods to ensure continuity in education. The NUS's emphasis on

innovation and digital literacy has prompted the integration of technology-driven assessment tools and platforms, allowing for remote assessment and feedback.

The period of primary school age is of paramount importance in the development of a child's skills for learning and adaptation to the learning environment. The aim of the thesis is to give a literary review on the way young learners perceive learning a foreign language during this period of adaptation, to analyze and give a review of the relevant literature about young language learners with a special focus on the question of their assessment. The significance of assessing young learners cannot be overstated, as it serves as the cornerstone for effective pedagogical practices tailored to meet the diverse needs of students in their formative years. A profound understanding of the nuances involved in assessing young learners empowers educators to implement targeted interventions, foster inclusive learning environments, and nurture each child's potential to its fullest. A cursory exploration of the existing literature gives a deep insight into the complexities of assessing young learners. Scholars have delved into various aspects, including the efficacy of different assessment methods in capturing the multifaceted nature of children's learning, and the ethical considerations inherent to evaluating young learners' progress.

This paper is based on the research of foreign scientists in this field, such as M. McKay (2006), L. Cameron (2001), Harmer (2001), Pinter (2017), Spolsky (1995) and others. It gives a theoretical foundations to provide a comprehensive analysis of the subject. A considerable amount of academic literature has been published on the problems of assessment. However, little empirical evidence has been provided to show the implementation of the new forms of assessment in NUS.

The object of the work is how young learners in primary school learn English as a foreign language, unique characteristics, needs, and learning styles of children and the peculiarities of their assessment. The subject of the work involves the types of assessment of young language learners and their implementation by the teachers of EFL.

The primary purpose of this work is to elucidate the peculiarities associated with assessing young learners, with a specific emphasis on identifying the challenges and opportunities inherent to this domain. To achieve this goal, the following tasks will be undertaken:

- explore the developmental characteristics of young learners and their implications for assessment;

- examine the diverse assessment methods utilized in educational contexts catering to young learners.

The purpose of this study is to find answers to such questions as:
- which types of assessment are the most effective for young learners;

- what features of the evaluation of young learners are taken into account by the teachers of young learners in NUS;
- what do teachers think about assessment in NUS;
- how do teachers feel about the new form of assessment;
- what forms of assessment are ineffective for young learners;
- how to fill the gaps in the system and offer an alternative to ineffective assessment?

In order to answer these questions, it is necessary to delve into the evaluation system itself. A survey for teachers about the types of assessment used in NUS have been compiled in order to get insight into the attitude of the teachers toward the new forms of assessment of young language learners. The novelty of this research lies in its comprehensive examination of the multifaceted nature of assessing young learners; analysis of teachers' opinion regarding the new evaluation system of NUS and the way teachers in Ukraine use new types of assessment in practice.

This paper makes an attempt to shed light on the intricate nuances of assessing young learners, recognizing the pivotal role of assessment in shaping the educational experiences and outcomes of children in their formative years. Through researching the complexities, challenges, and opportunities inherent to this domain, this essay aims to inform and inspire efforts aimed at optimizing assessment practices for young learners.

PART 1 ASSESSMENT IN TEACHING EFL

Assessing young learners presents a multifaceted challenge within educational research, prompting diverse investigations into methodologies and considerations specific to this population. McKay (2017) contributed significantly to this discourse by exploring the intersection of developmental psychology and educational assessment, elucidating how cognitive and socio-emotional factors influence young learners' responses to assessment tasks. Similarly, Smith (2018) scrutinized the efficacy of formative assessment strategies tailored to early childhood education, emphasizing the importance of continuous feedback and observation in capturing young learners' progress. Building on this, Jones and Brown (2016) delved into the role of play-based assessment in understanding holistic development, underscoring its potential for providing nuanced insights into cognitive and social-emotional domains. Contrasting perspectives have also emerged, exemplified by Lee et al. (2019), who investigated the reliability and validity of standardized testing in pre-school settings, offering insights into the practical implications and limitations of such approaches. Additionally, cultural considerations have been increasingly foregrounded in research, as evidenced by the work of Kim and Garcia (2020), who explored the need for culturally responsive assessment tools to ensure equitable evaluation. While these studies enrich our understanding of assessing young learners, there remains a call for further research to address gaps in methodological rigor, cultural sensitivity, and inclusivity within assessment practices. Part 1 of this paper seeks to synthesize these contributions and identify emerging trends in the assessment of young learners in Ukraine.

1.1 The role of assessment in teaching. Definition of assessment.

Assessing and teaching learners are two fundamental components of the educational process. Effective assessment not only evaluates the knowledge and skills of learners but also informs instructional practices, guiding teachers in tailoring their teaching methods to meet the diverse needs of students. An assessment is a task that is carried out by a teacher to work out the level a child is working at. It can also be something that is used to assess where a child is exceeding and where they may need a little more support. Assessments are a great way to help children to continue to progress and flourish as it's a great diagnostic tool to help teachers decide if they need to recap any topics or tailor learning materials that suit them, so they achieve their learning outcomes. Spolsky (1995) underlines that "The good learner is one who constantly

tests and examines his or her changing skill or knowledge; the good teacher is one who continually observes the learner to be sure that successful learning is taking place"(p.7).

Assessment can encourage and motivate learners. Teachers and assessors of young learners have found ways to structure assessment procedures to encourage children by showing them what they have learned and to give positive feedback, motivating them to succeed. They 'bias for best' (Swain, 1985), making sure that the tasks are appropriate and motivating and give some indication of success, however small. Large-scale external tests for young learners can motivate by using, for example, two or three shield rewards rather than pass–fail results. However, internal and external assessment can also discourage and demotivate. It requires knowledge of child development, child language learning and knowledge of the individual child in classroom to include and support a purpose of encouragement and motivation into assessment.

Researchers interprets the concept of assessement differently. Allen (2004) points out that assessment involves the use of empirical data on student learning to refine programs and improve student learning. Huba and Freed (2000) give a more detailed definition They conclude that assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. Erwin (1991) considers that assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, designing, collecting, analyzing, interpreting, and using information to improve learners' studying and development. Similarly, Palomba and Banta (1999) define assessment as the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. In general, evaluation performs a number of functions in the educational process: controlling, educational, diagnostic-corrective, stimulating-motivational, developmental, educational, and the function of managing the learning process.

As we can see from the definitions above, assessment plays one of the main roles in education and various fields beyond. It serves as a compass, guiding individuals and organizations toward their goals by evaluating knowledge, skills, and progress. Through assessment, educators tailor teaching methods to meet students' needs, fostering a dynamic learning environment. In professional settings, assessments help gauge employee performance, identify areas for improvement, and inform decision-making processes. Moreover, assessments provide valuable feedback, empowering individuals to refine their

abilities and strive for excellence. Ultimately, assessment serves as a cornerstone for growth, accountability, and continuous improvement in both personal and professional realms.

Assessing children is a multifaceted process crucial for understanding their development, learning needs, and academic progress By integrating scientific perspectives, assessments can draw from validated theories, methodologies, and best practices, ensuring accuracy and reliability in evaluating children's cognitive, social, emotional, and physical domains. Scientists contribute by developing and refining assessment tools based on empirical research, enhancing their sensitivity to diverse developmental trajectories and individual differences. Moreover, scientists' input ensures that assessments are evidence-based, fostering fair and equitable practices that prioritize children's holistic growth and well-being. By aligning assessment practices with scientific knowledge, educators and policymakers can make informed decisions to support children's optimal development and educational success.

French scientist H. Noiset and J.-P. Caverny (1995) note that the key mission of assessment is to help the student learn. It is associated with the following important tasks: to promote the student's confidence in his own abilities, to provide guidelines, useful advice at certain stages of learning, to signal difficulties, to ensure a "teacher-student" dialogue, to form a strategy for successful learning. All this shifts the process of monitoring educational achievements to the individual level, moving the student to the center of learning.

An example in Ukraine is the reform of general secondary education aimed at reorienting the learning process to the development of the student's personality, to teaching him to independently master new knowledge, to the formation of functional (related to the field of knowledge, the ability to operate scientific knowledge and factual material), motivational (related to interests, individual choice of the individual) and social (related to the social activity of the individual, the life of society) competencies. (Ministry of Education and Science of Ukraine, 2020)

https://vseosvita.ua/blogs/instruktyvno-metodychni-rekomendatsii-shchodo-vykladannia-navchalnykh-predmetiv-u-zakladakh-zahalnoi-serednoi-osvity-u-20202021-navchalnomu-rotsi-24894.html

1.2 Key concepts in assessment

The main techniques of assessment are evaluation and tests. Evaluation refers to a broader notion than assessment, and refers to a process of systematically collecting information in order to make, judgement (Rea-Dickins and Germaine, 1982). Evaluation can thus concern a

whole range of issues in and beyond language education: lessons, courses, programs, and skills can all be evaluated. Assessment is concerned with pupils' learning or performance, and thus provides one type of information that might be used in evaluation. Testing is a particular form of assessment, that is concerned with measuring learning through performance.(Cameron 2001)

There are eight main key concepts, functions and fundamental principles of assessment in learning and development which have to be considered by assessor. These are the domains of ethics, fairness, sufficientness, currency, authenticity, reliability, validity, and learning. The ethical principle centers around the importance of conducting evaluations in an ethical and responsible manner, taking into account the learners' rights and well-being. Ethical considerations are broader than just individual evaluations. They also address larger issues, such as avoiding bias or discrimination based on gender, race, disability or economic status. Practitioners must attempt to achieve fairness by creating inclusive assessments that take into account the diversity of learner backgrounds and experiences.

The decisions about assessment should be based on the criteria for assessment. They should be objective and not based on personal preference or any other attributes. Practicers should not be penalizing learners for not supplying evidence external to the class. The Fairness principle is intended to ensure that the assessment processes are objective and equal for all students. This principle has a significant impact on the way assessments are conceived, implemented, and evaluated. By following this principle, practitioners can guarantee equal opportunities for all students and ensure that assessments are accurate representation of their knowledge and abilities. The Fairness principle requires that assessments should not favor any learner based on their socioeconomic status, gender, disability, or race. It focuses on the necessity of providing equal opportunities to all individuals to demonstrate their knowledge and abilities. In practice, the Fairness principle has an effect on the assessment in several different ways. Initially, it necessitates the utilization of inclusive evaluation methods that take into account the diverse learning preferences and abilities. This may necessitate providing alternative options or providing linguistic assistance for those who speak English as a second language.

Evidence should be sufficient to address the learning objective and the assessment criteria. The Sufficiency principle advocates the necessity of assessments that provide sufficient evidence to ensure the validity and reliability of judgments about a learner's ability or performance. For instance, if the same question is asked of different individuals with different levels of education, the response should be relevant to each specific education

level. In practice, the Sufficiency principle has an effect on the development and administration of assessments. It inspires people to consider the scope and length of the content when creating assessment instruments. Assessments should include items that measure different levels of difficulty and require learners to demonstrate their comprehension through various means, including written responses, practical applications, or problems.

The assessment process must be fit for purpose and adequately reflect what is being measured. In other words, it evaluates whether the assessment actually captures the knowledge, skills, or abilities it is designed to assess. This principle is important because if an assessment lacks validity, its results may not accurately reflect the learners' actual abilities. It is important to note that while validity is essential for accurate assessment, it should be considered alongside other principles such as reliability and fairness.

These principles work together to ensure that assessments are meaningful and equitable for all learners.(Cameron 2001)

Several learning domains are identified by theories such as Bloom's Taxonomy, Bandler and Grinder (1956). Learners should clearly demonstrate the area being measured. For example, if the area requires evidence of knowledge, this must be clearly demonstrated. If the area requires evidence of skill and understanding, this should also be clearly demonstrated. The principles of the learning area categorize the different levels of cognitive skills that learners can acquire. These levels include knowledge, understanding, application, analysis, synthesis, and evaluation. By incorporating these principles into assessment practice, practitioners can ensure that they assess learners' abilities across a range of cognitive skills and assessment skills. The principles provide practitioners with a framework for effectively assessing learners' progress and achievement. An important aspect of assessment is understanding how the principles of the learning area influence practice. When considering how the principles of the learning area influence practice, it is important to note that assessment should focus on learning outcomes. In this case, assessment should focus on tasks that require them to apply their knowledge to real-world scenarios.
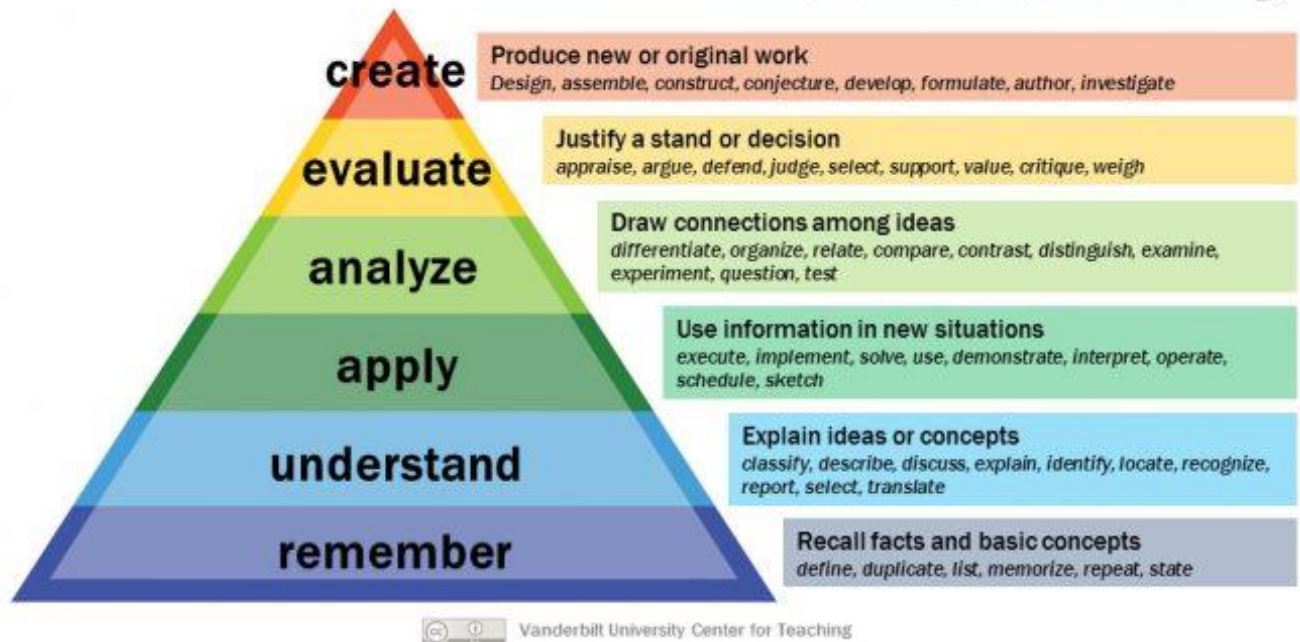
Figure 1. Bloom's Taxonomy of Learning
https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

1.3 Assessment and its types

In the realm of education, assessments serve as vital tools to measure students' understanding, tracking progress, and informing instructional decisions. They come in various types, each designed to serve specific purposes and provide valuable insights into learners' abilities and knowledge. Understanding the different types of assessments is essential for educators to ensure effective teaching and learning practices. There are generally accepted types of assessment which are described below. A useful distinction in assessment is made in terms of the purpose and use of assessment information. Formative assessment aims to inform on-going teaching and learning by providing immediate feedback. A teacher who assesses pupils' understanding of a listening text and uses the outcomes to change her plan and give more practice before moving on to a speaking activity, is carrying out formative assessment. Ideally, formative assessment should influence both teaching and learning by giving feedback to both teacher and learners (Gipps 1994). Formative assessment is ongoing, usually informal, assessment during teaching and learning. Teachers are constantly deciding how to respond based on students' answers or their previous assignments. The teacher is most interested in the results of formative assessments; the data

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collected will help him or her make further decisions about instruction. Formative assessments often include diagnostic assessments, in which teachers analyze specific strengths and weaknesses of learners. Diagnostic assessments may also be planned and conducted using specific diagnostic procedures. Formative assessments are primarily used for educational purposes, although increasingly teachers are being asked to observe children's performance over time and create speculative reports based on these observations. As a result, the purpose of formative assessments may shift from low-stakes decisions to high-stakes decisions. Summative assessments are designed to assess learning at the end of a unit, semester, year, or course, without affecting the next round of instruction. The formative / summative distinction is hardly visible in the current state of child language learning assessment (Rea-Dickins, PM., & Rixon, S. 1997). At the end of a course of study, a teacher and others too, want to know how a student has progressed during a period of study. This information can be used not only to measure what has been learned in the course, but also to report performance to others. Summative assessments may be based on the results of internal or external tests, or on summative decisions made by teachers based on observations of a child's performance during the year. Summative results can be published and used to compare with past and future results. Whether a child can enter the next level of school may depend on his or her overall results. Therefore, the stakes of summative assessments can be high, and the validity and reliability of the assessment procedures used for decision-making need to be carefully considered.

When children enter a new school or class, an assessment procedure is used for placement, that is, to place them in the most appropriate class or group. A placement assessment for young learners may include an interview, a short reading lesson, and a writing assignment. As the teacher can continue to check the children's skills in class, the initial decision can be confirmed over time. In most primary schools, teachers accommodate a variety of different learning levels, which is why placement in one class or another is not important.

Mutual assessment and self-assessment has become relevant today. Mutual assessment involves students evaluating the work of their peers, providing constructive feedback, and facilitating collaborative learning environments. Self-assessment empowers students to reflect on their own progress, strengths, and areas for improvement, fostering autonomy, meta cognitive skills and self-regulation. Similarly, peer assessment encourages collaboration and peer feedback, promoting a deeper understanding of concepts and enhancing interpersonal skills.

Assessing and teaching learners are integral components of effective education, each informing and enriching the other. By employing diverse assessment strategies, educators can gather valuable insights into student learning, enabling them to tailor their teaching approaches to meet the diverse needs of learners.

Many assessment methods provide both formative and summative information, but it is because this can be the primary purpose and use of an assessment because this can affect what kind of information the activity needs to produce. An assessment of pronunciation skills that is formative will need to tell us where pupils are having difficulty so that the teacher can decide how to give extra practice; a test that gives a list of marks will not help the teacher make such decisions, but an activity that produces a description of each child's performance will. This example highlights the distinction between assessing achievement, i.e. what a learner can do, and diagnostic assessment that aims to establish what a child can and cannot yet do, so that further learning opportunities can be provided.

If we assess learners` achievement, we will produce a rating of kids which says that child X has learnt greater than child Y and much less than child Z; this will be norm-referenced. Alternatively, we will assess a learner's overall performance, now no longer to different kids, however to a fixed of standards of predicted overall performance or getting to know targets. Criterion-referenced assessment can match the child's performance against an expected response on an item, or it may make use of a set of descriptors along a scale, on which a learner is placed (McKay 1995).

1.4 Phases of assessment

Before conducting the assessment, there are some phases that should be put into consideration in order to make it successful. MacKay (2006) proposes three assessment phases that could be used by the assessor as basic consideration.

The first phase is design phase. In this phase, the teacher makes a decision at the motive for the procedure, tests the that the evaluation is suitable for the conditions and duties that learners want of their real language use contexts, or which might be exact withinside the curriculum, and tests the traits of learners. Cameron (2001) provides an example of checklist of questions that can be applied in preparing the assessment of children's language learning and to help decide what types of assessment are appropriate.

Language Development: What is the child's native language? How long has the child been exposed to the target language? What language skills does the child already possess (listening, speaking, reading, writing)?

Communication Skills: How does the child interact with peers and adults? Can the child express themselves clearly? Does the child understand and respond appropriately to instructions?

Vocabulary: What is the child's vocabulary size? Can the child use a variety of words effectively?

Reading and Writing: What is the child's reading level? Can the child comprehend written texts? How well does the child write in the target language?

Assessment Considerations: What are the specific goals of assessing the child's language learning? What types of assessment tools (e.g., observation, interviews, standardized tests) are most appropriate for evaluating the child's language skills?How can assessment results be used to inform instruction and support the child's language development?

The second phase is called operationalization phase. In this phase, the teacher prepares the evaluation tasks or blueprints for evaluation tasks that can be tailored in special ways. The next phase is the administration phase. In this phase, the teacher is concerned with actually carrying out the assessment procedure and checking that the method has labored well.

Harmer (2001) points out that a teacher does not only act as controller but also as assessor who offers feedback and correction and grades students in various ways. Thus, assessment takes an important role in the instruction. The role also works for teaching English to young learners. The assessment strategies applied for assessing young learners should concern with their characteristics which are different from those for adult. While many assessment strategies may overlap with those used for adults, it's crucial to recognize the developmental, cognitive, and socio-emotional differences inherent in young learners. By tailoring assessment methodologies to suit these characteristics, educators can obtain more accurate insights into children's language abilities and provide targeted support for their learning journey. Young learners possess diverse cognitive abilities that evolve rapidly during early childhood. Their cognitive processes, such as memory retention, attention span, and abstract reasoning, are still developing. Hence, assessment strategies need to be age-appropriate, engaging, and designed to capture children's attention and interest. For instance, incorporating interactive games, storytelling, and visual aids can enhance children's participation and facilitate a more accurate assessment of their language skills. (Neumann,

Underwood, 2021).Young learners often exhibit variability in language development due to factors such as exposure to multiple languages, socio-economic background, and individual learning styles. Assessments should account for this variability by adopting flexible and inclusive approaches. This may involve using culturally relevant materials, providing bilingual assessment options, and allowing for multiple modes of expression, including verbal, written, and non-verbal communication. Assessment strategies should prioritize creating supportive and nurturing settings that minimize anxiety and stress. For example, providing clear instructions, offering encouragement and praise, and establishing rapport with the assessor can help children feel more comfortable and confident during assessments. (Steer, 2009).Additionally, young learners often demonstrate language skills in context-specific situations rather than formal assessment settings. Therefore, authentic assessment methods that reflect real-life communication scenarios are invaluable for capturing children's language abilities accurately. These may include observing children's interactions during playtime, group activities, or everyday conversations with peers and adults. By assessing language use in naturalistic settings, educators can gain insights into children's pragmatic skills, vocabulary usage, and communicative effectiveness in authentic contexts. Assessment strategies for young learners should prioritize holistic language development, encompassing listening, speaking, reading, and writing skills. Assessments need to be comprehensive and multifaceted, covering various language domains and assessing both receptive and expressive language abilities. This holistic approach ensures a more comprehensive understanding of children's language proficiency and informs targeted interventions to address specific areas of need.

Assessing young language learners requires a tailored approach that considers their unique characteristics and developmental needs. By incorporating age-appropriate, engaging, and inclusive assessment strategies, educators can obtain a more accurate picture of children's language abilities and provide effective support for their linguistic development. By prioritizing authenticity, flexibility, and holistic language assessment, educators can empower young learners to thrive and reach their full linguistic potential. (McKay, 2006).

In short, a teacher runs two important roles: teaching and educating. Therefore, a teacher is not only responsible for transferring information in such a way that could help the learners gain as much as information to improve their achievement. A teacher should also be able to assess the students` change in their behavior through instruction

PART 2 CHARACTERISTICS AND ASSESSMENT OF YOUNG LEARNERS

2. 1 The difference between young language learners and adults

There are several differences between teaching English to children and teaching English to teenagers and adults. Some differences are obvious: children are generally more enthusiastic and active learners. They want to please their teachers more than their peers. Children participate in an activity even if they don't fully understand why or how to participate. However, they also lose interest more quickly and lack motivation for tasks they find difficult. Children do not find it easy to talk about language in words; in other words, they cannot pick up the language that teachers can use to explain grammar or discourse the same way that older learners can. Children do not seem to feel as awkward as adults when speaking in a new language, and their lack of inhibition seems to help them develop a more native accent. But these are generalizations that obscure the details of different children and the skills needed to teach these children. It is necessary to decipher these generalizations in order to find out what is behind them and what makes children so different as language learners. Important differences arise in the linguistic, psychological, and social development of learners, and as a result, it is important to adjust the way you think about the language to be learned and the classroom activities used. Although traditional language teaching terms such as "grammar" and "listening" are used to teach young learners, children learning these terms may need to understand the meaning of these terms in a different way than they would in traditional language teaching. Successful lessons and activities are those that are tuned to the learning needs of pupils, rather than to the demands of the next text-book unit, or to the interests of the teacher. Cameron (2001) distinguishes a learning-centred perspective from 'learner-centred' teaching. Learner-centred teaching places the child at the centre of teacher's thinking.

2.2 Advantages to starting young with foreign languages

Many advantages are claimed for starting to learn a foreign language in the primary years. Experience in the UK found that language learning in primary schools was not as positive as expected, although in retrospect this seems likely to be due to how it was implemented. The social, cultural and political issues around policies of teaching foreign languages early are complex and influence teaching and learning at classroom level.

English, without any doubt, is a tool for international communication in every part of the life. Also teaching English as a foreign language is included in the curriculum of every school in every European country (Jurnal Ekonomi & Pendidikan, 2008). In Ukraine, foreign language teaching is an important aspect of the country's educational system. The curriculum for foreign language instruction in Ukraine aims to develop students' language proficiency and communication skills in various languages, including English.

Learning a second language through immersion is different from learning a foreign language by attending specialized classes a few times a week. Immersion students learn school subjects through the lens of a second language and therefore have more exposure to and experience with the language. However, the difference in the amount of language learning experience is unlikely to affect the balance of benefits. Receptive skills may also outweigh productive skills in foreign language learning, and grammatical skills, which are related not only to language development but also to cognitive development, may develop more slowly in younger children. Children who start learning a foreign language very young may encounter nothing but the spoken language for several years, the customary division into the four skills seems somewhat inappropriate, and an alternative division of language has been attempted.(Harley, 1995).

The first division into the holistic nature of language learning is that literacy skills are separate from the rest, this is based on the assumption that learning to read and a foreign language necessitates different learning tasks that require teaching. Teachers must plan and provide support for the development of literacy skills based on specific knowledge and understanding of literacy issues, although of course the learner should, and must, experience the development of literacy as part of their spoken language development.

Having distinguished the development of literacy skills from the totality of the foreign language, what remains is significantly larger than the spoken and written languages, the distinction being that literacy is learned as a result of formal education, not as a part of the foreign language. For those who are just beginning to learn a new language, spoken language is the first medium in which to do so. It is also the language through which the new language is learned. Instead of the spoken language being considered an isolated component of the language learning process, the young learner's spoken language is the primary source of the process. New languages are primarily spoken orally, comprehended orally and aurally, and practiced automatically. Instead of concentrating on children's ability to 'list and speak', the teacher must focus on how they learn to interact in the foreign language. Children require professional assistance in recognizing and attending to the aspects of the foreign language

that have meaning. Since they lack the benefit of formal grammar, other methods of achieving this have to be found. The language of the child can increase as they take over the control of the language that was originally spoken with other children and adults. Children's foreign language learning depends on what they experience (Cameron, 2001)

In teaching English to young learners, in this case, the students of primary and elementary school, the teachers must comprehend the concept of acquisition and learning. According to Krashen's theory of second language acquisition (1981), can be defined as a sub-conscious, natural process when a skill, quality or habit is developed using the subconscious part of the mind. On the other hand, learning is a conscious process developed through instruction or study language. However, language learning is most effective when both are present and complement each other. Published data on the outcomes of early language learning come from the North American experience with immersion teaching, where native speakers of English are placed in French-speaking nursery and infant schools, and viceversa (Harley and Swain 1994; Lightbown and Spada1994; Harley, 1995). Several advantages are claimed for starting to learn a foreign language in the primary years. Cameron (2001) points out that in some countries bilingual kindergartens are popular, which means children start to learn two languages at a very young age. In these situations, children that have a early start have an advantage in some, but not all, areas of language abilities. Listening comprehension is most beneficial, with a longer-term improvement in overall performance that is limited to naturalistic contexts, and will not be universally applicable to school-based learning. Younger children have a slower rate of learning grammar than older students, which is why although they begin with the same amount of time, their overall progress is not as direct. There are significant connections between what is taught to children and the way they learn. A foreign language lesson often includes all or most of the child's experience of the language in use; if we want children to have specific language abilities, we must make sure they have experiences in classes that will facilitate the development of those abilities. The events that occur in classrooms create a "context" that is conducive to learning and offers different opportunities for linguistic development. One component of teaching is recognizing the specific opportunities present in a task or activity, then creating learning opportunities from the classroom's available tasks.

The demand on learners within educational settings cover a wide range of expectations and challenges that extend beyond academic performance alone. Beyond mastering curriculum content, pupils are tasked with cultivating essential skills such as critical thinking, problem-solving, and effective communication. Moreover, the demand

extends to fostering emotional intelligence, resilience, and adaptability, equipping pupils with the tools necessary to navigate the complexities of modern life. In an ever-evolving educational landscape, pupils are increasingly called upon to engage in collaborative and experiential learning, preparing them for a globalized society where cooperation and innovation are paramount. Balancing these demands requires a holistic approach that acknowledges the diverse needs and strengths of each pupil, fostering an environment where they feel supported, motivated, and empowered to reach (Piaget, 1966).

Demands at the learner may be divided into two types of demand: cognitive and language. Cognitive demands are those related to concepts, and to understanding of the world and other people. Language demands are the ones associated with the usage of the overseas language, and to makes use of mother tongue in reference to getting to know the overseas language. Cognitive demands range with the degree of contextualisation of language; difficulty of ideas which are needed to do the task (e.g. use of graphics, colours, telling the time). Language demands range with whether the language is spoken or written, understanding or production, prolonged communicate or conversation; with vocabulary and grammar needed; with the genre; with the quantity of LI and L2. Interactional demands vary with the type of interaction required, e.g. pair work; with the nature of the interaction, e.g. question+ answer. Involvement demands vary with the ease or difficulty the learner has in engaging with the task, e.g. length of task stages; links to child's interest and concerns; novelty, humour, suspense. Physical demands vary with how long the child must sit still for; with actions needed; with fine motor skills needed e.g. to write or draw. The analysis of the demands that a task places on pupils is a key way to assess its suitability and its learning potential. It is, however, only one side of the equation; we also need to look at how the child is supported in achieving the goals of the task. Clearly, the capacity for learners to complete the task, as well as the degree to which they learn things by doing it, is not solely dependent on the demands or the support, but instead is dependent on the dynamic association between the demands and the support. We can revisit the concept of the proximal zone, or space for growth, that children need for their linguistic and cognitive development. If the demands are too great, learners will perceive the task as too difficult; they are likely to forsake the task and not complete it, or to finish it as well as possible, using their prior knowledge to complete the task, but not using the intended language. In either scenario, the goals of learning are not achieved. Perhaps, the greatest threat to future learning is children that the teacher believes have achieved the task, but lack the understanding or knowledge necessary to comprehend it. The teacher then attempted to augment the unlearnt language in the future

lessons, but appeared to have some success. While the desire of young children to please their adults and participate as much as possible is one of the most positive aspects of teaching young students, it is also important to understand that it can conceal a variety of issues. If a task offers too much assistance, then students will not be 'stressed out'. One common example of overzealous support is the teacher's first language explanation of the meaning of a reading text, this provides too much assistance to the understanding that the students don't need to consider the foreign language or to utilize more than single words. In attempting to maintain a balance between the demands and supports of a language learning task, we can apply the Goldilocks principle: a task that is intended to help the learner learn more language is one that is demanding, but not too demanding, it provides support, but not too much. The difference between demands and support creates the space for growth and produces opportunities for learning (Pinter, 2017).

2.3 Characteristics of young learners

When reading about young learners one can come across different interpretations. Experts define the term young language learners in several ways. In O'Grady et al. (1989) view young language learners are those before the age of puberty. McKay (2006) defines young language learners as those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling. She also describes young learners as children who are in primary or elementary school and limits the age of young learners to children between the age of six and twelve. Some characteristics of young language learners make them different from older learners. Brewster (2007) views that children are different from older learners in learning a language because children have a lot of physical energy and are emotionally excitable, and often need to be physically active. They also explain that children have a wide range of emotional needs. Brewster also adds that children tend to be self-oriented and preoccupied by their own world and get bored easily, yet they can concentrate for a surprisingly long time if they are interested. Finally, Brewster describes the unique characteristic of children, that is, their ability to be excellent mimics that makes them easily directed but also very enthusiastic.

According to their general characteristics, young learners are usually divided into three groups: from five to seven years old, from nine to ten and from ten to twelve. McKay (2006) views and summarises the different characteristics of YL in three general categories: growth, literacy, and vulnerability. Children grow socially, emotionally, and physically.

Young learners have a shorter attention span of only 10 to 15 minutes in the early stages of learning; they are easily distracted by other students. They may abandon a task if they find it difficult, although they are usually willing to try a task to please the teacher. Between the ages of five and seven, children continue to learn from direct experience through objects and visual aids. They also continue to expand on their native language to clarify their thinking and learning, and develop the ability to count and organize information to remember it. Research shows that starting early has many benefits and makes learning easier. Teachers need to understand what methods work for young learners and emphasize a holistic approach that combines songs, games, exploration and movement. Using the learners' native language (L1) is important for teaching and discipline, while activities such as chants, songs, visuals, stories and games can increase their fun and interest in learning a language. Additionally, modern technologies play a significant role in facilitating EFL teaching (Bland, 2015). When children start school at the age of seven, they begin to think more analytically and logically, and over the next few years, they begin to notice their language and use it consciously. Five to seven-year-olds can talk about what they are doing and what they have done or heard. They can plan activities and use logical reasoning to argue for something and explain why they think something. You can use your vivid imagination. You can distinguish fact from fiction and constantly ask questions. They rely on spoken language as well as the physical world to convey and understand meaning. They can make some decisions about their own learning and have clear ideas about what they like and don't like to do. They change a lot at this age, and their personality and social skills are developing. (Bland, 2015). As children progress to twelve years old, they are developing abilities to think in new ways and moving forward to be able to reason in a systematic and logical fashion in adolescence. A small percentage of children at this age are moving into what Piaget called the formal operational stage, when they begin to hypothesize, build abstract categories and handle more than two variables at a time. Children are also growing socially and emotionally as they are learning language in elementary school (McKay, 2006). They gradually develop from a main interest in self toward greater social awareness. They also develop an understanding of the relationship between self and others and the ability to function in a group. Between the ages of seven and twelve, children's needs for love, security, approval and belonging are accompanied by a gradual shift from dependence on adults to support and approval from their peers. At around the age of 11, children begin to socialize and spend time with friends of the same sex. They continue to develop the ability to cooperate and play with others. They may appear relatively calm, with short–lived moments of anger, sadness or depression. They

are often able to hide feeling of anxiety; their behavior may become so over-confident. They are also sensitive to criticism and their feelings of success or failure are dependent on how adults and peers respond to them.

Children's physical growth is characterized by continuing and rapid development of fine-motor skills (McKay, 2006). Between the ages of nine and twelve, children develop hand-eye coordination, but they are more coordinated than seven or eight-year-olds. These skills continue to develop into secondary school. When it comes to literacy, children begin to understand how reading and writing work before they start school. This understanding forms the foundation of literacy. Writing development depends on the advancement of fine motor skills, children's ability to memorize words and spelling, and to put words together into sentences and paragraphs. In the early years, drawings are written to convey meaning. Between the ages of seven and nine, children begin to self-correct and convey meaning through writing alone. By the ages of 11 to 13, children can read a variety of fiction and non-fiction texts and, importantly, develop critical literacy skills, that is, they understand that people can interpret material in different ways and that there are different assumptions and possible intentions behind what they read. In oral expression, elementary school students improve their ability to talk to different people in different situations, with different goals, and on different topics. As they get older and more experienced, they can talk about familiar topics and expand on the wider world. Young learners have confidence in their own abilities if they received love and support in the past. However, "children have a heightened sensitivity to praise, criticism and approval and their self esteem and can sometimes have long-term consequences" (McKay, 2006). Even the smallest failure could cause a child to feel worthless. In short, individual children may vary in their own development, that is, a child may develop quite rapidly physically, but quite slowly in the social and emotional sphere. It may become constantly warning bells for teachers in designing activities for teaching young learners as well as on deciding the best way to assess their learning.

Children are unique individuals with different thinking patterns and perspectives depending on their age and developmental stage. It is the educator's responsibility to recognize and promote their talents and special abilities. Young learners span different ages and developmental stages, each requiring a different teaching approach. Clarity of tasks, realistic and stimulating roles, and primarily verbal manipulatives are important considerations when teaching young learners. By understanding the characteristics and needs of students of different ages, educators can adjust teaching and assessment methods to create

an environment that stimulates interest, encourages participation, and results in effective learning.

2.4 The power of assessment on young learners' lives

Assessment has the power to change people's lives (Shohamy, 2001). The impact of performance assessments can be both positive and negative and depends on many factors, from how the assessment procedure or test is constructed to how it is used. Effective assessment procedures are those that are designed to provide, to the greatest extent possible, valid and fair information about student ability and progress. In short, effective assessments are those that measure what they purport to measure; and fair assessments are those that provide meaningful and appropriate information about children's language abilities and avoid bias against children based on their characteristics (first language, age, gender, etc.). Effective assessments provide educators with feedback on the instructional process, inform decisions about the next steps in instruction, and provide guidance on how to best place students (e.g., the next grade). Furthermore, assessments serve as a barometer for educational equity, highlighting disparities in access to resources and opportunities. Through fair and comprehensive assessment practices, young learners from diverse backgrounds are empowered to overcome barriers and achieve their aspirations.

Parents rely on assessments to understand how their children are progressing and how their results compare to the expected progress of their peers. Most importantly, effective assessments keep students informed of their own progress, provide them with feedback on what they are doing well or where they may be misunderstanding, and provide some "creative tension" from time to time to motivate them to learn more. Beyond academic achievement, assessment influences young learners' self-perception and confidence. Positive feedback and recognition of accomplishments instill a sense of self-efficacy, empowering students to tackle challenges with resilience and determination. Conversely, constructive criticism provided through assessments fosters a growth-oriented mindset, wherein setbacks are viewed as opportunities for learning and improvement.

Moreover, assessments inform instructional decisions, allowing educators to tailor teaching strategies to meet the diverse needs of their students. Through differentiated instruction and targeted interventions, assessments ensure that every young learner receives the support necessary to reach their full potential. In this way, assessment serves as a tool for academic growth, empowering young minds to develop in various domains of knowledge.

Assessment not only shapes young learners' academic journey but also lays the foundation for their future success. By equipping students with essential skills such as critical thinking, problem-solving, and communication, assessments prepare them to thrive in an increasingly complex and interconnected world. Moreover, assessments provide valuable insights into students' strengths and interests, guiding them towards career pathways that align with their passions and aspirations (Dweck 2006). However, assessment is not always effective and it can play a subversive role in the lives of children. Assessment is able to establish power relationships, in this case between teachers and learners, that become established and habitual (Foucault, 1979).

The power of assessment on young learners' lives cannot be overstated. By using assessment practices that prioritize growth, equity, and individualized learning, educators can unlock the full potential of every young learner, ensuring that they are equipped with the skills, confidence, and resilience needed to thrive in future.

2.5 The Requirements of teaching young learners

Generally, there are some requirements that teachers should fulfill to be intentional teachers. The Interstate New Teacher Assessment and Support Consortium (INTASC) as cited in Slavin (2006) requires that the teachers must meet the requirements of the 10 principles that have been designed for the basis of most teacher certification tests, namely knowledge of subject matter, knowledge of human development and learning, adapting instructional strategies, multiple instructional strategies, classroom motivation and management, communication skills, instructional planning skills, assessment of students' learning, professional commitment and responsibility, and partnerships.

According to Harmer (2001), teachers have several roles. Generally, the teacher has roles as controller, organizer, assessor, participant, resource, and observer (Harmer, 2001). Teachers also serve as assessors who provide feedback and guidance to students in various disciplines. The importance of professional competence is that the teacher is supposed to have the ability to learn the teaching materials and then transfer them to achieve the goals of the lessons. Ultimately, the teacher is supposed to have social competence, which is the capacity for the teacher to cultivate a positive relationship with students and their parents. Teachers of young learners are considered to possess special attributes. They have attributes that differentiate them from teachers in more advanced education. Suyanto (2007) describes the characteristics of a teacher of English for young learners as a person who is friendly and

could create fun teaching and learning atmosphere, having high motivation and creative. Additionally, he/she is an effective storyteller, comedic, and possesses exceptional teacher quality. Additionally, one of Harmer's explanations regarding the teachers role that supports the traits of teachers associated with teaching young students. It's said that the teacher can be used as a teaching tool. They can both act as mimes and gesture in order to communicate their meaning. Additionally, the teacher is an effective example of linguistic abilities for the students. The responsibilities that the teachers should have are connected. It's contingent on the teachers' belief that the learners will achieve what they are supposed to. As a result, the teachers must have the ability to transition between the various roles, they must judge when a particular role is appropriate to utilize. Ultimately, after making a decision on which role should be played, teachers should then understand how to do it and how to maximize it.

Cameron (2001) states five principles of assessing children's language learning. First, evaluation should be considered from the perspective of a learning center. A Vigotsky's perspective on learning focuses on the social nature of learning and the interaction between adults and children that is helpful. As a result, the teachers should not take a true look at a child's ability by measuring the capacity alone without assistance; instead, Vygotsky suggests that the capacity a child has with other individuals both predicts the next step in learning and provides a more accurate assessment of the learning process (scaffolded assessment). The second principle is that the assessment should support the teaching and learning process. In order to have more control of the relationship between assessment and learning, teachers must be aware of the language learning process and the social context in which they operate. They can then deduce the effects of the assessment on their teaching and prepare for it accordingly. The following principles are more than merely testing and are in agreement with the learning process. Some alternative evaluation methods are more complex than tests, such as portfolios, self-assessments, and observations, these methods are instead interactional and provide a combined, consistent experience (consonant). The final rule is that children and parents should understand the issues associated with assessment. Even if individual teachers want to transform their understandings of learning into new methods of assessment, nothing will happen without the participation and support of the learners and their parents. The children must comprehend the goals of activities and participate in them. Self-assessment can be incorporated into the learning process itself, and can help to promote both motivated and independent learning at later stages. Parents' needs must be considered, but also teachers have a duty to inform and educate parents about the theories that underlie the school's teaching. The efforts it takes to explain will be repaid by parental support for

teachers. At the very least, parents can see how they can most effectively help children cope with examinations, and teachers can explain how assessment activities other than tests provide information on children learning.

Part 3 EMPIRICAL RESEARCH ON ASSESSING YOUNG LANGUAGE LEARNERS

In the dynamic landscape of education, the evaluation of students in junior grades stands as a pivotal aspect shaping both their academic journey and overall development. Recognizing the significance of this process, educators continually seek to refine and enhance their approaches to effectively assess and support the learning of young learners. To delve deeper into this crucial domain, a survey was conducted among the teachers of primary grades in Vinohradiv, aiming to elucidate the multifaceted aspects inherent in evaluating the performance of young students.

The research was conducted using a questionnaire. 15 primary school teachers took part in the survey. All survey participants were women aged between 20 and 60 years. The average age is 30 years.

The primary purpose of this survey is to gain insight into the challenges and best practices surrounding the evaluation of students' knowledge in the early stages of their educational journey. By exploring the diverse perspectives and experience of educators, the survey seeks to shed light on the intricacies of assessing the academic progress, skills acquisition, and socio-emotional development of young learners. The survey endeavors to identify and analyze the various strategies employed by educators in assessing the performance of young learners aged between seven and twelve, including both traditional methods and innovative approaches.

By gathering feedback from teachers, the research aims to elucidate the challenges and limitations encountered in evaluating young learners, such as assessing subjective criteria and managing diverse learning needs. With the evolving educational landscape, the survey intends to explore how evaluation practices have adapted to accommodate changes in curriculum, and teaching methodologies. The survey was targeted towards educators working with young learners. The findings of this survey hold the potential to yield benefits within the educational system. Educators can gain insights into effective evaluation practices, enabling them to make informed decisions in designing assessment strategies tailored to the needs of junior-grade students.

In essence, the analysis of the survey about assessing young learners of EFL serves as a critical endeavor towards enhancing the efficacy, equity, and inclusivity of assessment practices, ultimately nurturing the academic success and well-being of young learners in their formative years of education. The aim of the questionnaire is to obtain information from teachers about the assessment techniques used by them in NUS between grades two and six, to find out which techniques they find the most effective.

3.1 Research instruments

This research employs a questionnaire as instrument to gather insights from teachers regarding the assessment practices employed for young learners. Questionnaire is an instrument for collecting data that involves asking a given subject to respond to a set of oral or written questions. Recognizing the main role of teachers in evaluating and supporting developmental needs of young students, the questionnaire is designed to get information about aspects of assessment, including methods used, challenges faced, and effectiveness of new methods. Through a combination of closed-ended and open-ended questions, the questionnaire aims to explore teachers' experiences, beliefs, and strategies about assessing young learners. The questionnaires have been completed online using Google Form.

3.2 The participants and procedure of the research

The main task of the questionnaire is to investigate the ways of assessing young learners in the primary and elementary grades. The questionnaire was filled out by 15 teachers in March 2024. After that, the data have been analyzed both quantitatively and qualitatively and conclusions have been drawn.
The questionnaire compiled for the analysis of peculiarities of assessing young learners , were filled in two schools in Vinogradiv and Onik.

3.3 Findings and discussion of the results of the teachers' questionnaire

The first three questions were made in order to learn more about the respondents, how old they are, their experience in teaching, and the age of the children they work with. The participants of the survey were teachers aged from 20 to 60 years. The average age is 30 years. Work experience ranged from less than 3 years to more than 30 years. Teachers with

10-20 years of experience prevailed. All teachers by gender were women who taught from 2nd to 6th grade. Most of the teachers taught in 4th and 6th grades. That is, on average, the children whose assessment will be analyzed are 10-12 years old.

The next question aims to find out what types of assessment teachers use most often. It was possible to choose several answer options. The results showed that the majority of teachers prefer current and thematic assessment. Also, almost half voted for each type of assessment as frequently used.(Figure 2)
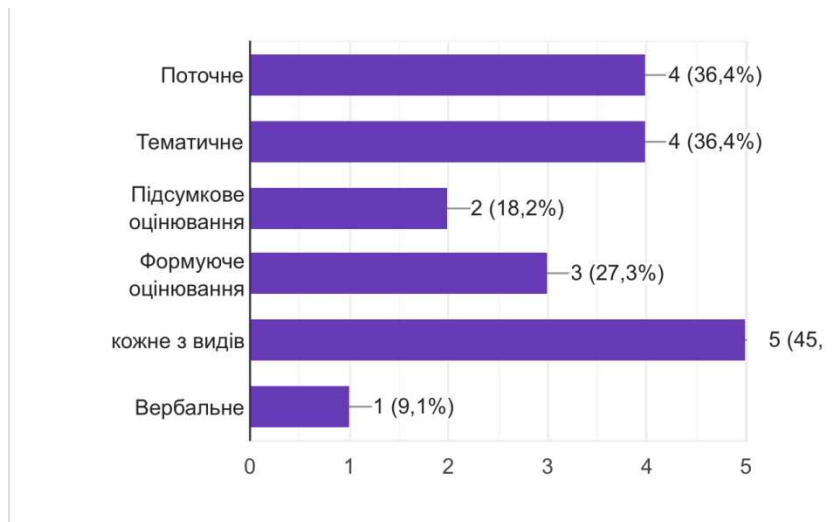
Figure 2

The fifth question indicates the most popular methods of the NUS system, according to teachers. Participants had the opportunity to choose several answers. According to the results, the most popular types of assessment were Portfolio (45%),Game-based assessment (60%), and almost everyone voted for the multiple choice test as an additional option. This means that teachers, despite using new methods, still combine them with previous, familiar forms of assessment.

The next question was intended to find out what type of assessment children like. The results can be seen on Figure. 3. According to teachers, the game-based assessment is the most popular for young learners (91%), followed by self-assessment and peer- assessment.
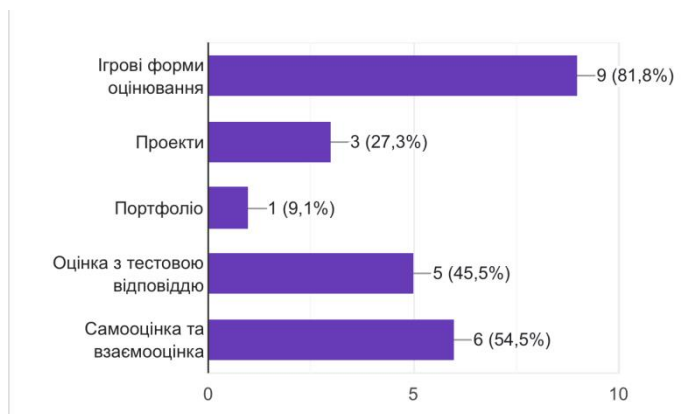
Figure 3

The following questions are designed to find out teachers' opinions about the use of the green pen. Do they use it in practice or stick to the old methods. The results show that more than half of the teachers use a red pen to check works and entries in diaries. And only 18% use a green pen. This means that not all teachers find the use of the green pen effective and do not understand its purpose.

The following questions were designed to find out the attitude of teachers to such forms of assessment as game-based assessment, project, and multiple choice test form. 70% of teachers respond positively to each of the methods, but there are 30% who are not completely satisfied with the game-based assessment, explaining it by the fact that children lose attention during learning.

The answers given on the open-format questions have been analysed qualitatively. The questions aimed at finding out the opinion of the practicing teachers about the assessment used in grades one to six, i.e. in NUS. The first open-format question enquired about the innovations in the evaluation methods the respondents liked the most and the ones they considered less effective. Almost every participant mentioned the relevance and usefulness of interactive methods, drawing on a wide range of learning resources. Positive feedback was expressed about self-assessment and peer-assessment, reasoning that children can analyze their own strengths and weaknesses, draw conclusions and improve their knowledge. Also, opinion about the ineffectiveness of verbal assessment was expressed, justifying it by the impossibility of assessing the entire range of the material studied, as for example in the test form. Annoyance was also expressed about the game form of assessment, arguing that children do not take learning seriously. A general displeasure with the fact, that grades 2-6 do not have a 1-12 grading scale, is present in almost every response. Teachers explain this position by the fact that due to the lack of a specific grade (1-12), children loose motivation, and it is difficult to encourage them to new achievements. Teachers expressed an ambiguous

point of view regarding the use of the green pen. Not everyone understands the main idea of this color and not everyone considers this new implementation effective.

Having analysed the answers on the question about the positive aspects of the evaluation of young learners in junior grades, it can be stated that teachers have a positive attitude to peer assessment and self-assessment, as well as to the game form of assessment. Good feedback was also received on positive assessment, i.e when the emphasis is on achievements and not on mistakes. According to the respondents, when this method is used children feel more confident, are not afraid to express their opinion and to make a mistake.

The respondents experienced some difficulties in learners' assessment. Children seem to loose motivation due to the new form of assessment as no evaluation scale is used. According to some respondents, the new evaluation system is less efficient, because children do not have the desire to achieve new successes. The topic touched upon on the issue of competition. If young learners had different grades, they would try to outdo each other, they would have additional motivation to study due to competition.

In any educational system, the evaluation of students is a crucial aspect that helps gauge their progress, identify areas for improvement, and tailor teaching methods accordingly. The data provided offers insights into how young EFL learners in junior grades are evaluated by teachers within the NUS, shedding light on various assessment methods, teacher preferences, and challenges faced in the process.

Analysis of answers reveals a diverse age range of teachers, with significant representation across different age groups. Interestingly, there is an even distribution among teachers with varying levels of experience, indicating a mix of seasoned educators and those newer to the profession. This diversity in age and experience could contribute to a rich exchange of teaching methodologies and perspectives within the school environment.

Teachers employ a variety of assessment methods, including thematic, summative and formative assessments. Notably, a significant portion of teachers utilizes a combination of these methods, reflecting a holistic approach to the evaluation of young learners. Additionally, innovative assessment methods such as portfolio, projects, and tasks with group discussions are increasingly incorporated, fostering collaborative learning and critical thinking skills among children.

Learners express a preference for certain assessment methods, with the majority favoring the game form of assessment and self-assessment. This highlights the importance of incorporating interactive and self-directed learning activities that engage young learners and empower them to responsibility of their academic progress. Moreover, the majority of

learners do not experience stress during test assessments, suggesting a positive classroom environment conducive to learning.

Teachers generally evaluate new assessment methods positively, with the project receiving favorable ratings as an effective evaluation tool. However, there are varying opinions on the effectiveness of certain methods, with some teachers expressing concerns about the game-based assessment. Despite this, the majority acknowledge the benefits of self-assessment and mutual assessment in promoting student autonomy and reflective learning practices.

The implementation of the National Educational System brings about several positive aspects in assessment, including peer assessment, self-assessment, and the incorporation of innovative assessment methods such as the game form and project work. These approaches contribute to a more holistic and student-centered approach to education. However, teachers also face challenges, such as student indifference and the need to motivate them towards academic improvement. Overcoming these challenges requires innovative strategies, including formative assessment and personalized feedback tailored to individual student needs.

CONCLUSION

In general, the assessment of young learners by teachers within the NUS encompasses a diverse range of assessment methods, teacher perspectives, and student preferences. By embracing innovative approaches and fostering a supportive learning environment, educators can empower learners to take ownership of their learning journey and achieve academic success.

Based on the survey data and feedback from teachers, several key insights can be drawn regarding the peculiarities of assessing young learners:

The NUS assessment system is the latest, designed for modern young learners, taking into account their skills, characteristics and needs. The advantages of this system are the maximum relaxation the learning and assessment process, due to which the student feels more comfortable and confident. Some of the teachers have an ambiguous attitude to the new evaluation system, arguing that children do not always have enough motivation to reach new heights.Teachers believe that evaluation system would promote healthy competition among learners and increase motivation to study. But, nevertheless, every teacher understands the usefulness and relevance of NUS in the modern world. Verbal evaluation allows children to reveal their potential, discard complexes and feel more confident. This enables children to prove themselves in the future as a qualified, capable, intelligent person with skills acquired from childhood. Teachers expressed mixed views on the usage of the green pen. Not everyone understands the basic idea of this color and not everyone finds this new implementation effective. Some teachers still use a red pen, while others use both.

Despite the difficulties, teachers perceive peer assessment, self-assessment and game-based assessments positively. These methods are believed to increase learners' confidence, encourage active participation and shift the focus from mistakes to achievements. According to the data obtained from the research, traditional test assessment remains the most popular and effective method of assessment followed by projects and game-based form of assessment.

The main problem faced by teachers is insufficient motivation of learners. It is supposed to be influenced by the fact that verbal assessment has been introduces in primary grades.

In summary, although innovative assessment methods are promising in engaging young learners and fostering a positive learning environment, addressing issues such as motivation and implementing effective assessment systems remains key to optimizing the assessment process in primary education. Despite challenges, the implementation of the NUS

holds promise for nurturing well-rounded individuals equipped with the skills and competencies needed for future success. The assessment of students in junior grades presents a multifaceted landscape influenced by various factors such as age, cognitive development, and educational environment. Through exploration of this topic, several key findings have emerged.

Firstly, traditional assessment methods, while valuable, may not fully capture the diverse skills and abilities of young learners, but they are still in demand among teachers. Alternative approaches such as portfolio assessment offer more comprehensive insights into students' progress and areas for growth.

Secondly, the role of feedback in assessment cannot be overstated. Constructive feedback tailored to individual student needs fosters a supportive learning environment and promotes continuous improvement. Equity in assessment requires careful attention to resources, access to support, and cultural relevance. Pedagogically, the research suggests several implications for educators. Implementing a variety of assessment strategies tailored to the developmental stage of students can enhance learning outcomes and promote holistic development.

The limitation of the study is the low number of respondents.

ВИСНОВОК

Оцінювання учнів молодшої школи охоплює різноманітні методи оцінювання, погляди вчителів та уподобання учнів.Застосовуючи інноваційні підходи та сприяючи сприятливому навчальному середовищу, викладачі можуть надати учням можливість взяти на себе відповідальність за свій навчальний шлях і досягти успіху в навчанні.

На основі даних опитування та відгуків учителів можна зробити кілька основних висновків щодо особливостей оцінювання молодших учнів. Система оцінювання НУШ – новітня, розроблена для сучасних молодших школярів з урахуванням їхніх умінь, особливостей та потреб. Перевагами цієї системи є максимальне полегшення процесу навчання та оцінювання, завдяки чому студент почувається комфортніше та впевненіше.

Частина вчителів неоднозначно ставиться до нової системи оцінювання, стверджуючи, що у дітей не завжди вистачає мотивації досягати нових висот. Вчителі вважають, що система оцінювання сприятиме здоровій конкуренції серед учнів і підвищить мотивацію до навчання. Але, тим не менш, кожен вчитель розуміє корисність і актуальність НУШ у сучасному світі. Вербальне оцінювання дозволяє дітям розкрити свій потенціал, відкинути комплекси та почуватися впевненіше. Це дає можливість дітям проявити себе в майбутньому як кваліфіковану, здібну, розумну людину з навичками, отриманими з дитинства. Вчителі висловили неоднозначну точку зору щодо використання зеленої ручки. Не всі розуміють основну ідею цього кольору і не всі вважають цю нову реалізацію ефективною. Частина вчителів досі користується червоною ручкою, а частина використовує обидві.

Незважаючи на труднощі, педагоги позитивно сприймають взаємооцінку, самооцінку та ігрову форму оцінювання. Вважається, що ці методи підвищують впевненість учнів, заохочують до активної участі та переміщують увагу з помилок на досягнення.

Згідно з даними, традиційне тестове оцінювання залишається,за думкою вчителів,найефективнішим методом оцінювання. Відразу після цього йдуть проекти та ігрова форма оцінювання. Основною проблемою, з якою стикаються вчителі, є недостатня мотивація учнів через відсутність конкретної шкали оцінювання. Незважаючи на труднощі, впровадження NUS є перспективним для виховання всебічно розвинених осіб, оснащених навичками та вміннями, необхідними для майбутнього успіху.

Оцінювання учнів молодших класів представляє багатогранний ландшафт, на який впливають різні фактори, такі як вік, когнітивний розвиток, соціально-економічне становище та освітнє середовище. Завдяки дослідженню цієї теми було зроблено декілька ключових висновків.

По-перше, традиційні методи оцінювання, хоч і цінні, можливо, не повністю охоплюють різноманітні навички та навички молодих учнів, але все ж не втратили свого попиту серед учителів. Альтернативні підходи, такі як Портфоліо, пропонують більш повне розуміння прогресу студентів і областей розвитку.

По-друге, неможливо переоцінити роль зворотного зв'язку в оцінюванні. Конструктивний зворотній зв'язок, адаптований до індивідуальних потреб студента, сприяє створенню сприятливого навчального середовища та сприяє постійному вдосконаленню.Справедливість в оцінюванні вимагає пильної уваги до ресурсів, доступу до підтримки та культурної відповідності.

Педагогічно дослідження пропонує кілька наслідків для педагогів. Впровадження різноманітних стратегій оцінювання, адаптованих до рівня розвитку учнів, може підвищити результати навчання та сприяти цілісному розвитку.

Дослідження було обмежено низькою кількістю респондентів.

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Особливості оцінювання учнів молодших класів

Мене звати Черкун Марія, я студентка 4-го курсу факультету Англійська мова та література у Закарпатському угорському інституті ім. Ф. Ракоці II . Темою даного опитування є дослідження нових методів оцінювання молодших школярів їх умінь і навичок у віці7-12 років. Метою опитування є отримання інформації та досвіду від учителів, які практикують оцінювання молодших школярів по системі НУШ. Анкета є анонімною та заповнюється не більше 7-10 хвилин. Прошу допомогти мені в дослідженні пройшовши опитування. Заздалегідь вдячна кожному за допомогу!

1.Вік:

а) 20-30 років

б)30-40 років

в) 40-50 років

г) 50-60 років

2.Які класи навчаєте?

а) 2

 б) 3

в) 4

г) 5

д) 6

 3.Досвід роботи:

 а) менше 3-х років

б) 5-10 років

 в) 10-20років

г) 20-30 років

 д) 30 і більше років

 4. .Які види оцінювання ви звикли використовувати?

А) Поточне

 Б) Тематичне,

 В)Підсумкове оцінювання

 Г)Формуюче оцінювання

 Д) кожне з видів

5.Які нові методи оцінювання ви використовуєте в системі НУШ? В яких класах?

а) Портфоліо

б) Проекти

в) Завдання з груповим обговоренням

г) Тестування та контрольні роботи

д) Ігрова форма оцінювання

6. Які види оцінювання подобаються дітям?

А) Ігрові форми оцінювання

Б) Проекти

В) Портфоліо

Г) Оцінка з тестовою відповіддю

Д) Самооцінка та взаємооцінка

7. На вашу думку, Чи відчувають діти стрес при тестовому оцінюванні?

А) Так

Б) Ні

В) Не помічала такого

Г) Діти звикли до такого виду оцінювання

8. Чи подобається дітям такий вид оцінювання, як порт фоліо?

А) Так

Б) Ні

9. Чи використовуєте ви Проект як спосіб оцінювання у 5-6 класі?

А) Так

Б) Ні

10.Якою ручкою ви звикли користуватися під час перевірки робіт?

А) зеленою

Б)Червоною

В) Використовую обидві

11.Якою ручкою ведете запис у дитячих щоденниках (похвала, зауваження)?

А) червоною

Б)зеленою

В) Використовую обидві

12. Які інновації в методиках оцінювання вам найбільше сподобалися у НУШ? Які використовуєте найчастіше? Які вважаєте не ефективними?

Власна відповідь

13. Як би ви оцінили ігрову форму оцінювання по шкалі від 1(погано) до 5 (чудово). Обгрунтуйте свій вибір.

Власна відповідь.

14. На вашу думку які є позитивні позитивні сторони щодо оцінювання молодших школярів у впровадженні НУШ.

Власна відповідь.

15. Як би ви оцінили Проект як форму оцінювання по шкалі від 1(погано) до 5 (чудово). Обгрунтуйте свій вибір.

Власна відповідь

16. Які складнощі щодо оцінювання учнів ви відчуваєте у впровадженні НУШ і як ви їх долаєте?

Власна відповідь

17. Які форми оцінювання є характерними в 4 класі? Які ви найчастіше використовуєте?

Власна відповідь.

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