



DIFFERENTIAL APPROACH TO ASSESSING PRIMARY SCHOOL STUDENTS' LEARNING ACHIEVEMENT LEVELS

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ABSTRACT

This article thoroughly examines the issues of assessing the achievement levels of primary school students while taking into account their individual characteristics. The theoretical foundations, psychological and pedagogical aspects of the differential approach are analyzed.

KEYWORDS

Differential approach, assessment, primary education, individual characteristics, achievement levels.

INTRODUCTION

In the modern educational system, assessment serves as an important tool for determining students' knowledge, skills, and competencies, monitoring their educational achievements, and establishing directions for further development. The primary school stage is the most crucial period when a child's personality is formed, vital knowledge and skills are acquired, and fundamental principles of cognitive and psychomotor development are established.

According to UNESCO data, assessment methods during primary education have a 60-70% impact on children's successful transition to subsequent educational stages [4]. Therefore, applying a differential approach rather than a single standardized approach in this process becomes a pedagogical necessity.

The differential approach is a process of organizing and assessing educational activities taking into account students' individual-psychological characteristics. This approach is based on the following psychological theories:

- L.S. Vygotsky's "zone of proximal development" theory - shows the difference between tasks a child can complete independently and those they can complete with adult assistance [1].
- Howard Gardner's multiple intelligence theory - emphasizes that each child possesses 8 types of intelligence (mathematical-logical, linguistic, spatial, musical, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal) [2].
- R. Feuerstein's cognitive modifiability theory - demonstrates that any child's intellectual abilities can be developed with the right approach [3].

The differential approach to assessing primary school students' achievement levels relies on multiple factors.

1. Cognitive Factors

Each child's intellectual capabilities, memory type and capacity (visual, auditory, or kinesthetic), attention stability, and thinking characteristics (abstract, concrete, or creative)

determine the rate of learning. For example, a child with strong visual memory will absorb information presented through pictures and tables faster, while a child relying on auditory memory will better master lessons through oral explanations [5; 6].

2. Personal-Psychological Factors

Students' temperament characteristics (choleric impulsiveness, sanguine activity, phlegmatic slow but stable work, melancholic sensitivity), their abilities and talents, internal and external motivation, and self-regulation skills create individual differences in the learning process [7; 8].

3. Social Factors

Family environment and parents' educational level, cultural and ethnic characteristics, economic opportunities, and relationships with peers directly determine a child's learning process [9; 10].

4. Physiological Factors

Children's learning speed, level of physical development, health status, and special educational needs directly affect learning efficiency [11; 12].

Assessment in primary education is often based on standard criteria. Such an approach has serious shortcomings that negatively affect students and the educational process.

The standard assessment system leads to problems such as excessive encouragement of strong students, formation of low self-esteem in slow learners, and neglect of average-ability students [13; 14].

There is a serious contradiction between modern educational requirements and traditional assessment systems. 21st-century education demands the development of skills such as critical thinking, problem-solving, creativity and innovative approaches, collaboration and effective communication, information literacy, and adaptability [15; 16].

The assessment process in primary education based on a differential approach should be directed toward supporting students' personal development while taking into account their individual characteristics.

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