



UDC 37.091.3.373.5
DOI: 10.58649/1694-8033-2025-3(123)-21-30

Received: 06.05.2025
Revised: 02.08.2025
Accepted: 05.09.2025

Assessment and monitoring of primary school students' learning

Surakan Kongaitieva*

PhD in Pedagogical Sciences, Associate Professor
Jusup Balasagyn Kyrgyz National University
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic
<https://orcid.org/0009-0005-4450-5312>

Syimyk Edilbek uulu

Chief Specialist for Methodological Support of Accreditation
Agency for Quality Assurance in Education "EdNet"
720020, 1/2 Baityk Baatyr Str., Bishkek, Kyrgyz Republic
<https://orcid.org/0009-0003-3828-7262>

Abstract. The main goal of the study was to identify the current state, challenges, and promising directions of the assessment and monitoring process of educational achievements of primary school students. The relevance of the study was determined by the need to improve the quality of education in the Kyrgyz Republic, to objectively assess students' achievements, and to enhance the effectiveness of the educational process in schools. In this context, it was emphasised that assessment should be closely linked with the educational process. It allows for the regular evaluation of students' progress, the introduction of adjustments based on their individual development, and the systematic improvement of teachers' instructional methods. The article thoroughly explored the concepts of formative and summative assessment, their content features, implementation methods, and impact on the educational process. Formative assessment was viewed as a method that leads students to success through continuous feedback during daily learning. It includes self-assessment, peer assessment, and both written and oral feedback. These methods help foster active participation, critical thinking, and a sense of responsibility among students. The article also discussed the development of assessment criteria, strengthening teacher-student communication, considering individual student progress, and creating equal opportunities for learners with diverse academic levels. The authors presented examples of international assessment models and showed how they can be integrated into the Kyrgyz educational system. The study concluded with specific recommendations aimed at improving the quality of primary education. Assessment was seen not only as a tool for measuring students' knowledge but also as a comprehensive mechanism for enhancing the overall educational process

Keywords: formative assessment; summative assessment; academic achievements; assessment criteria; active learning; student motivation; educational technologies

INTRODUCTION

The assessment and monitoring of student performance at the primary education level in the Kyrgyz Republic is considered one of the key factors for sustainable development and qualitative transformation of the country's education system. This process enhances the quality of education by updating the content of education, improving pedagogical methods, and conducting comprehensive analyses of the activities of educational institutions. Objective and continuous assessment of the educational level of primary school

students, monitoring of their learning achievements and dynamic changes in their knowledge assimilation – this contributes to the intellectual and cognitive development of children, as well as to the active functioning of the education system.

Assessment and monitoring mechanisms are only effective when they are systematically implemented as part of education policy. These mechanisms should be aimed at comprehensive analyses that include not only student

Suggested Citation: Kongaitieva, S., & Edilbek uulu, S. (2025). Assessment and monitoring of primary school students' learning. *Bulletin of the Jusup Balasagyn Kyrgyz National University*, 17(3), 21-30. doi: 10.58649/1694-8033-2025-3(123)-21-30.



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*Corresponding author

performance, but also the quality of teaching, teachers' performance, conditions of the educational environment and models of educational process management (Kovalchuk & Kozoriz, 2020). Monitoring is not just a collection of statistical data; it is an intellectual and managerial tool to measure learning effectiveness, reduce educational inequalities and make fact-based decisions. According to G. Zhakupova (2017), the primary education sector in Kyrgyzstan is facing a number of systemic and infrastructural problems. These include the use of curricula that do not meet modern requirements, insufficient methodological training of teaching staff, weak material and technical base of schools in rural areas, and unequal access to educational opportunities. In addition, the centralised nature of the management system in educational institutions, lack of comprehensive information and limited educational resources also reduce the effectiveness of the entire education system.

In such conditions, assessment and monitoring systems play an important role as one of the main science-based tools for early identification of these problems, system-level prevention and strategic decision-making. Measuring the level of students' knowledge is not just information obtained through an exam or test, but a unified system that allows for a comprehensive analysis of students' learning dynamics, motivation for learning, logical thinking and competencies (Karpushina & Kutuzova, 2022). Such activities enhance the quality of education, support the principles of social justice and increase access to education. In addition, according to P. Gouédard (2021), assessment and monitoring systems also act as the main driving force behind reforms in the education system. They allow prioritising educational policy, working out educational standards, planning the professional development of teachers, and transforming the content and forms of education. The introduction of such systems at the primary education level is one of the necessary conditions for ensuring quality education in educational institutions and creating effective management models.

Accordingly, the creation of a scientifically based system of monitoring and evaluation of the educational process is of strategic importance for improving the effectiveness of the primary education system. It creates an opportunity to improve the professional training of teaching staff, adapt the educational process to the development of the student's personality, and effectively coordinate the activities of educational institutions. Successful implementation of innovation policy in the sphere of education in Kyrgyzstan is closely related to the qualitative formation of this system of assessment and monitoring. Therefore, this direction requires special attention in the educational strategy of the country. At a later stage, the development of qualitative indicators for assessment and monitoring of activities and the creation of integrated information systems at the national level will allow for scientific analysis of the effectiveness of education and management decisions. The introduction of such systems in the education sector of Kyrgyzstan will contribute to increasing transparency and

public confidence in education policy. The participation of parents, civil society, education experts and government agencies in this process is of particular importance, as education is one of the main areas of public interest.

For the successful functioning of assessment and monitoring systems, it is necessary to ensure their reliability, validity and sustainability. For this purpose, it is necessary to improve the qualifications of specialists, teachers and methodologists working in the field of education and to provide them with appropriate methodological and technical support (Tsymbal, 2020). It is also necessary to rely on indicators worked out on the basis of national and international research and to use objective rather than subjective indicators in measuring the quality of education. Such actions will allow the country to introduce systemic improvements at the initial stage of education and bring it closer to international standards (Janicka-Panek, 2018). Also, the use of modern educational quality assessment methods, such as STEAM methodologies, competency-based approach and digitally integrated platforms, plays a major role in developing students' creativity, critical thinking and practical skills (Ye *et al.*, 2024).

In conclusion, assessment and monitoring of learning in the primary education system of Kyrgyzstan is not only a technical, but also an ideological and strategic activity. It is one of the main factors determining the quality of the country's future intellectual capital. Such systems help to ensure equality in education, eliminate socio-cultural barriers, and reduce the gap in educational opportunities between regions. For a developing society, these processes play an important role as key tools for shaping national policy and responding to global challenges in education. The purpose of the study was to identify the current state, problems and future directions of the process of assessment and monitoring of primary school student learning.

■ MATERIALS AND METHODS

An integrated approach to the research, combining qualitative and quantitative methods, was adopted as a methodological basis. At the initial stage of the study, an analytical research method was used. At this stage, official documents adopted by the Ministry of Education and Science of the Kyrgyz Republic were studied – state educational standards, methodological recommendations for assessment, strategic development programmes, concepts and other normative acts. Reports and recommendations of international organisations – UNESCO (2024) and others – were also analysed, and the process of primary education assessment in Kyrgyzstan was compared with international experience.

The study of the real learning process was carried out on the basis of empirical methods. Teachers of general education schools were involved and a survey was conducted to find out the characteristics of their assessment in the learning process. The survey was conducted by the authors of the article from 3 to 18 June 2024 using a confidential form of remote communication through the online platform Google Forms. The study involved 20 primary school

teachers from 10 comprehensive schools in Bishkek (Author's Physics and Mathematics Complex of School-Lyceum No. 61 named after E.B. Yakirov; Author's Educational and Upbringing Complex of School-Gymnasium No. 6 named after I.V. Panfilov; School-Gymnasium No. 24 named after A. Tokombaev; Secondary Comprehensive School "School-Gymnasium" No. 69; Educational and Upbringing Complex-Gymnasium No. 69 named after T. Satylganov; Educational and Upbringing Complex of School-Gymnasium No. 68; Educational and Upbringing Complex of School-Gymnasium No. 70; Secondary Comprehensive School No. 13; Secondary Comprehensive School No. 26; Secondary Comprehensive School No. 65).

The survey included 10 questions aimed at exploring teachers' perceptions of formative and summative assessment methods and monitoring mechanisms. The survey questions are as follows:

- How do you use formative assessment in your lessons?
- Do you have any pre-worked out criteria for evaluating students? If yes, please specify.
- What kinds of feedback do you use?
- Do you use written, oral or digital tools for assessment?
- What are the main difficulties you are facing in evaluation?
- Do you monitor students' independent development?
- How do you use assessment results to adjust your teaching?
- Do students participate in self-assessment and peer-assessment during assessment?
- Do you receive methodological support for assessment?
- What changes do you think are needed to improve the assessment and monitoring system?

The conducted research and observation provided an opportunity to clarify the use of formative and summative assessment, the methodology of criteria development, active participation of students in assessment, as well as various testing methods. Based on the study, an analytical analysis of the current situation was conducted and recommendations for improving assessment and monitoring in the primary education system of the Kyrgyz Republic were worked out. The survey was conducted in accordance with the ethical standards for scientific research contained in The Guidance Note of the European Commission on Ethics and Data Protection (2021).

State and international resources were used as a database. In particular, the official website of the Ministry of Education and Science of the Kyrgyz Republic (n.d.), the platform Mektep (n.d.), archives, methodological manuals of the Department of Educational Technologies of Preschool Pedagogy and School Pedagogy of the Kyrgyz National University named after J. Balasagyn. The main sources were also scientific articles written in the field of education and the works of domestic and foreign scientists. In the theoretical part of the study, foreign scientific literature and works of famous researchers were widely

used. In particular, the works of such authors as P. Black *et al.* (2004) on formative assessment and the strategies they proposed, adapted to the Kyrgyz school environment, were considered. For example, it was analysed how the methods of "feedback", "learning objectives and success criteria" or "partner assessment" are used in the Kyrgyz context. The study also used a qualitative comparative analysis comparing methods of primary education assessment in Kyrgyzstan and other countries, identifying the advantages and disadvantages of each. Based on this comparison, a number of recommendations for improving the evaluation process were worked out. In conclusion, the research methodology combines real educational practice and theoretical orientations to provide a comprehensive analysis of the assessment and monitoring process in the Kyrgyz primary education system.

■ RESULTS AND DISCUSSION

Peculiarities of evaluation methods in the education system and their development

The Program for the Development of Education in the Kyrgyz Republic for 2021-2040 (2021) points to the need to introduce a new system for assessing students' achievements, as well as to determine not only the level of knowledge acquired in lessons, but also the individual level of each student, indicating the formation of basic and subject competencies. Methodological Guidelines for Assessment of Reading Skills in Primary Grades worked out. The guide was prepared within the framework of the USAID project "Time to Read!" (2018) and contains tools and procedures for formative assessment of reading skills in primary grades, worked out on the basis of subject standards for mother tongue and reading and tested in practice. The manual was approved and published by the Academic Council of the Kyrgyz Academy of Education on 29 August 2016 by Minutes No. 7 (Khamzina *et al.*, 2016). As the authors of the manual emphasised: "Assessment and monitoring should be used not only to measure students' achievements, but also to help teachers make decisions to improve teaching", this idea emphasises the main purpose of educational assessment in primary school students. Monitoring student achievement fulfils not only a diagnostic function, but is also one of the main tools for continuous improvement of the learning process. The educational assessment system, which combines formative and summative assessment methods, allows teachers to differentiate and individualise lessons.

According to S. Khamzina *et al.* (2016), the same manual contains the following thesis: "At the school level, assessment tools should be developed systematically, standardised and adapted to the age-specific characteristics of students", which indicates the need for a structured and scientifically based approach to the development of assessment tools. Standardised assessment tools promote fair and objective measurement of students' knowledge. In addition, taking into account the age-specific characteristics of students is an important factor in improving the quality

of education. This is due to the fact that assessment methods adapted to the level of cognitive and psychological development of students contribute to the deep learning of students. This idea is put forward by the well-known educational researcher D. William (Black *et al.*, 2004). In his view, efforts to develop, support, analyse and widely disseminate assessment for learning will only be effective if the responsibility for leading this process is given to members of the school administration. As D. William's experience shows, it would be unfair to assign this task to only a few individuals. At the same time, it is absurd to require all teachers to immediately change their roles and teaching methods. Instead, D. William proposed a three-year development plan. This plan supports small groups for two years to conduct research and development. In this way, these groups can form the core of the school's expertise and help other teachers to carry out similar experiments themselves. This approach is seen as an effective and long-term way of changing the educational culture in the school. According to V. Epaneshnikov & V. Vinogradov (2024): "Monitoring the effectiveness of forming students' technological competence based on recorded indicators of educational outcomes and indirect performance indicators is likely to change the meaning of educational activities in the future, replacing them with a set of key indicators". "The development of future educators' ability to monitor the assessment of teaching quality in the process of professional education will inevitably have a positive impact on the results and quality of students' education in the future", also noted Yu. Bogatyreva & I. Morkovina (2023).

As UNESCO (2024) noted, education systems should be seen not only as a tool to prepare people for the labour market, but also as a collective responsibility for shaping the future. Education systems should consider the process of learning for the future as a basic human right and approach the realisation of this right with mutual responsibility (UNESCO, 2023). In Russia, educational policy is also aimed at increasing the value status of supplementary education, strengthening its role in the personal and professional development of children. In this regard, supplementary education is seen as a unique social practice that promotes self-motivation and increases the innovative potential of society (Kuvshinkova & Reshetnikova, 2024). At present, the school education system is being renewed on a new conceptual basis and improved to meet the requirements of socio-economic changes. As part of the standardisation process, the methods of subject teaching, the organisation of the educational process and the assessment of students' learning achievements require updating. The assessment mechanism fulfils the function of feedback in improving the effectiveness of learning. If the teacher observes the student's development and analyses his achievements, the student will also evaluate his efforts and strive for independent development (Kaldybaev & Esenalieva, 2020). As D. Kolomiets (2013) noted: "Forecasting the development of an educational institution in the conditions of variant education will be successful if

it is based on the following monitoring indicators: study of the opinion of the subjects of the educational process, determining the level of their awareness of variant learning systems; prevention of difficulties in the use of variant learning systems on the basis of diagnostics of the child's readiness for school, study of the teacher's motivation to choose a system of developmental education; the administration's interest in the introduction of variant learning systems; and the use of variant learning systems".

For the effective use of variable learning systems, it is extremely important to ensure stability at different levels of education. This problem is also relevant in practical terms and has not yet been fully solved, as other Russian researchers have also written about in their works (Konovalchuk, 2005; Kovalenko, 2012; Sadovaya, 2013). G. Musabekova (2008) believes that the most important period for the development of children's creative abilities is the junior school age, as it is the most sensitive for the development of personal creative abilities. This once again emphasises the importance of monitoring the learning process of primary school students (Kopytova, 2003). Also, other Kazakh scientists, such as S. Abildina *et al.* (2021) believe that "...formative assessment in primary school is aimed at individual work with each student, identifying the achievements of primary school students and assessing the level of development of skills and abilities, as well as systematic measurement of students' progress in learning". This allows for accurate and objective assessment of each child's achievements, contributing to his development, taking into account the interests and abilities of the pupil.

Competency-based assessment:

Diagnostic and formative assessment methods

Azerbaijani scientist, researcher of Ganja State University L. Rustamova (2015) believes that "...today, the latest types, types and forms of learning, as well as learning modules and paradigms are identified and used in advanced science and world practice. Among these modules, communicative learning modules, constructive learning modules and cognitive learning modules are considered the latest achievements of pedagogy". Diagnostic assessment is an important tool for evaluating student performance. During the school year, the teacher determines the students' level of competence by comparing baseline and achieved results. This process is used as a basis for correcting and improving the learning process, clarifying learning objectives and optimising the teacher's instructional strategies. The results of the diagnostic assessment are summarised in a descriptive form and contribute to decision-making about the learning process. Formative assessment is carried out taking into account the student's pace and ways of learning. This method makes it possible to determine a student's progress and to make timely adjustments to the learning process and changes to the curriculum. Through formative assessment, students can improve the quality of their work and increase their learning achievements. Formative assessment is also used to develop methodological recommendations

aimed at student success and the formation of individual educational trajectory (State Educational Standard of General School Education of the Kyrgyz Republic, 2022).

A student's progress is determined by the specific work the student does and is an indicator of the achievement of specific educational goals. To continuously monitor this progress, the teacher records the student's achievements and tracks the dynamics of individual learning. Final assessment is aimed at determining the level of achievement of the student's planned results at each stage of learning. This attestation is carried out on the basis of current, interim and final attestation and allows an objective assessment of a student's knowledge and competence. Competences are formed not only in the educational environment, but also on the basis of a variety of social and practical activities outside the school. Therefore, one of the main tasks of the school is to develop an educational environment for students and to teach them to use their acquired knowledge effectively in everyday life situations. In order to achieve this goal, the following conditions must be ensured:

- The organisation of the learning process should be oriented towards students' independence, efficiency and responsibility;

- Students should be actively involved in a variety of research, project, community and extracurricular activities;

- Situations should be created that allow students to put knowledge into practice;

- In the assessment process, students' learning achievements should be constantly analysed and necessary adjustments made;

- School teachers should be able to effectively use competency-based teaching methods in the educational process.

Creating such conditions increases students' motivation for the educational process and has a positive impact on their personal and academic development (Orolov *et al.*, 2023). Assessment and monitoring of primary school students' education is an important part of the educational process. Formative assessment (formative assessment) aims at daily monitoring of students' knowledge after each assignment based on assessment criteria. Self-assessment, peer-assessment and teacher feedback play a key role in this process. The teacher should monitor students' understanding of the learning objectives and assessment criteria and work out them with them. This approach improves students' attitudes towards assessment and enhances the quality of learning.

The survey data revealed a number of important trends in assessment and monitoring practices among primary school teachers. Based on the answers of 20 teachers who participated in the survey, the data were systematised and presented in the form of aggregated percentage indicators (Table 1).

Table 1. Teachers' answers to questions (in %)

No.	Question	Yes (%)	No (%)	Comments/additional answers
1	How do you use formative assessment in your lessons?	85	15	Most reported using it daily
2	Do you have any pre-worked out criteria for evaluating students? If yes, please list them.	75	25	Some teachers complain about the lack of criteria
3	What type of feedback do you use?	100	0	Oral – 100%, written – 45%, digital – 35%
4	Do you use written, oral or digital tools for assessment?	35	65	The level of digital literacy is low
5	What are the main difficulties you are facing in evaluation?	90	10	Lack of time and methodological support
6	Do you monitor students' independent development?	60	40	Most limit themselves to keeping a diary
7	How do you use assessment results to adjust your teaching?	65	35	Answers varied (most use it when planning work)
8	Do students participate in self-assessment and peer-assessment during assessment?	45	55	Many feel that their methodological knowledge is insufficient
9	Do you receive methodological support for evaluation?	40	60	There is a shortage of new teachers in the regions
10	What changes do you think are needed to improve the assessment and monitoring system?	–	–	1) Professional development, 2) Digital tools, 3) Time resources

Source: developed by the authors

In general, it was noted that most teachers understand the basic methods of formative assessment and use them in their lessons. However, this use is only at an intuitive level and is not systematic and strategic. For example, although 85% of teachers stated that they use formative assessment on a daily basis, only 75% indicated that they use pre-designed criteria. This indicates a lack of methodological preparation of teachers to use formative assessment.

The level of use of digital tools remains low – only 35% of teachers indicated that they use digital tools. This indicator confirms the need for further work in the direction of digitalisation of education. In addition, the insufficient use of self- assessment and peer-assessment elements (45%) limits students' opportunities to develop reflective and

analytical skills. Lack of methodological support and lack of time were identified as the main obstacles in the evaluation process. 60% of teachers indicated that they do not receive methodological support and 90% indicated that they do not have enough time. This indicates the need for teacher training, availability of guidance materials and increased administrative support. The following main conclusions were drawn from the survey:

1. Formative assessment is widely used but lacks consistency: teachers report working out criteria independently or applying them inaccurately.

2. Education and technical support are needed when moving to digital tools, as access to the Internet and tools can be varied.

3. The lack of methodological support has been a major obstacle in the evaluation process.

4. There are no standardised monitoring tools.

5. Teachers' competence in using assessment results to improve lessons needs to be improved.

J. Balasagyn's pedagogical ideas are also important to consider when improving the assessment and teaching process. His views on education, morality and upbringing have not lost their relevance in modern pedagogy. In his works J. Balasagyn expressed valuable ideas about the acquisition of knowledge, its continuous improvement and development of personal qualities. Nowadays, active teaching of students on the basis of formative assessment, development of their thinking abilities and inculcation of moral values correspond to J. Balasagyn's educational philosophy. Therefore, the use of his approach to education in modern pedagogy makes a significant contribution to improving

the level of students' education and the quality of education. When conducting formative assessment, the teacher should clearly define the content and objectives of the lesson and work out the assessment criteria together with the students. The more precise the criteria, the more successful the task will be. When using assessment technologies, the teacher should be aware of the reproductive, productive and creative levels of learning of the topic, determine the expected results of a particular lesson and choose appropriate teaching methods. It is also necessary to work out assessment criteria and prepare appropriate tasks together with the students. The methods of formative assessment include interactive methods such as "Hand Signals", "Thumb Signals", "Traffic Light", "Dice", "Plus-Minus-Interesting", "KWL". The methods "Inner and Outer Circle", "Moving Pairs", "Two Stars – One Wish" are used for mutual evaluation (Table 2).

Table 2. Explanation/description of interactive methods

Method/approach	Explanation/Description
Hand Signals	The student raises a hand or uses a specific gesture to show whether they understand or not
Thumb Signals	Students show a thumbs up (understood), sideways (partially understood), or down (did not understand)
Traffic Light	Students evaluate using coloured cards: red (did not understand), yellow (partially understood), green (fully understood)
Dice	A die with different questions or tasks on each side is rolled, and students respond to the side that lands face up
Plus-Minus-Interesting	"+" – positive aspects, "-" – negative aspects, "I" – interesting facts or thoughts are written down
KWL (Know – Want to Know – Learned)	Students write what they knew before the topic, what they want to know, and what they learned after the lesson

Source: developed by the authors

During the self-assessment, students have the opportunity to find their own mistakes and to reflect by commenting on them. Once the assessment criteria have been developed, appropriate point descriptors are established, which the teacher specifies in advance. During the lesson, these criteria are written on the board and agreed with the students. These criteria are used in different types of assessment – summative, formative and diagnostic. Summative assessment is carried out at the end of a topic or unit in order to assess students' achievements. For this purpose, the teacher needs to review the topics in the curriculum and determine the assessment criteria based on Bloom's Taxonomy. It is recommended to work out descriptors for each assignment and use them in the assessment process. The final assessment should take 15-20 minutes to complete.

Using feedback to assess student learning

Feedback is one of the most important and fundamental tools of the educational process. It significantly helps teachers and students to interact, learn and improve the quality of learning. Feedback serves as a primary mechanism for developing, correcting errors and guiding students to achieve educational success. For students, feedback is an effective tool in the learning process because it allows them to see their mistakes and strengths. Feedback is used at various levels throughout the learning process. For learners,

this feedback should include important information directly related to their learning, critically evaluated outcomes and progress. In schools, feedback is usually provided in two main ways: orally and in writing. Oral feedback should be immediate and specific, while written feedback is often provided in the form of descriptions of methods, suggestions, and errors. Such feedback can help students change their view of learning and develop new perspectives.

The assessment process itself also includes important aspects of feedback. Through assessment, teachers can identify students' learning and guide them towards improved, confident and effective learning. Assessment includes various forms that work closely together. For example, summative assessment (results of achievement over the academic year), formative assessment (periodic assessment of particular aspects) and diagnostic assessment (determining progress in learning) are used together to enhance the effectiveness of assessment. Feedback is crucial because it guides the learner in the right direction. In formative assessment, feedback is often used to track progress between lessons, allowing teachers to analyse students' work throughout the day and help them self-regulate. Providing this feedback is one of the most important aspects of teaching, beyond the "butterfly" between teacher and student. To be effective, feedback needs to be meaningful, clear and concise so that the student can see exactly what

they need to work on, correct their shortcomings and strive to improve their performance in the future.

The process of assessment has social, pedagogical and organisational significance. Feedback is a highly valued aspect of primary and secondary education. Its value is often aimed at improving the accuracy of the various forms of assessment used by teachers in lessons. By conducting formative assessment during a lesson, teachers are able to provide the necessary feedback to improve students' knowledge. By identifying errors, the feedback promotes sustainability and future action. This process is also seen as an analysis that allows teachers to work out their own lessons. Diagnostic assessment plays an important role in feedback. It aims to quickly identify various errors and the level of knowledge of the teacher. It gives an idea of the essence of knowledge gained by each student in the lesson. In this case, the feedback facilitates the student's confident participation in the educational process. Feedback obtained through pre-testing, intermediate control works, practical assignments and written tests ensures the improvement of the student's skills in independent and group work.

It is also important to provide feedback to teachers, both individual and group, on a reasonable basis. The essence of feedback is its concreteness and clarity in concrete actions. The advice and suggestions that feedback gives in assessing the level of knowledge of students have a positive impact on their development. Feedback in teaching allows students to correct mistakes and use them in practice to improve their strengths. This system provides high quality feedback and makes learning more productive. It is clear from the above that feedback has become the first and most important tool of the educational process. Unfortunately, if feedback is organised ineffectively, it will not contribute to the improvement of students' education. To prevent this from happening, teachers should pay great attention to the organisation of a complete feedback system, its implementation, as well as checking individual student achievements. Brief recommendations from the study: work out national guidelines on assessment and monitoring; organise regular professional development courses for teachers; provide training on the use of digital tools; promote specific techniques to develop students' self- and peer-assessment skills; school administrators should consider mechanisms for allocating time and resources for teachers to conduct assessments.

■ CONCLUSIONS

The results of the study clearly show that assessment and monitoring of primary school students is one of the main factors in improving the quality of the learning process. The study revealed that various forms of assessment used in primary school students, especially formative assessment, have a direct impact on students' attitudes and engagement in learning. It was observed that the teacher's choice of assessment methods in accordance with the individual characteristics of students contributes to increasing their confidence and responsibility. This, in turn,

enables students to think independently, set personal goals and make more effort to achieve them. The data obtained in the course of the study show that the use of clear and unambiguous assessment criteria contributes to the correct and successful completion of tasks by students. They begin to realise what they need to learn, how to achieve it and from what point of view they can assess their current level. This is useful not only for students, but also for teachers: they can identify each student's strengths and needs and work out individualised learning strategies. In addition, skills such as self-assessment and peer-assessment, which are part of formative assessment, teach students to be reflective, to express an informed opinion and to develop themselves.

One of the practical results of the study is the effectiveness of the visual and interactive methods used in the assessment process (e.g. "Traffic Light", "Hand Signals"). These methods allow learners to provide feedback in a simple and understandable way. Students are able to immediately assess their progress and seek help or regroup if necessary. In turn, these methods help teachers to immediately identify weaknesses or strengths in the learning process and adjust the direction of learning. When organising summative assessment, dividing tasks by level of difficulty using the principles of Bloom's taxonomy plays an important role in the development of students' analytical and logical thinking. This approach allows for a deeper assessment of students' knowledge through the content of assignments. Also, working with descriptors gives students a clear direction and encourages them to compare and evaluate their achievements.

In practical terms, the results of this study will help teachers to organise quality feedback in the learning process. Teachers will be able to determine which methods and types of assessment will be effective, taking into account individual characteristics of students. In addition, a mechanism will be created to help parents understand their children's academic success and guide them in the right direction. Based on the findings, it is clear that further research in this area is needed. In particular, one relevant area for the future is to deeply explore the effectiveness of using digital platforms and artificial intelligence in the assessment and monitoring process. It is also important to study the adaptation of assessment mechanisms in different schools depending on regional and social conditions. After all, every student has different learning opportunities and difficulties, and the success of assessment is ensured by a system designed with these characteristics in mind.

■ ACKNOWLEDGEMENTS

None.

■ FUNDING

None.

■ CONFLICT OF INTEREST

None.

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Башталгыч класстагы мектеп окуучуларынын билим алуусун баалоо жана мониторинг жүргүзүү

Сууракан Конгайтиева

Педагогика илимдеринин кандидаты, доцент
Ж. Баласагын атындагы Кыргыз улуттук университети
720033, Фрунзе көч., 547, Бишкек ш., Кыргыз Республикасы
<https://orcid.org/0009-0005-4450-5312>

Сыймык Эдилбек уулу

Аккредитацияны методикалык камсыздоо боюнча башкы адис
“EdNet” Билим берүү чөйрөсүндө сапатты камсыздоо агенттиги
720020, Байтик баатыр көч., 1/2, Бишкек ш., Кыргыз Республикасы
<https://orcid.org/0009-0003-3828-7262>

Аннотация. Изилдөөнүн негизги максаты – башталгыч класстагы мектеп окуучуларынын билим алуусун баалоо жана мониторинг жүргүзүү процессинин учурдагы абалын, көйгөйлөрүн жана келечектүү багыттарын аныктоо. Изилдөөнүн актуалдуулугу Кыргыз Республикасында билим берүүнүн сапатын жогорулатуу, мектеп окуучуларынын жетишкендиктерин так жана объективдүү баалоо, билим берүү мекемелеринде окутуунун эффективдүүлүгүн арттыруу зарылчылыгы менен негизделет. Мунун алкагында баалоо билим берүү процесси менен тыгыз байланышта жүрүшү керектиги белгиленет. Ал окуучулардын билим алуудагы жетишкендиктерин мезгил-мезгили менен баалап, жеке өнүгүүсүнө ылайык түзөтүүлөрдү киргизүүгө, ошондой эле мугалимдин сабак өтүү усулдарын ырааттуу жакшыртууга өбөлгө түзөт. Макалада формативдик (калыптандыруучу) жана суммативдик (жыйынтыктоочу) баалоо түшүнүктөрү кеңири баяндалып, алардын мазмундук өзгөчөлүктөрү, ишке ашыруу жолдору жана билим берүүдө тийгизген таасирлери салыштырмалуу талданат. Формативдик баалоо – бул окуучунун күнүмдүк үйрөнүү процессинде ага үзгүлтүксүз байланыш берүү аркылуу, ийгиликтерге жеткирүүчү метод катары каралат. Анда өз алдынча баалоо, бири-бирин баалоо, жазуу жана оозеки пикир берүү сыяктуу ыкмалар камтылат. Бул ыкмалар окуучунун жигердүү катышуусун, сынчыл ой жүгүртүүсүн жана жоопкерчилигин өнүктүрүүгө жардам берет. Ошондой эле, макалада баалоо критерийлерин иштеп чыгуу, мугалим менен окуучунун ортосундагы баарлашууну бекемдөө, окуучунун ийгилигин жекече эске алуу жана ар кандай билим деңгээлиндеги окуучулар үчүн тең мүмкүнчүлүктөрдү түзүү маселелери көтөрүлөт. Автор тарабынан эл аралык практикага негизделген баалоо моделдеринин артыкчылыктары жана аларды кыргыз билим берүү системасына интеграциялоо ыкмалары мисалдар менен көрсөтүлөт. Изилдөөнүн жыйынтыгында башталгыч класстарда билим сапатын жогорулатуу үчүн конкреттүү сунуштар берилет. Анда баалоо окуучунун жетишкендигин гана эмес, жалпы билим берүү процессинин натыйжалуулугун жогорулаткан комплекстүү механизм катары каралат.

Негизги сөздөр: формативдик баалоо; суммативдик баалоо; окуу жетишкендиктери; баалоо критерийлери; активдүү окутуу; окуучулардын мотивациясы; билим берүү технологиялары

Оценивание и мониторинг обучения учащихся начальных классов

Суракан Конгайтиева

Кандидат педагогических наук, доцент
Кыргызский национальный университет имени Ж. Баласагына
720033, ул. Фрунзе, 547, г. Бишкек, Кыргызская Республика
<https://orcid.org/0009-0005-4450-5312>

Сыймык Эдилбек уулу

Главный специалист по методическому обеспечению аккредитации
Агентство по гарантии качества в сфере образования «EdNet»
720020, ул. Байтик баатыра, 1/2, г. Бишкек, Кыргызская Республика
<https://orcid.org/0009-0003-3828-7262>

Аннотация. Основная цель настоящего исследования – определить текущее состояние, проблемы и перспективные направления процесса оценки и мониторинга образовательных достижений учеников начальных классов. Актуальность исследования обусловлена необходимостью повышения качества образования в Кыргызской Республике, объективной оценки достижений школьников и повышения эффективности учебного процесса в образовательных учреждениях. В этом контексте подчеркнута необходимость тесной связи между оцениванием и образовательным процессом. Оценка позволяет регулярно анализировать успехи учащихся, вносить коррективы с учетом их индивидуального развития, а также совершенствовать методику преподавания учителей. В статье подробно рассмотрены понятия формативного (формирующего) и суммативного (итогового) оценивания, их содержательные особенности, способы реализации и влияние на образовательный процесс. Формативное оценивание рассмотрено как метод, способствующий достижению успеха учащимися за счет постоянной обратной связи в процессе повседневного обучения. Оно включает такие методы, как самооценка, взаимная оценка, письменная и устная обратная связь. Эти подходы способствуют развитию активного участия, критического мышления и ответственности у учащихся. Также в статье подняты вопросы разработки критериев оценивания, укрепления коммуникации между учителем и учеником, индивидуального подхода к успехам учащихся и создания равных возможностей для школьников с разным уровнем подготовки. Авторы на примерах продемонстрировали преимущества оценочных моделей, основанных на международной практике, и варианты их интеграции в кыргызскую систему образования. В завершение исследования представлены конкретные рекомендации по повышению качества начального образования. Оценивание рассматривалось не только как способ измерения знаний ученика, но и как комплексный механизм улучшения всего образовательного процесса.

Ключевые слова: формативное оценивание; суммативное оценивание; учебные достижения; критерии оценивания; активное обучение; мотивация учащихся; образовательные технологии