



Grade-Free Learning System as A Means of Creating a Psychologically Comfortable Educational Environment in the Class to Motivate a Child to Successful Learning Activities

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ABSTRACT

In modern elementary school, the problem of ungraded education is very relevant. The main encouragement and the strongest (but not always effective) punishment in pedagogical work is assessment. This is a tool that the teacher must be able to use.

Keywords:

First Grade, Five-Point System, Aspect, Excitement, Doubt, Curiosity

In the history of pedagogy, there is such a fact: in May 1918, the People's Commissariat of Education issued a decree "On the abolition of grades." It spoke about the prohibition of the use of the point system in all classes without exception. Following the ruling, everywhere at school, instead of marks, students are given detailed characteristics, students' achievements in creativity, socially useful activities are demonstrated. But in mass practice, teachers, nevertheless, secretly set marks, since with their help it is easier to manage the educational process.

Many famous educators understand that the assessment of students' knowledge is important and necessary. Therefore, for many years, a search has been carried out to improve the scoring system. One of these experiments was carried out in an incomplete secondary

school No. 8 in the city of Donetsk, by a group of teachers led by V. F. Shatalov. He believes that, in particular, sheets of open knowledge records help to maintain the desire to work conscientiously, with full dedication. The essence of this system is that students are given points in pencil for each section. Grades such as two, three and four are not put forever. They only state what kind of material is learned poorly or insufficiently. The student can at any time answer the teacher in this section and increase his score.

Along with the creative search of many teachers to improve the scoring system of assessment, there is a long-term successful experience of a group of teachers and psychologists under the leadership. The essence of this experiment lies in the fact that in elementary school there are no grades at all. Any

signs, symbols that replace marks cause certain reactions in the child. The child is upset if he receives a sign of his failure and rejoices if a sign of success. And this means that any sign creates the same psychological situation for the student as the mark. When a small child comes to school in the first grade, he experiences a diverse palette of feelings: excitement, joy, fear, doubt, curiosity. And in order to create a psychologically comfortable educational environment in the classroom, to motivate the child for successful learning activities, it is impossible to put marks on the student. But it is necessary to prepare the child to receive this very mark.

Often at school you can hear different statements, questions from students. Children do not always understand what this or that mark is for; ask the question why two students have the same mistakes, but the marks are different. And these are the statements of children not only of the first grade. So, while there is an opportunity in the first grade to “teach” a child to evaluate himself, it is necessary to use it.

When evaluating the work, it is necessary to proceed from the following criteria:

1. The work must be done correctly;
2. Calligraphically correct, without corrections (which is very important in elementary school);
3. Fully completed, i.e., all tasks must be completed. If the child did not have time to solve any number, then the mark, of course, will be lowered.

It is on this basis that it is necessary to set a mark. Yet, when preparing children for a five-point system, this aspect is also taken into account. Starting from the first grade, children draw three columns of five cells in notebooks. The first column indicates the correctness of the work, the second beauty and the third column - the pace. When evaluating the work, the teacher paints a different number of cells in each column with a green marker. When the work is done flawlessly, then all the cells in each column are painted over. If there are mistakes or shortcomings, then the child “loses” the cells in any column. That is, the cells are not painted over. So, starting from the first grade, children learn to analyze their work. But a first-grader

child, of course, cannot immediately understand this system, all the more correctly evaluate himself.

So the work is progressing step by step.

Step 1 : The child receives their work daily, checked by the teacher. Where the cells are already painted over. There is a daily analysis of work. Children look in which column the cells are “lost”. Analyze their work and columns. Note why not all cells are shaded. And no marks at all. But parents and children, nevertheless, at first try to find out what kind of mark it is. So, day after day, the child learns to analyze his work, already checked by the teacher.

Step 2 : This happens already at the end of grade 1. Children draw two triplets of columns. When the child receives a verified work, he analyzes it himself and paints over the first three columns. And the teacher fills in the next three columns. After that, a comparison takes place: whether the child correctly analyzed his work.

Step 3 : Marks are already appearing in the second grade. But the use of columns continues. The teacher draws columns, fills in the required number of cells and puts a mark next to them. Children who are already accustomed to analyzing their work understand what this or that mark is for.

Evaluation of the result of the educational work of the child, in one form or another, has always existed in all types of schools. A distinctive feature of this system is that the children themselves analyze their work in three areas: correctness, beauty, pace. And this work is carried out from the first grade. The attention of children is not focused on getting a mark, which creates a psychologically comfortable educational environment in the classroom to motivate the child to succeed.

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