

- stimulating primary school students to use art samples in an original and effective way, studying the inclinations and interests of each of them;

- including appropriate art samples in the learning process in the materials provided in textbooks.

2. The main principle determining the success of the pedagogical activity of a primary school teacher is a careful attitude to children's creativity, an understanding of which art sample each of them is more inclined to, their abilities (according to H. Gardner's theory), and at the same time careful management of this process.

3. It is necessary for a primary school teacher to know that constantly changing social values, an increasing flow of information are always reflected in art. Only truly spiritual works of art are immortal. Therefore, examples of classical painting, sculpture, crafts and folk art formed the basis of the content of the subject area.

4. In the process of research, the features of the formation of creative abilities of Primary School students were revealed. A differential approach was provided, taking into account the interest and individual-psychological characteristics of each of the students in a certain type of art. The introduction of the main directions of using the types of art samples gave positive results.

5. The use of computer technology when using art samples in teaching various subjects gave positive results:

- any topic accompanied by the demonstration of videos, photographs, reproductions of art samples of different peoples aroused great interest in students;

- the largest museums of the world were «visited»;

- students were «immersed» in space and time;

- students enthusiastically performed independent work;

- the learning process was activated.

6. The most successful activity for a teacher is to teach students with joy without any compulsion, develop their creative abilities and thereby improve the quality of the lesson.

Thus, ethical and aesthetic norms formed in Azerbaijani society and having high moral values can be integrated into universal ideas due to their humanistic character. As practice shows, national and spiritual values, cultural heritage and historical realities passed down by the Azerbaijani people from generation to generation are met with interest by the peoples of the world. At the same time, world culture and universal human values are also becoming a factor in developing the spiritual life of our people.

*Key words:* study, learning process, primary grades, art, universal and national culture.

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#### ДОСЛІДЖЕННЯ ВПЛИВУ ФОРМУЮЧОГО ОЦІНЮВАННЯ НАВЧАННЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

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Формативне оцінювання – це потужний інструмент для покращення навчального процесу студентів у вищій освіті, що надає безперервний зворотний зв'язок під час навчання. На відміну від суммативних оцінок, які оцінюють студентів наприкінці курсу чи розділу, формативне оцінювання дає можливість отримувати оперативну інформацію, яка допомагає як викладачам, так і студентам виявляти галузі для покращення, уточнювати стратегії викладання та підвищувати результати навчання. Цей тип оцінювання сприяє активному залученню студентів, оскільки вони отримують своєчасний зворотний зв'язок, що дозволяє їм брати на себе відповідальність за своє навчання та вносити корективи на основі їхнього прогресу.

Різноманітні стратегії формативного оцінювання, включаючи взаємну оцінку, самооцінку та коригування викладача, є ключовими для його ефективності. Взаємний зворотний зв'язок сприяє співпраці та відповідальності серед студентів, а самооцінка розвиває метакогнітивні навички, допомагаючи студентам осмислювати їхнє навчання та ставити цілі для покращення. Ці стратегії не лише покращують академічну успішність, а й сприяють розвитку важливих навичок, таких як критичне мислення, саморегуляція та стійкість. Формативне оцінювання спонукає студентів сприймати помилки як можливості для зростання, а не як невдачі, підтримуючи ростове мислення та підвищуючи мотивацію.

*Ключові слова:* Формативне оцінювання, залучення, мотивація, зворотний зв'язок, педагогічна практика, досягнення, метакогнітивні навички

The use of assessment data to modify instruction to meet the requirements of students as determined by the evaluation forms the basis of this conceptualization. This concept allows for a variety of formative assessment strategies. Formative assessment is defined in one way as the process by which teachers evaluate students' learning in order to provide them feedback or alter lesson plans to better suit the requirements of the students [2; 45]. The significance of students actively participating in the formative assessment procedures is emphasized by two additional strategies [2; 50]. In one of these methods, students help each other learn by providing peer evaluation and feedback and by making suggestions to one another on how to accomplish their learning objectives [20; 116]. In the alternative method, the emphasis is on the students as autonomous learners

who utilize their own judgment and the activities that follow to meet their own learning objectives [5; 67].

It's possible that all three of these strategies will emphasize assisting pupils in comprehending the learning objectives [9; 211]. Another way to approach formative assessment may be to take these three ways and incorporate them into one cohesive strategy. This could be considered a fourth approach [10; 56]. There may be differences between and within methods in the emphasis placed on prearranged assessment procedures or data regarding student learning from unofficial daily activities like observations or conversations [18; 38]. In higher education, formative assessment is an important instrument that greatly improves student learning outcomes. In contrast to typical summative assessments, this kind of evaluation aims to give instructors and students continuous feedback during the learning process [14; 119].

All of the formative assessment strategies can raise student achievement, according to some research feedback that include numerous studies of each of the previous three strategies [12; 104]. However, the magnitude of the effects varies significantly amongst individual studies that use a particular strategy [2;56]. Researchers have discovered a number of significant advantages connected with the use of formative assessment after studying how it affects student learning in higher education. The capacity of formative evaluation to increase student motivation and engagement is one of its main effects. Students are better able to pinpoint areas for growth and take charge of their education when they receive timely feedback on their progress. Enhancing student learning is one of formative assessment's major effects. Formative evaluation gives students ongoing feedback on their areas of strength and growth, enabling them to take charge of their education. Through early identification of comprehension gaps made possible by this feedback loop, students may enhance their academic performance and study more efficiently. Students are encouraged to continue participating actively in the learning process by this feedback loop, which raises their motivation levels and eventually improves their academic achievement [3; 84].

Formative evaluation has also been demonstrated to improve the general caliber of student learning. By giving students frequent feedback chances, teachers can spot misunderstandings or knowledge gaps early on and fix them quickly. Additionally, formative testing encourages pupils to have a development perspective. Students perceive mistakes as chances for growth and development rather than as failures. Students gain the ability to overcome obstacles and continue in their academic endeavors by receiving helpful criticism and direction from their professors [6; 39].

In a flipped classroom, students watch films or use internet resources to study the material outside of class. In class, they then engage in interactive activities. This approach was assisted by the use of formative assessment as a tool. According to the study, formative evaluation improved learning outcomes, motivation, and student involvement. In particular, formative assessment gave students prompt feedback so they could evaluate what they had learned and pinpoint areas where they needed to improve. Students' learning results improved as a result of their increased motivation and engagement in the classroom [8; 27].

Students valued the use of formative assessment in the classroom, according to the study. They thought that it empowered them to take greater ownership of their education and that it was a helpful tool for directing their learning. The study's overall findings demonstrate how formative assessment may enhance learning outcomes and promote active learning in English language classrooms. Formative assessment improved teaching and learning, according to the study. Teachers stated that they considered formative assessment to be an important technique for determining the strengths and weaknesses of their pupils and for customizing their education to suit each student's requirements [7; 132]. Students said formative assessment was a helpful tool for them to enhance their writing and that it assisted them in identifying areas in which they needed to improve.

The study also showed that students' writing abilities were enhanced via formative evaluation. Through consistent feedback and contemplative opportunities, students were able to pinpoint their areas of weakness and implement strategies to strengthen them. As a result, students' writing skills improved over the course of the study [10; 54]. The study's overall findings demonstrate how formative assessment may enhance instruction and learning in English language classrooms. Formative evaluation can serve to enhance the results of learning while assisting students in strengthening their language abilities by offering frequent feedback and opportunities for reflection [12; 111]. Furthermore, formative evaluation is a vital component guiding decisions about education. In order to better meet the requirements of their students, teachers might modify their lesson plans, pace, and material based on the information received from these evaluations. Regardless of a student's starting place, this focused approach guarantees that learning is maximized for every person in the classroom. Students may improve their comprehension of the subject matter, learn from their mistakes, and expand on their prior knowledge with the aid of this focused feedback [11; 48].

Formative assessment not only increases student engagement and enhances the quality of instruction, but it also helps students develop critical thinking and self-regulation abilities. Regular self-assessment and evaluation helps students become more conscious of their learning processes and more equipped to make decisions about

how to advance [19; 16]. Because they allow students to track their progress, create objectives, and modify their learning tactics as necessary, these metacognitive abilities are essential for success in higher education and beyond [17; 42]. Moreover, formative assessment promotes a cooperative attitude between educators and learners. Discussions on the assessment results can help both parties set objectives, monitor development, and recognize successes. This cooperative setting enhances the entire educational process by fostering a sense of shared accountability for learning objectives [16; 36]. Positive benefits of formative assessment on instructor practices have also been emphasized by research on the subject's relevance in higher. Teachers can obtain important insights into students' learning through the use of formative assessment tools, which help them make decisions about their .With the use of this data-driven approach, educators may modify their lesson plans to better suit the requirements of their students, creating more engaging and productive learning environments [13; 63].

According to the study, formative assessment is essential for improving student achievement in higher education. Formative assessment enhances the learning environment by encouraging the development of critical skills, increasing student involvement, enhancing the quality of instruction, and influencing teacher practices. Formative assessment techniques must be integrated into higher education as it continues to change in order to help students succeed academically [18; 34].

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**INVESTIGATING THE IMPACT OF FORMATIVE ASSESSMENT  
ON STUDENT LEARNING IN HIGHER EDUCATION**

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Formative assessment is a powerful tool for enhancing student learning in higher education by providing continuous feedback throughout the learning process. Unlike summative assessments, which evaluate students at the end of a course or unit, formative assessments offer real-time insights that help both instructors and students identify areas for improvement, refine teaching strategies, and enhance learning outcomes. This type of assessment encourages active student engagement, as students receive timely feedback that allows them to take responsibility for their learning and make adjustments based on their progress.

Various strategies for formative assessment, including peer evaluation, self-assessment, and instructor adjustments, are key to its effectiveness. Peer feedback fosters collaboration and accountability among students, while self-assessment promotes metacognitive skills, helping students reflect on their learning and set goals for improvement. These strategies not only improve academic performance but also contribute to the development of essential skills such as critical thinking, self-regulation, and resilience. Formative assessment encourages students to view mistakes as opportunities for growth rather than as failures, supporting a growth mindset and enhancing motivation.

For instructors, formative assessment offers valuable insights into student progress, enabling them to adapt lessons, adjust pacing, and address knowledge gaps early on. This data-driven approach helps create a personalized learning environment, where instruction is responsive to the needs of individual students. By identifying areas where students may struggle, teachers can provide targeted support, improving overall student achievement.

In addition to improving academic outcomes, formative assessment nurtures important cognitive and metacognitive skills. Students learn to evaluate their own progress, reflect on feedback, and make adjustments to their learning strategies. As higher education continues to evolve, integrating formative assessment into instructional practices is essential for fostering student engagement, improving teaching effectiveness, and supporting long-term academic success.

*Key words:* Formative assessment, engagement, motivation, feedback, instructional practices, achievement, metacognitive skills.

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