

**PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF
DEVELOPING ASSESSMENT COMPETENCIES OF PRIMARY SCHOOL
TEACHERS IN MODERN EDUCATIONAL CONDITIONS**

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The modernization of education systems worldwide has increased the importance of assessment competencies among primary school teachers. Assessment is no longer limited to measuring learning outcomes but serves as a tool for supporting students' cognitive, emotional, and social development. This article examines the psychological and pedagogical characteristics of developing assessment competencies among primary school teachers in modern educational conditions. The study analyzes theoretical approaches to assessment competence, identifies key psychological and pedagogical factors influencing its development, and proposes effective mechanisms for enhancing teachers' assessment skills. The findings indicate that reflective practice, digital literacy, pedagogical flexibility, and learner-centered assessment approaches significantly contribute to the formation of effective assessment competencies. The study emphasizes the need for continuous professional development and the

*integration of innovative assessment strategies into
teacher education programs.*

The rapid transformation of educational systems in the twenty-first century has led to significant changes in teaching and learning processes. Contemporary education requires teachers not only to transmit knowledge but also to evaluate students' achievements effectively and support their holistic development. Assessment competence has become one of the essential professional competencies of primary school teachers. According to Black and Wiliam (1998), assessment plays a crucial role in improving learning outcomes when it is integrated into the teaching process. In primary education, assessment acquires special significance because it influences children's motivation, self-esteem, and academic development. Therefore, the development of teachers' assessment competencies should be considered from both psychological and pedagogical perspectives. The purpose of this study is to analyze the psychological and pedagogical characteristics of developing assessment competencies among primary school teachers in modern educational conditions and to identify effective strategies for their enhancement.

Assessment competence is generally defined as a teacher's ability to plan, implement, interpret, and use assessment results for improving educational processes (Popham, 2009). Researchers emphasize that effective assessment requires a combination of knowledge, skills, attitudes, and professional values.

Stiggins (2005) argues that assessment literacy enables teachers to make informed instructional decisions and provide meaningful feedback to students. Similarly, Brookhart (2017) highlights that teachers should understand assessment principles, criteria development, and data interpretation techniques.

From a psychological perspective, Vygotsky's sociocultural theory emphasizes the role of assessment in identifying students' zones of proximal development (Vygotsky, 1978). Assessment should support learning by providing guidance and scaffolding rather than merely evaluating performance. International educational organizations also recognize assessment competence as a critical component of teacher professionalism. The OECD (2019) identifies assessment literacy as one of the core competencies required for effective teaching in the digital era. Recent studies indicate that modern educational environments require teachers to utilize technology-enhanced assessment methods, data-driven decision-making, and individualized feedback mechanisms (Boud & Falchikov, 2007). This study employed a

qualitative research approach based on the analysis of scientific literature, educational policy documents, and contemporary research findings related to assessment competence development.

Research Methods:

- Comparative analysis of pedagogical and psychological literature;
- Content analysis of international educational frameworks;
- Systematic review of scholarly publications;
- Synthesis and interpretation of theoretical findings.

The selected sources included peer-reviewed journal articles, books, and reports published by international educational organizations

Psychological Characteristics of Assessment Competence Development

The development of assessment competence among primary school teachers is influenced by several psychological factors. teachers to critically analyze their assessment methods and outcomes. Schön (1983) suggests that reflective professionals continuously evaluate and improve their practices. **Motivation for Professional Growth** teachers with high intrinsic motivation demonstrate greater willingness to adopt innovative assessment approaches and participate in professional development programs. **Emotional Intelligence** assessment activities require teachers to understand students' emotional states and provide supportive feedback. Emotional intelligence contributes to creating a positive learning environment and reducing assessment anxiety among learners. **Self-Efficacy** bandura's theory of self-efficacy highlights that teachers who believe in their assessment abilities are more likely to implement diverse and effective evaluation strategies (Bandura, 1997). **Pedagogical Characteristics of Assessment Competence Development .Learner-Centered Assessment.** Modern educational paradigms emphasize student-centered approaches where assessment serves as a means of supporting learning rather than merely measuring achievement. **Formative Assessment Practices** Formative assessment allows teachers to monitor students' progress continuously and adjust instructional strategies accordingly. Black and Wiliam (1998) found that formative assessment significantly improves learning outcomes. **Differentiated Assessment.** Primary school classrooms often include students with diverse learning needs. Therefore, teachers should employ differentiated assessment methods that consider individual abilities and learning styles. **Digital Assessment Literacy.** The integration of digital technologies into education requires teachers to utilize online assessment tools, electronic portfolios, and learning analytics effectively. **Components of Assessment Competence**

The analysis revealed four major components of assessment competence:



Component	Description
Cognitive	Knowledge of assessment theories, methods, and standards
Operational	Practical skills in designing and implementing assessments
Motivational	Professional commitment to improving assessment practices
Reflective	Ability to evaluate and improve one's assessment activities

These components function as an integrated system and collectively contribute to teachers' professional effectiveness. **Discussion.** The findings demonstrate that assessment competence development is a multidimensional process involving psychological and pedagogical factors. Modern educational reforms increasingly emphasize competency-based education, which requires teachers to adopt innovative assessment approaches. Psychological readiness plays a significant role in successful assessment implementation. Teachers who possess strong self-efficacy, reflective skills, and emotional intelligence are more capable of creating supportive assessment environments. Pedagogically, assessment competence should be developed through continuous professional learning, mentoring, collaborative practices, and practical training. Teacher education institutions should incorporate assessment literacy courses that focus on authentic assessment, formative feedback, and digital evaluation methods. Furthermore, technological advancements provide opportunities for enhancing assessment quality. Digital tools enable teachers to collect real-time data, personalize feedback, and monitor student progress more effectively. The integration of psychological and pedagogical dimensions creates favorable conditions for developing comprehensive assessment competencies among primary school teachers. **Conclusion:** The development of assessment competencies among primary school teachers is an essential requirement of modern educational systems. The study identified key psychological characteristics, including reflective thinking, motivation, emotional intelligence, and self-efficacy, which contribute to effective assessment practices. Pedagogical characteristics such as learner-centered assessment, formative evaluation, differentiated instruction, and digital assessment literacy also play significant roles in competence development. Educational institutions should establish systematic professional development programs aimed at improving teachers' assessment literacy and practical skills. Such initiatives will contribute to enhancing educational quality, supporting student achievement, and promoting lifelong professional growth among teachers.



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