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TRADITIONAL AND INNOVATIVE APPROACHES TO ASSESSMENT IN PRIMARY SCHOOL: FINDING A BALANCE FOR EFFECTIVE LEARNING

There is a growing need for innovation in the modern education system, since traditional assessment methods do not always meet modern requirements. In the context of increasing digitalization and the need to develop critical thinking, creativity and collaboration, it is important to develop more dynamic assessment methods. The article is devoted to the search for a balance between traditional and innovative approaches to assessment in primary school. Assessment is an integral part of the school process, providing feedback on student performance and allowing teachers to adapt pedagogical strategies. Traditional approaches such as tests and assessments provide a clear picture of students' knowledge, but can limit creativity and critical thinking. Innovative approaches such as project work and formative assessment contribute to a more comprehensive development of competencies, but are less standardized. The purpose of the study is to analyze the impact of various assessment methods on the learning process and determine how a combination of these methods affects the effectiveness of learning and student development. Assessment plays a key role in the educational process, so it is important to understand which methods best contribute to learning. The study will help to better understand the impact of different assessment approaches and how they affect student

academic performance. Practical recommendations will allow teachers to choose the most appropriate methods that contribute to the comprehensive development of students and improve learning outcomes. The combination of traditional and innovative assessment methods is expected to lead to improved academic performance, student engagement, and the development of key competencies such as creativity, collaboration, and critical thinking.

Keywords: traditional approaches, innovation, assessment, elementary school, effective learning, results, teacher.

Introduction

The relevance of the research topic in modern conditions, the education system requires adaptation to new challenges and requirements of society. While conventional assessment approaches, such as standardized testing, provide an objective evaluation of students' knowledge levels, they are inadequate in fostering essential skills like critical thinking, creativity, and teamwork. In the context of rapid technological development and changes in the educational environment, there is a need to introduce innovative assessment methods that contribute to the comprehensive development of students and their ability to adapt to modern challenges.

The combination of traditional and innovative approaches to assessment becomes especially important in primary school, since it is at this stage that basic educational and personal skills are formed. Innovative techniques such as formative assessments, projects, and interdisciplinary tasks help keep the learning process dynamic and motivated. At the same time, it is impossible to completely abandon traditional approaches, since they remain important for a standardized assessment of knowledge. Therefore, the task of finding the optimal balance between different approaches to ensure the effective and comprehensive development of students is becoming relevant.

The purpose of the study is to analyze existing approaches to assessment, identify advantages and disadvantages, and find the optimal combination to improve training efficiency.

To accomplish this objective, it is essential to address the following research tasks:

- consideration of the definition and description of traditional and innovative approaches to assessment.
- consider the advantages and disadvantages of traditional and innovative methods.
- study of examples of the use of innovative methods in foreign educational practice.

- consider possible models for combining approaches to create a flexible assessment system.
- analysis of examples of a successful combination of traditional and innovative methods in the practice of different countries.
- development of recommendations for the implementation of a balanced assessment system.

The focus of this study is the process of evaluating the knowledge and skills of elementary school students, while its subject encompasses both traditional and innovative assessment approaches, as well as their influence on the educational process and the development of students. In the course of the study, it was found that the combined use of traditional and innovative assessment methods contributes to the full disclosure of the potential of students. Innovative methods such as formative assessment and project work contribute to creative and analytical abilities, while traditional methods such as tests and tests provide an objective measure of basic knowledge. The optimal combination of these approaches allows you to create a balanced system in which the student receives comprehensive support in the learning process, as a result of which they improve the results of their education. The practical significance of the study is the development of recommendations for teachers to implement a flexible assessment system that combines traditional and innovative approaches. These recommendations assist educators in evaluating students' knowledge and skills more effectively, taking into account their individual characteristics, while also fostering the development of essential competencies required for successful learning and future personal growth.

At the beginning of the XXI century, there is an urgent need to revise and improve the existing five-point assessment system. Although this system is about 150 years old, it is still used in Russian schools. Currently, the search for new forms of control and assessment of students' knowledge is actively underway in educational institutions.

School grades are an important part of the learning process, but they do not always indicate what skills the teacher evaluated. The assessment does not reflect the student's efforts, but only serves as a quantitative indicator. In practice, the assessment is often seen as a detailed opinion of the teacher explaining the grade set, or as a short message about it. The problem has been repeatedly discussed by the imperfection of the Five-Point System [1].

Traditional approaches to knowledge assessment in the education system encompass the application of diverse methods for monitoring and evaluating students' academic achievements (Figure 1).

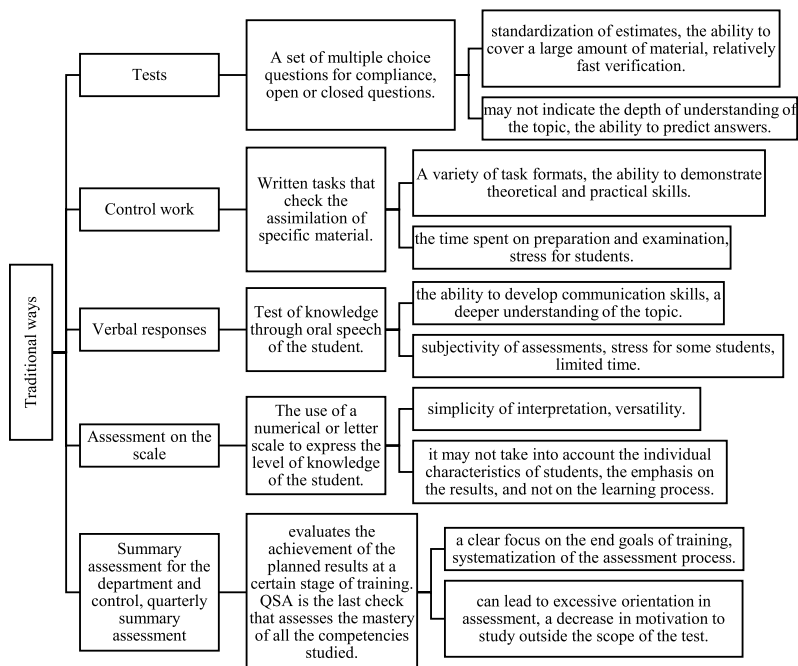


Figure 1 – Traditional ways

Traditional assessment methods have several advantages. First, they are structured, which makes the assessment process clear and understandable for teachers and students. Secondly, these methods provide a certain degree of objectivity, since they are based on established criteria that allow us to evaluate all students equally. Ultimately, traditional methods are characterized by their simplicity of implementation, as they do not necessitate elaborate preparatory procedures, rendering them convenient for regular application within the educational process [2].

These evaluation methods exhibit several limitations. First, they are limited in evaluating critical thinking, as they often focus on testing the memory of facts, not the ability to analyze and reason. Secondly, these methods poorly reflect the creative abilities of students, since they usually provide standard, stable response tasks, which do not allow to show the originality of thinking. Finally, traditional methods do not allow an adequate assessment of students' ability to work and

cooperate in a team, since individual tests and control work do not involve interaction with others [3].

The traditional grading system faces a number of challenges because:

1 the adopted assessment system mainly serves for external monitoring of teacher and school performance.

2 it does not help students learn self-esteem.

3 it is difficult to adapt such a system to the individual needs of students.

4 assessments do not provide much information about the student's real achievements.

5 sometimes grades can negatively affect the emotional state of students.

Innovative assessment strategies within the educational process are focused on promoting a more profound understanding and improving students' academic performance. Here are some of them:

Formative assessment is an approach implemented throughout all stages of the educational process in order to obtain information about its current state. This provides an opportunity for both the teacher and the students to adjust their learning activities to ensure that the planned educational results are achieved. The practice of feedback allows you to identify gaps in knowledge, stimulates students, contributes to the deeper introduction of students into their own learning process [4].

Self-assessment is a pedagogical method that provides for the active participation of students in the process of evaluating their own educational results. Students independently analyze the completed tasks and determine the degree of their compliance with the established criteria. This approach promotes the development of critical thinking, the formation of skills of self-regulation and responsibility for the educational process, as well as improves the ability to reflect and objective introspection [5].

Project activity is a pedagogical method that involves the implementation of projects focused on the study of topical issues through practical activities, which allows you to demonstrate the knowledge and skills acquired by students. This approach promotes the development of creative thinking, the formation of teamwork skills, the ability to solve practical problems and effectively apply theoretical knowledge in real situations. In addition, the Rockworks platform provides students with the opportunity to demonstrate the synthesis of knowledge from various subject areas [6].

The use of various digital technologies and platforms to conduct assessments. These can be online tests, interactive quizzes, as well as special platforms for conducting and monitoring progress. Improving the interactivity and accessibility of assessments, automating the process that reduces the load on the teacher, and

providing immediate feedback. Ability to collect data for more accurate analysis of results and adaptation of the learning process.

Innovative methods are focused on the educational process itself, making it dynamic and interactive. Such approaches require students not only to memorize information mechanically, but also to actively participate in the learning process, which contributes to a more meaningful understanding and reliable assimilation of knowledge.

An important component is the development of metacognitive skills, which presuppose the ability to recognize one's own cognitive processes and effectively regulate them. This includes the skills of self-control, planning and understanding and evaluating progress. The student becomes independent and responsible for learning, which leads to better results. In the future, these skills will be useful not only in the academic environment, but also in professional life, contributing to successful adaptation to new tasks and challenges.

Individualization of learning within the framework of innovative methods allows you to take into account the unique characteristics, interests and needs of each student. This flexibility contributes to the creation of a comfortable and effective learning environment in which students can work at their own pace and style. This significantly increases the motivation and interest in learning, since the material is transmitted in the most convenient way for perception. Thus, through the introduction of innovative teaching methods, the educational process is focused on the student, develops and individualizes metacognitive skills, which contributes to the full and successful assimilation of the material.

In the process of comparing assessment methods and approaches, the key aspects are their effectiveness, compliance with established standards, potential for scaling, the level of inclusiveness, the degree of integration of modern technologies and convenience for all participants in the educational process. These parameters were used for a detailed analysis of the advantages and limitations of each of the strategies under consideration. For example, traditional approaches were not enough to express individual characteristics, because they are everywhere and uniform. Modern approaches are distinguished by the ability to meet the needs of students and adapt to different situations. However, the widespread use of these modern procedures is much more complex than traditional Adaptive Methods [7].

Modern and traditional assessment methods have common features: purpose, quality assurance, participation, ethics, and sustainable development. Traditional approaches, on the other hand, remain generic, but new methods often focus on student growth through formative strategies and constant feedback. In addition, new methods provide flexibility, technology integration, and universal participation, while traditional methods may be limited to a specific format. Modern methods

demonstrate the growing importance of technologies in education and provide ample opportunities for creating an interesting and attractive learning environment. On the other hand, traditional methods emphasize academic knowledge and memory, ignoring practical application. In modern methods, priority is given to assessments that include problem-based and project-based learning, as well as specific situations [8].

School certification, one of the three most important elements of the educational process, is considered a sensitive issue in any educational system, given that its consequences are felt not only in the educational system, but also at many levels of society.

The assessment guarantees conditions in which the teaching and learning processes are carried out in an appropriate way, in such a way as to promote the performance of students, as well as their development at all levels. Their interdependence and the interconnection that occurs between these processes determine the visibility of a continuous circular scheme. The interaction of the elements of this triad: learning – assimilation – evaluation is determined by the fact that each of them can use its own didactic strategy.

In this context, assessment plays a fundamental role in determining the results of educational activities and teaching. It serves as the basis for the development of a new action plan aimed at correcting and improving the educational strategy. This process includes an in-depth analysis by the teacher of the methods used, the results achieved and the necessary changes to optimize them. The objectivity of the assessment is a critical factor, since it is the only way to identify constructive improvements and achieve goals. Subject to a thorough and unbiased assessment, even if the current educational process cannot be considered fully successful, it still allows us to identify areas for further development. It is the objective approach to assessment that ensures the implementation of teachers' proposals with the expected positive result [9].

Materials and methods

This research is based on the study of scientific articles, monographs, reports and other sources devoted to traditional and modern approaches to assessment. This will help identify current trends and shortcomings of existing methods, as well as determine the prospects for their improvement.

It is used to compare traditional methods (e.g. tests and tests) with innovative approaches (e.g. formative assessment and project work) on different parameters such as objectivity, stimulation of critical thinking, creativity and collaboration.

To obtain empirical data, a survey of primary school teachers is conducted, the purpose of which is to study their views on the existing assessment system,

identify difficulties encountered in implementing innovative methods, and analyze the level of readiness to apply new approaches in educational practice.

It should be noted that the study includes an analysis of the successful experience of foreign schools, such as assessment systems in Finland, the USA, Great Britain and Singapore. This allows us to analyze successful examples of the implementation of flexible assessment systems and draw conclusions about which models can be adapted to other educational systems. It is used to analyze the views of teachers and students on the introduction of innovative assessment methods. This helps to identify the most positively perceived approaches and their impact on the learning process.

Results and discussion

Modern assessment methods aimed at the formation of critical thinking, the development of creative skills and the improvement of collective interaction skills are widely used in foreign educational practice.

So, for example, in Finland, formative assessment is widely used, which involves constant feedback from the teacher in the process of completing tasks. This method helps students improve their results not only according to the test results, but also in the learning process.

The educational systems of the Netherlands and the United Kingdom actively use the portfolio-based assessment method, in which students form a selection of their work completed over a certain period. This method provides teachers with the opportunity to evaluate not only the final results, but also the achievements of students in various aspects of their activities [10].

Australian schools use an assessment method in which students evaluate each other's work. This approach develops the skills of critical thinking and reflection, and also teaches students to objectively evaluate the results of their peers.

During the study, a survey of teachers was conducted (Table 1).

Table 1 – Analysis of respondents' responses

№	Question	Answer options	%
1	Do you think that traditional assessment methods (tests, tests) objectively reflect the knowledge and abilities of students?	Yes	25
		Basically yes	45
		Basically no	20
		No	5
		Difficult to answer	5
2	How often do you use innovative assessment methods?	Permanent	15
		Sometimes	50
		Rare	30
		Never	5

№	Question	Answer options	%
3	How do you assess the impact of project work on the educational process?	Very pleasant Right Neutral Negative Very negative	30 50 15 5 0
4	Have you encountered difficulties in implementing innovative assessment methods?	Yes, often Sometimes Rare No	35 40 20 5
5	What role should students' self-esteem play in the assessment system?	Very important Important Insignificant Should not play any role	20 40 30 10
6	How satisfied are you with the current assessment system at your school?	Very satisfied Satisfied Neutral Unhappy Very unhappy	10 35 30 20 5
7	What difficulties arise in the application of innovative assessment methods?	Lack of preparation time Lack of methodological support Technical difficulties Misunderstanding on the part of students / parents	60 45 30 20
8	Are you ready to experiment with new assessment methods?	Yes Rather yes Not sure There is no opposite No	40 35 15 5 5

Thus, the results of the survey show that most teachers recognize the need to combine traditional and innovative assessment methods. However, for the successful implementation of a flexible assessment system, difficulties such as a lack of time and methodological support need to be overcome. Schools should

develop comprehensive teacher support programs, including training and providing additional resources for the development of innovative forms of assessment.

In the course of the study, the creation of a flexible assessment system was carried out, combining the best aspects of traditional and innovative methods, several possible models for combining approaches can be considered. These models help develop both academic performance and complex skills such as critical thinking, creativity, collaboration, and self-esteem (Tables 2).

Table 2 – Flexible grading system

Name	Description	Traditional methods	Innovative methods
Mixed Assessment Model	This model provides for the parallel use of traditional methods and innovative approaches for a comprehensive assessment of students.	Used to evaluate basic knowledge, factual information and standard learning outcomes. Tests, tests and exams provide objective data and allow you to assess academic progress based on specific criteria.	Includes formative assessment, project-based training, and a portfolio.
Tiered Assessment Model	This model involves the use of various assessment methods at different stages of the educational process in order to gradually increase the complexity and diversity of assessment tasks.	At the beginning of the educational process, priority is given to traditional assessment methods, including screening and testing, which are aimed at strengthening fundamental knowledge and developing basic skills.	Innovative approaches such as formative assessment and execution of project assignments are integrated.

Name	Description	Traditional methods	Innovative methods
Personal assessment model	This model is focused on the personalization of the educational process, taking into account the unique characteristics and needs of each student. The assessment system adapts according to the level of training, interests and learning objectives of a particular student.	They are used selectively for students for whom it is important to consolidate basic academic knowledge and skills. For example, those who have difficulties in the theoretical aspects of the subject may be given test papers.	For students with strong creative or practical abilities, the emphasis is on projects, research and independent tasks that allow them to unleash their potential.
Multicomponent Assessment Model	This model uses different evaluation components, each of which assesses a specific aspect of the student's knowledge and skills.	Traditional methods (tests, tests) are used to assess basic knowledge and skills. It is evaluated through projects, practical tasks, and problem-solving tasks. This component allows you to determine how students apply their knowledge in practice.	Students evaluate their achievements by writing an essay or keeping a journal. This will help develop the ability to introspection and responsibility for their learning.
Dynamic Assessment Model	This model is based on a constant dialogue and feedback between the teacher and the student. Assessment acts as a continuous process, during which the teacher provides assistance to students, contributing to their professional and personal growth in the process of completing academic assignments.	Not only the final results are evaluated, but also the process of completing the task. The teacher constantly gives feedback, allowing the student to correct mistakes and improve the result to the last point.	The teacher can adapt the tasks to the needs of the student by giving more time to complete complex projects or offering alternative tasks to students with different learning styles.

Each of the models presented can be adapted to specific learning goals and school context. They are aimed at creating a fair and effective assessment system that not only takes into account the level of academic knowledge, but also contributes to the development of such important competencies as critical thinking, collaboration, creativity and responsibility for the individual learning process. Combining approaches allows you to create a flexible assessment system that supports the comprehensive development of each student.

In the course of the study, the following suggestions were put forward to improve the situation:

Constantly provide feedback when performing educational tasks of the student. This can include oral comments, brief written comments, or self-assessment tasks. The purpose of formative assessment is to support students at every stage of the learning process by helping them correct their mistakes and improve their knowledge.

Traditional methods of control, including testing, tests and exams, are an effective tool for an objective assessment of the level of knowledge of students at various stages of the educational process. Their use helps to consolidate the achieved results and analyze the level of academic training.

2 Completing project assignments. Project activity is one of the most effective innovative approaches to assessment, which is effectively integrated into the structure of the educational process. Evaluation of projects should take into account not only the final result, but also the process of completing the task (planning, working in a team, looking for solutions). Group projects contribute to the development of collaboration skills, which can also be reflected in the assessment.

3 Using a portfolio. Adding a portfolio as an assessment method allows you to track students' progress throughout the school year:

- The portfolio may include works, projects, essays of students, as well as their self-esteem and reflection.

- It gives a complete idea not only of the results of the exam, but also of the individual achievements and development of each student.

4 It is important to use self-esteem and peer evaluation to develop responsibility for the individual learning of students:

- Students should be taught to objectively analyze their achievements and mistakes, for example, by writing a reflexive essay after completing tasks.

- The inclusion of peer assessments helps students develop critical thinking and reflection skills, as well as teaches them to accept constructive criticism.

5 It is necessary to take into account the unique characteristics and educational needs of each student:

- Allow students to choose the form of completing the task (for example, presentation, essay, video), which will allow them to develop their creative and analytical abilities.

- Adapt tasks to the level and interests of each student, give strong students the opportunity to move forward, and low-income students the opportunity to develop at a pace that is convenient for them.

6 The use of quantitative assessment platforms helps to make the process more flexible and convenient:

- Online platforms for testing and project work allow you to automate part of the evaluation process and promptly provide feedback.

- Gamification can be useful to increase the motivation of students by providing elements of the game and competition in the learning process.

7. Provide students with constant and varied feedback to help them adjust their activities and develop their skills:

- In addition to the assessment, teachers must provide oral and written explanations for each task.

- To encourage students to develop further, feedback should be not only critical, but also supportive.

8. Involving parents in assessing a student's academic achievements helps support the educational process:

- In order for parents to better understand what their child needs and how he is developing, it is necessary to use parent meetings or open reports on the student's progress.

- Discussion of portfolios and projects at parent meetings contributes to a deeper understanding of students' achievements.

Conclusions

results of the study confirm that a balanced approach that combines traditional and innovative assessment methods is the most effective for the comprehensive development of Primary School students. Traditional methods such as tests and tests provide accurate and objective indicators of academic achievement. They remain important for standardizing learning processes and controlling the acquisition of basic knowledge. However, their limitations in developing creative and critical thinking, as well as collaboration skills, require supplementation in innovative ways.

Innovative assessment methods such as formative assessment, project work and portfolio focus on the learning process and the development of key competencies. These approaches stimulate the active participation of students in the learning process, develop independence, creative abilities and the ability to

work in a team. The study showed that the use of these methods not only improves academic performance, but also encourages students to study further.

Examples of foreign educational systems show how innovative approaches can be successfully implemented in the educational process. Finland, Singapore and the United States have shown that the use of a flexible assessment system that includes traditional and innovative methods contributes to better assimilation of the material and the comprehensive development of students.

However, the introduction of innovative methods requires appropriate support from teachers, which confirmed the survey data. Teachers are faced with a lack of time and methodological support for the full application of new assessment methods. This emphasizes the importance of creating System programs for teaching and supporting teachers, as well as providing technical and methodological resources.

Thus, a balanced assessment system that combines traditional and innovative approaches can be the key to effective teaching in elementary school. This makes it possible to objectively assess knowledge and at the same time stimulate the development of important competencies necessary in modern society.

The successful implementation of a balanced assessment system requires the support of teachers by providing methodological and technical resources, as well as teaching new methods. To successfully implement such approaches, it is necessary to be flexible, constantly receive feedback and take into account the characteristics of each student. The combination of traditional and modern methods helps not only to improve academic performance, but also to increase interest in learning, which ultimately contributes to the comprehensive development of students.

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ТРАДИЦИОННЫЕ И ИННОВАЦИОННЫЕ ПОДХОДЫ К ОЦЕНКЕ В НАЧАЛЬНОЙ ШКОЛЕ: ПОИСК БАЛАНСА ДЛЯ ЭФФЕКТИВНОГО ОБУЧЕНИЯ

В современной системе образования растет потребность в инновациях, поскольку традиционные методы оценивания не всегда отвечают современным требованиям. В условиях растущей цифровизации и необходимости развивать критическое мышление, креативность и сотрудничество важно разрабатывать более динамичные методы оценивания. Статья посвящена поиску баланса между традиционным и инновационным подходами к оцениванию в начальной школе. Оценивание является неотъемлемой частью школьного процесса, обеспечивая обратную связь об успеваемости учащихся и позволяя учителям адаптировать педагогические стратегии. Традиционные подходы, такие как тесты и аттестации, дают четкое представление о знаниях учащихся, но могут ограничивать креативность и критическое мышление. Инновационные подходы, такие как проектная работа и формирующая оценка, способствуют более всестороннему развитию компетенций, но менее стандартизированы. Цель исследования - проанализировать влияние различных методов оценивания на процесс обучения и определить, как сочетание этих методов влияет на эффективность обучения и развитие учащихся. Оценка играет ключевую роль в образовательном процессе, поэтому важно понимать, какие методы лучше всего способствуют обучению. Исследование поможет лучше понять влияние различных подходов к оценке и то, как они влияют на успеваемость учащихся. Практические рекомендации позволят преподавателям выбрать наиболее подходящие методы, способствующие всестороннему развитию учащихся и улучшению результатов обучения. Ожидается, что сочетание традиционных и инновационных методов оценки приведет к повышению успеваемости, вовлеченности учащихся и развитию таких ключевых компетенций, как креативность, сотрудничество и критическое мышление.

Ключевые слова: традиционные подходы, инновации, оценивание, начальная школа, эффективное обучение, результаты, учитель.

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ИССЛЕДОВАТЕЛЬСКАЯ КОМПЕТЕНЦИЯ УЧИТЕЛЕЙ СЕЛЬСКИХ СРЕДНИХ ШКОЛ: ПРАКТИКИ, ПРОБЛЕМЫ И КЛЮЧЕВЫЕ ФАКТОРЫ ВЛИЯНИЯ

Қазіргі білім беру жүйесінде инновацияға деген қажеттілік артып келеді, өйткені дәстүрлі бағалау әдістері әрдайым заманауи талаптарға сай келе бермейді. Цифрландырудың өсуі және сыни ойлауды, шығармашылықты және ынтымақтастықты дамыту қажеттілігі жағдайында бағалаудың неғұрлым серпінді әдістерін әзірлеу маңызды. Мақала бастауыш мектепте бағалаудың дәстүрлі және инновациялық тәсілдері арасындағы тепе-теңдікті табуға бағытталған. Бағалау мектеп процесінің ажырамас бөлігі болып табылады, оқушылардың үлгерімі туралы Кері байланыс береді және мұғалімдерге педагогикалық стратегияларды бейімдеуге мүмкіндік береді. Тесттер мен аттестация сияқты дәстүрлі тәсілдер оқушылардың білімі туралы нақты түсінік береді, бірақ шығармашылық пен сыни ойлауды шектей алады. Жобалық жұмыс және қалыптастырушы бағалау сияқты инновациялық тәсілдер құзыреттіліктің жан-жақты дамуына ықпал етеді, бірақ аз стандартталған. Зерттеудің мақсаты-әртүрлі бағалау әдістерінің оқу процесіне әсерін талдау және осы әдістердің комбинациясы оқушылардың оқу тиімділігі мен дамуына қалай әсер ететінін анықтау. Бағалау білім беру процесінде шешуші рөл атқарады, сондықтан қандай әдістер оқуға жақсы ықпал ететінін түсіну маңызды. Зерттеу әртүрлі бағалау тәсілдерінің әсерін және олардың оқушылардың үлгеріміне қалай әсер ететінін жақсырақ түсінуге көмектеседі. Практикалық ұсыныстар оқытушыларға оқушылардың жан-жақты дамуына және оқу нәтижелерін жақсартуға ықпал ететін ең қолайлы әдістерді таңдауға мүмкіндік береді.

Бағалаудың дәстүрлі және инновациялық әдістерінің үйлесімі оқу үлгерімін арттыруға, оқушылардың белсенділігін арттыруға және шығармашылық, ынтымақтастық және сыни ойлау сияқты негізгі құзыреттіліктерді дамытуға әкеледі деп күтілуде.

Кілтті сөздер: дәстүрлі тәсілдер, инновациялар, бағалау, бастауыш мектеп, тиімді оқыту, нәтижелер, мұғалім.

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