

Self-Evaluating in Teaching Process as a Factor of Improved Engagement and Success of the Pupils

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Abstract. Psychological and motivational factors are very important for work in general, and also for engagement in teaching process. The goal of introduction of the self-evaluating list into the schools is to motivate as large as possible number of pupils to be active in the class. The whole concept of the list lies in its application: it emphasizes the role of the pupils and their own evaluation of work and engagement during the teaching process. In this article we present main results of investigation concerning the application the SEL (self-evaluating list) in the some primary schools in Nis.

Keywords: Self-Evaluation, Physic Education

PACS: 01.40.Fk , 01.40.gb , 01.40.Di

INTRODUCTION

It is well known that teaching is one of the basic human activities. Looking at the historical evolution of this activity, it's obvious that it has changed during the years depending on the degree of development of the human society, needs of the specific communities, social circumstances, etc. The goal of these changes was to increase the efficiency and better application of the acquired knowledge.

It is also well known that the process of education has two aspects – psychological and sociological, and none of them can be subordinated to another, or be neglected without some bad results. Psychological aspect is the basic one (Dewey 1897), so the education has to begin with the observing of child's capabilities, interests and habits and it needs to be controlled in terms of them all.

Self-evaluation implies the existence of the method which will allow us to observe our work and monitor the effects of our activity to get the best possible results. Self-evaluation can relate both teachers and pupils during the process of education.

THE PROJECT OF INTRODUCTION OF THE SEL OF PUPILS

The project of introduction of the self-evaluating list of pupils is an attempt to get better results of the pupils, and finally a better knowledge. This project has an emphasis on pupils and their self-control in marking

under defined parameters. These parameters in the self-evaluating lists for pupils, given by the author, are concerning the individual and total involvement during the class, and also the responsibility of doing the homework.

There is an expectation of a significant influence of the SEL on the pupils' results and knowledge because:

- the pupil has a clear vision of the things expected from him (beside the scores of the tests) and becomes aware of influencing his final grade by taking part in the class activities;
- self-marking after every class, under the SEL parameters, motivates the pupils to avoid the partial learning, which they are prone to;
- the pupil has a view of his list which allows him to see, follow and eventually eliminate his own faults in his work, or to do his best and get the high marks and influence his final grade;
- there exists the motivating aspect that is also evident because of the importance of the final grade that every pupil will get, which is, at their age, sometimes more important than the knowledge, etc.

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