THE PERSONALITY ASPECTS OF THE PUPIL OF THE PRIMARY SCHOOL INFLUENCING THE SELF-ASSESSING PROCESSES IN THE TECHNICAL EDUCATION

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Abstract

The article deals with the issue of self-assessing processes and their development among primary school pupils. The author presents theoretical bases of the mentioned issue in which she elaborates the development specifics of the younger-school-aged children’s self-assessment and their influence on the school assessing processes. The whole issue is solved in the context of the technical education at the primary school and its specifics because the technical education enables, by its interdisciplinarity and specific practical character, active involvement of pupils and the natural development of the personality attributes. The pupil’s personality development should be one of the crucial aims of primary school teachers: success or failure of this process is based on the assessing strategies applied by the teacher in the educational reality. The aim of this article is to present the selected personality aspects influencing the self-assessment of a pupil. The partial aim of the state is to present partial results of the research, which outlines some of the specifics of the evaluation process in the technical education of primary school pupils.

Keywords: assessment, self-assessment, pupil’s self-concept, primary school, technical education.

1 INTRODUCTION

In relation to the demographic, social and economic changes in the society and also in schools, there appear discussions more and more often concerning the level and quality of the Czech education both among the experts and also in the public sphere (in the Czech Republic e.g. EDUIN, Scio, “Rodiči vítáni” etc.). One of the most significant fields influencing the quality of education are the assessing processes at all possible levels (assessment of school, teacher, pupils etc.).

When striving to develop the individual personality qualities of each pupil, the original aim of the control is gradually transformed into an effort to influence the development of their attributes, improvement of responsibility, their performance and increasing the motivation and self-regulation in learning already at the primary school. The quantity assessment by a teacher is gradually given in from the quantity assessment by the teacher to the quality self-assessment of the pupils in a way that the self-assessment completes and balances the assessment of the pupil by the teacher, as it mutually intermingles and creates one compact whole. The quality assessment and self-assessment of the pupil become important mainly in relation to modern tendencies creating equal conditions for all pupils with by the support of inclusion (Bourke, Mentis, 2013).

The primary school – the first years of the school attendance – are for a pupil the most important ones. This period represents a big life change for a child. A transformation of their role is taking place, they must adapt into a new environment, they establishes relationships with adults and peers, they changes their daily programme radically as well as their activities and their content. Also the requirements on the ways of behaviour increase – the personality is being formed. The period of the younger school age is the period of forming the personality of an individual from the predominance of the childlike egocentric tendencies to creating more global integrated self-conception.

Regarding the fact that most of pupil’s school activities are in a certain way assessed, whether by a teacher, a parent or other pupils, the impact of the individual assessing processes on the pupil themselves has to be taken into account. These assessments directly influence pupil’s feelings, the way they cognizes themselves and their surroundings, and the way how they behaves and acts. From the perspective of the physical and mental development, the primary school pupil does not understand all these processes appropriately, even though their consideration is led by the basic laws of logic and it respects the cognized reality. In this period of time, there occur misconcepts that immediately influence the development of an individual and their educational activities. From the perspective of the development, the primary school is an ideal period when it is appropriate and necessary to affect the
development of the pupil’s personality. These processes are cognized as significant for the development of personality attributes (e.g. self-respect, self-concept, self-assessment, cognized school efficiency etc.) and socialisation of a child which is declared by the Framework Education Programme for the Basic Education, to form their self-assessment, lead them to self-regulation and, mainly, to positively affect their motivation to learn.

The issue of pupil’s self-assessment is in the treatise solved in the context of the technical education since the technical education provides a number of opportunities to develop personality sides because its specific connection to practical life situation that are close to the pupil. Due to its specification, the technical education enables pupils to obtain necessary knowledge, work abilities and habits required for further education, career orientation and everyday life. Concurrently, pupils’ personality attributes in the fields of thinking, cognition, speech, creativity, imagination and other social, intellectual and moral attributes are developed. (Novotný, Honzíková, 2014; Kožuchová, 1993)

2 ASSESSMENT IN CONDITIONS OF A PRIMARY SCHOOL

The school assessment is for an individual the first (in some cases also the only) systematic process of assessment, and it is an integral part of the everyday communication between the teacher and the pupil (also between the teacher and parents). Furthermore, this topic is developed also in communication between parents and the child (outside the school).

The teacher’s assessment itself is influenced by a big number of facts that are integral parts of the mutual relationship between the teacher and their pupil. Among the most important determinants belong i.a. the understanding of the pupil by a teacher itself while it determines the whole definition of teaching (teaching strategies) and the level of power of a teacher (Fernandes, Fontana, 1996).

Nezvalová (2010) highlights the fact that sometimes during the instruction, we teach things that we (as teachers) do not assess and vice versa – we assess things we have not taught. Therefore the teaching and assessing strategies have to be in concordance. In connection to the stated facts, Petersen and Olson (2002) form three basic advices for teachers to find out adequacy of assessment in the process of teaching:

1 to find out what the pupils know about the topic, use these pieces information to plan the process of teaching,
2 to use the assessment more to plan further approaches than to mark the pupils,
3 multidimensional assessment increases pupil’s understanding.

These recommendations are possible to be completed by principles supporting so-called inclusive assessment (Kratochvílová, 2011) where the author e.g. supports the importance of the feedback given to the pupil, appreciation of the individual differences, the intentionality and systematic nature of assessment, and also the broader context of educational environment.

Shánilová (2010) mentioned several fields of the pupil’s performance that the teacher should consider during their assessment:

- the level of the results achieved by the education,
- the pupil’s diligence and their approach to education in context that influences their performance,
- comprehensiveness, accuracy and permanency of acquisition, the quality and range,
- an ability to apply acquired knowledge and skills during the solving of the theoretical and practical tasks,
- an ability to find, classify and interpret information,
- the quality of thinking, mainly its independence, creativity and originality,
- the accuracy, aptness, and technical and language correctness of the verbal and written discourse,
- the acquisition of efficient methods of independent study,
- the acquisition of skills to cooperate effectively.

If the teacher is the only assessor, the process of the teaching is seen only from one (although expert) perspective. The need of development of the pupil’s self-assessment is emphasized also by Towler
and Broadfoot (1992) who state that the development of the pupil’s self-assessment by the teacher is one of the crucial aims of primary school education. In case of considering the pupil in the spirit of the contemporary educational science – as a co-creator of the educational process – their participation is then necessary also while assessing the results of the learning activity (Kolář, Šikulová, 2009).

The added value (during the cooperation of the teacher and the pupil on the assessment) is the consideration, clarification and setting of the standards for the assessment (criteria). In that case, it is possible to encounter moments strengthening the trust and motivation while assessing pupils’ performances; it is less possible to encounter the causes creating the tension between teachers and pupils. This process is, however, regarding the individual differences and development specifics of primary school pupils, very difficult to realize (Fast, 2001; Částková, Kropáč, 2016). If the collectively set requirements are accepted, it is another step appreciating pupils’ performance and effort. They become partly responsible for themselves and they actively take part in the process of their own learning. The mark (grade) or another form of the results’ assessment is then logical outcome of this process (Pasch, 1998). The approach of teachers towards the guided self-assessment and development of the pupils’ self-assessing activities is a subject of many researches of different foci (Fernandes, Fontana, 1996; Towler, Broadfoot, 1992; Black, Wiliam, 1998; Harrison, Howard, 2009 etc.).

3 SELF-ASSESSING PROCESSES OF YOUNGER-SCHOOL-AGED CHILDREN

Factor influencing pupils’ behaviour and action (at school and outside of school) is called the subjective image of the personality. The term “personality” is by laymen used as a certain characteristics or assessment of a concrete individual – assessment of a complex system that consists of mutually connected psychological and somatic attributes. These personal attributes influence character and further development of the achieved experience.

Some of the personality attributes of a child are objectively measurable, the other represent more subjective image – the self-conception (Váagnerová, 2010). The child’s self-conception is influenced by the direct experience, emotional maturity and ways of thinking of each individual. In the beginning of the school attendance, the pupil starts to be able to think about what the other people think of them and they accept those opinions uncritically, the most of these processes are, however, influenced by emotional reactions (Elder, 2010). Considerations about the others and about one’s own personality manifest themselves in form of positive or negative emotional relationship and also in form of rational assessment expressed by a specific performance assessment. The school performance therefore becomes a means of confirmation of the seldom value of a pupil and also a part of the self-concept. Attitudes and opinions of the important people for the pupil can manifest themselves in the relationship to the current or past performances as well as to future expectations.

The self-evaluation of a younger-school-aged child is influenced significantly by the school environment already by going through the enrolment to the primary schools where the threat of a possible failure may be critical for a pupil from the perspective of self-concept. In the period of the early school age (6-7 years old) calls Váagnerová (2001) a phase of diligence and effort making in which the confirmation of the personality attributes in relation to the external requirements is crucial. The effort to succeed and gratify others is a very intense motivation while also a negative influence in case of failure.

In connection to the self-assessment development we speak often (apart from the about the sense development) the development of thinking. The strategy of younger-school-aged pupils’ consideration follows the basic principles of logic and respects the cognized reality. This way of pupil’s thinking manifests itself in considerations dealing with the surrounding world as well as consideration about themselves. At the same time, there also appears the need of the child to explain and (from their own point of view) to assess specific situations in this period. From the viewpoint of the school performance, the pupil is unable to assess their effort or result adequately. They does not realise their limits, estimate the difficulty of the task, or consider the quality of the final performance. By the time, their opinion is led by a direct experience. Between the age of 8 and 10, the pupil is able to estimate how the environment considers their opinions, attitudes and behaviour, they realizes the benefit of the feedback and they are able to use it (see Table 1 for more details).

From the viewpoint of the emotional development, the so-called self-assessing emotion is developing during the younger school age, and it leads gradually to the inner differentiation and better understanding of these emotions. Those emotions are i.a. the feeling of guilt, shame, pride etc. that
create emotional aspect of the self-concept which further influences self-love and self-respect of a pupil. With the development of the cognition processes is connected also the development of the self-regulation. In situations that are stressful to the pupil (and therefore unpleasant), the emotional regulation, which is focused on the egocentric achievement of the immediate satisfaction, is predominant. If the selected activity is too difficult for a pupil, current feelings are superior to the generally valid (educational) aim. The pupil is in the first years of the school attendance not able to achieve the set aim without support and help of adults because they cannot choose the efficient strategy themselves. They also misses the self-control and responsibility for the performed task, they is not persistent and they cannot estimate how long it would take to fulfil the task. The overview of the specific development characteristics of the self-assessing processes is listed in the Table 1.

<table>
<thead>
<tr>
<th>Age of a child:</th>
<th>Specifics of the self-conception and self-assessing processes</th>
</tr>
</thead>
</table>
| 6-7 years      | - task fulfilment means achieving of the aim and therefore also the right to the positive self-assessment,  
                | - the egocentric tendencies are predominant,  
                | - the comparison with other peers has no meaning for the child (they cannot assess the quality of the result from the perspective of criteria) |
| 8-9 years      | - the aim is not to fulfil the task but to fulfil the task well,  
                | - they assess the performance according to certain standards (comparison with standards and also with the others),  
                | - the standards are gradually becoming internal,  
                | - the comparison with other peers develops self-criticality of a child,  
                | - the child experiences joy from the well-performed work,  
                | - the opinion of the larger group has significant influence on the self-assessment,  
                | - the risk of occurring of insufficiency-related emotions is increasing with failure,  
                | - one-sided assessment and wrong generalisation are predominant,  
                | - they do not realize the complexity and changeability of their attributes. |
| 9-10 years     | - are able to think “two-dimensionally” (coordinate assessments that are contradictory),  
                | - are able to generalise (to perform integration of more ways of behaviour),  
                | - are gradually more based on the comparison with others,  
                | - the self-concept becomes more integrated, complex and precise – global definition of themselves as a personality,  
                | - the idea of the ideal self-concept is created,  
                | - realize the stability and uniqueness of their personality, it is more difficult to change the self-assessment of a child. |

As it is obvious from the table, first years of the school attendance are for the pupil crucial mainly because of the personality concept and development. The self-assessment as an integral part of the personal characteristics is influenced by everyday immediate experience of the pupil’s external assessment. The teacher of the primary school – as the main assessor – represents one of the factors that considerably affect the development of the pupils’ personality attributes in this process.

It is not possible to omit the factor of the gender in the discussion of the specifics and development of the self-assessment of primary school pupils. Vágnerová (2001) states that the self-assessment among girls is more typical the self-criticality and passive-defensive mechanisms in case of failure. Among boys, on the other hand, is present a lower sensitivity to information regarding the quality of their performance, therefore they are more self-confident and less self-critical. The social surroundings (including the teacher) often assign the failure of girls to their insufficient intelligence, whereas we speak about absence of effort among boys (Beyer, Bowden, 1997). Gender also influences the differentness of preference of certain ways of thinking, activities and interests, which can affect also self-assessing activities in the technical education.
4 SPECIFICS OF THE ASSESSING PROCESSES IN THE TECHNICAL EDUCATION AT PRIMARY SCHOOLS

At present, the technology is seen as an integral part of the everyday human life of adults as well as children implying the need to systematically educate and prepare the young generation for the future. Despite the continuous development of modern information technology and its penetration into all fields of the human life, it is not possible to omit the basic knowledge and skills that all pupils should achieve in the framework of technical subjects. By its focus, technical education enables pupil to acquire necessary knowledge, work skills and habits required for further education, career orientation and everyday life. Besides that, also pupil’s personality attributes in fields of thinking, cognition, speech, creativity, imagination and other social, intellectual and moral attributes are developed. The technical education therefore forms pupil’s personality and is an important educational factor for the pupils (Novotný, Honzíková, 2014; Kožuchová, 1993).

If we consider the assessing processes in the context of technical education at primary schools, we must take in account the complexity of pupils’ performances in the technical subjects. Many performances involve skills that pupils acquire gradually in a long-term. Diagnostics and assessment of such performances requires consideration of the factor of knowledge and skills as well as their level of their employment which is related to the personality dimensions of a pupil. Among these factors Skalková (2007, p. 212) includes i.a. work culture; precision of performance of the work operations; responsibility for the work results; interest; aesthetic awareness; fantasy; creativity, etc.

During the technical subjects’ instruction, a pupil is placed in situations in which they have to make decisions based on their own assessment of the situation. That provides them feedback which forms their idea of correctness of the chosen processes, course of their own activity, a degree of their individual work, or a whole share of the teacher’s help on the final product. The task of the teacher is to provide not only adequate amount of input information (criteria) but also appropriate reflection of the course of activities because this situation means to the pupil the possibility to develop their own self-assessment. For more detail of development of self-assessing activities of pupils in technical education, see Částková, Stolinská (2014).

As it was mentioned before, at the primary school are the direct experiences of a pupil the most important ones during the instruction, which influences the development of their own self-assessment. The main factor is therefore the teacher, their profession-related qualities, experience and assessing strategies that they uses in the educational reality. Despite the fact that the basic characteristics of evaluation are declared in the school educational programmes, the teacher’s personality conception is mainly applied in the educational reality.

The specifics of assessing pupils in the primary school educational process may be classified into several subfields. The main variables are the participants of the educational process – the teacher and a pupil. From the perspective of a pupil, the processes of assessment and self-assessment are influenced mainly by their personal attributes. It is possible to include here also the pupils’ self-concept, self-respect, perceived school efficacy but also their personal interests and preferences (Mareš, 2013). The leading element of the assessing processes is represented by the teacher, their professional efficacy, educational background, experience, concept of instruction and used teaching (and assessing) strategies, but also e.g. attitudes to the pupils. Based on the facts mentioned above, it is not possible to ignore the influence of the interpersonal relationships between the participants of the educational process and socio-cultural environment. Last but not least, the specifics are given also by the nature of the assessed activity – technical education – its content and aim (see Table 2).

Table 2. Specifics of pupils’ assessment in the process of education at the primary school.

| The personality of the younger-school-aged child | – self-concept, |
|                                               | – self-esteem, |
|                                               | – self-confidence, |
|                                               | – self-efficacy, |
|                                               | – academic self-efficacy, |
|                                               | – self-assessment, |
|                                               | – interests and preferences, |
|                                               | – etc. |
| Teacher’s personality                                      | − professional efficacy, experience, preconditions,  |
|                                                          | − concept of instruction, teaching strategies,    |
|                                                          | − attitudes towards pupils,                       |
|                                                          | − interpersonal relationships between the teacher and a pupil, |
|                                                          | − etc.                                           |
| Socio-cultural environment                               | − school and class climate,                      |
|                                                          | − family and friends,                            |
|                                                          | − social status,                                 |
|                                                          | − cultural environment,                          |
|                                                          | − etc.                                           |
| Nature of the assessed activity                          | − the educational content of the technical education, |
|                                                          | − educational aims of the technical education,   |
|                                                          | − used didactics method and organisation forms,  |
|                                                          | − etc.                                           |

### 4.1 Perceived school efficacy of a primary school pupil in a context of evaluation

The conviction about one’s own competency to learn and fulfill tasks assigned by a teacher is based on the pupil’s subjective assessment of their own abilities and skills, performance possibilities, existing knowledge and experience they achieved both based on the observation comparison and assessment of their surroundings as well as based on external assessment of their own personality.

The one’s own perceived efficacy may be differentiated into three levels (Mareš, 2013):

1. level of perceived efficacy (which tasks dares the pupil to fulfill),
2. generality of the perceived efficacy (in how many fields does the pupil consider themselves as competent),
3. quantity of the perceived efficacy (a degree of the inner confidence regarding specific tasks).

The pupil’s own efficacy directly influences the selection of tasks, the effort that the pupil makes for their fulfillment, results expectations and quality of the final performance. Own efficacy is also related to other terms such as e.g. *self-concept*, *self-esteem* and *localisation of the deciding influence* (Gavora 2012).

The generalised self-assessment of an individual represents the term *self-concept* which involves general ideas of an individual regardless the context or a concrete educational field. Considering the self-concept as an attitude to oneself then it is possible to characterise it by three basic aspects. We speak about cognitive, affective and conative aspect. Self-concept as an image about oneself is a result of self-cognition which is a cognitive part of self-concept depending on the ability of reflection, self-image is “learnt and it depends on descriptions provided by the surroundings” as stated by Fontana (2013). In this sense, it continues as getting to know of one’s own needs, motives, interests, emotions and thinking. It is thus pupil’s realization of their own abilities, attributes, possibilities and limits in relation to the technical education (preferences). In the technical connections, a pupil realizes – who and how is they, what can they do, what are the requirements and criteria, etc. The image emerging from this may or may not be correct because it is dependent on information taken over from the social surroundings. *Self-esteem* comes from emotional relation (self-love) to oneself and it is based on the level of affective cognition of own efficacy. On the other hand, the self-concept is built on cognitive perception and therefore influences the self-esteem creation. This is, however, influenced also by broader surrounding and sociocultural context.

Another factor influencing the perceived school efficacy of a pupil is so-called *localisation of decisive influence* – i.e. attributing the significance of successes and failures of a pupil which is, however, changeable in relation to the development stages (see Table 1). This can be oriented in the direction of the external (not influenceable) causes as well as to internal – personal (influenceable) causes. The pupils attributing their own efficacy to the internal causes and show higher rate of self-regulation (Mareš, 2013).
If the whole self-concept and perceived school efficacy decreases with the increasing age of a pupil (Blatchford, 1997) then the influence of a teacher in order to provide linear development of these personality properties is required. In order to effectively influence the process of learning and self-evaluation of the pupil, the teacher must be familiar with the character, specifics, possibilities of discovering and ways of working with personality attributes. The possibilities of pupil’s diagnostics are both of quality and quantity nature and they are focused on different areas of pupils’ competences. The overview of the genetic means to discover one’s own perceived efficacy is stated by e.g. Mareš (2012, p. 22-23). The author also forms several recommendations for the purposeful influencing of the perceived school efficacy:

- to emphasize skills’ development and the quality of results (not only the strengthening of the self-confidence),
- to lead pupils to interpret their own successes and lead them to their further development,
- to stimulate pupils to an adequate comparison with the models in their peers,
- to lead pupils to create their own models and criteria of quality,
- to use their own criterial and individual regulations during the self-assessment,
- to approach sensitively to the formation of the pupils’ groups,
- to identify and influence disadvantageous self-assessing strategies of the pupil,
- to distinguish and prevent self-underestimation of a pupil (from their own side or from the side of a teacher),
- to set rather close aims,
- to choose rather indirect help of the teacher, to support mutual help between the pupils,
- to develop orientation on quality rather than quantity.

4.2 Partial results of research probe

Results of the research presented initial probe - part of a broader empirical survey, which aims to map out the current situation of teacher assessment of pupils in technical education in primary schools. One of the items that we want to present is engaged in the evaluation system for technical education. Respondents were asked whether their school rating system, from which teachers can rely in its evaluation activities that assess pupils’ skills, knowledge and more practically oriented activities. Knowing the possibilities and ways how to evaluate the pupils is an essential part of teachers work (especially important for teachers – beginners). If a school has created an assessment system, teachers have verified documents, which are specifically set for the assessment of pupils on the concrete school and its socio-cultural environment. Total 35 % of respondents said that their school has and use a system of assessment which is specific for technical education. Negatively responded to a total of 47 % of respondents and 18 % said they had no idea whether a system exists and is used at the school (see Table no. 3).

<table>
<thead>
<tr>
<th>Answers</th>
<th>Absolute frequency</th>
<th>Relative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>35 %</td>
</tr>
<tr>
<td>No</td>
<td>54</td>
<td>47 %</td>
</tr>
<tr>
<td>I do not know</td>
<td>20</td>
<td>18 %</td>
</tr>
</tbody>
</table>

In relation to the previous item were ascertained facts on whether the school has included the criteria for assessing pupils in their school curriculum. School educational program is a binding document, which must meet the requirements set out in the Framework Educational Programme for Basic Education (2010), but it has allows schools to set conditions for education directly to individual needs of the school.
Table 4. Criteria of assessment as a part of school educational programme.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Absolute frequency</th>
<th>Relative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62</td>
<td>54 %</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>23 %</td>
</tr>
<tr>
<td>I do not know</td>
<td>26</td>
<td>23 %</td>
</tr>
</tbody>
</table>

The results shown in the table no. 4, show that 77% of respondents are familiar with the school curriculum programme and can assess if the criteria are included. A total of 23% of respondents answered that they could not assess whether the school educational program contains criteria or not. We can conclude that 54% of respondents has criteria incorporated into the school curriculum programme and also are able to describe the criteria. The respondents' answers was summarize in the following points: (Havlíčková, 2016)

1 General evaluation
   - evaluation of results;
   - requirements for the rating level;
   - evaluation results and behavior;
   - percent;
   - credit system;
   - pupil performance, test scores;
   - the number of marks required for the assessment in the certificate;

2 Mastering the competence (level of competence, knowledge)
   - level of knowledge, skills and habits;
   - skills, communication, cooperation;
   - Individual progress - comparison with the beginning of the reporting period;
   - mastering outcomes in different subjects, taking into account the individual abilities of students, information management, the ability to solve the problem, the degree of autonomy in solving problems and tasks, communication talents, creativity pupil, levels of responsibility in the tasks);
   - skills, knowledge and abilities (development and improvement)

3 Access to work
   - assesses the effort, preparedness, willingness to form, with less regard and the resulting relationship to work, control procedures, organization of their own work, keeping order in the workplace, overcoming any obstacles which arose;

4 Craftsmanship, related to work activities, creativity
   - activity, effort, preparedness and originality teaching speech (taking into account the individual abilities of each pupil, evaluation is more motivational in nature);
   - individual work, quality of work;
   - manufactured products, bringing materials, labor skills;
   - completion of the work, effort at work;

5 Individual properties
   - consideration of the results for students with learning disabilities;
   - Individual development of the pupil's personal development.

Based on the above criteria, it can be said that every school puts emphasis on different aspects of the evaluation. Some respondents stated that in educational programs have included only general criteria for assessing underlying in all subjects. Other respondents stated criteria aiming directly at a specific area or subject. Very interesting item represents a credit system raised in the context of the implementation of technical education. The respondents' answers were not clear to what extent the
credit system implemented and what are the rules for implementation. In general, it can be assumed that a student is assigned a certain number of credits to the degree of fulfillment of the task.

Another item in the questionnaire aimed to map out whether the existing criteria determined exclusively by teachers or whether students are allowed to participate in the creation of these criteria. As can be seen from the table no. 5, total 17 % of respondents said that they involved pupils to creation of criteria. Total 62 % of respondents said that they enable pupils to establish criteria, but depending on the educational situation. In the respondents' answers, unfortunately, were not specify the situations when teachers involved students in decisions about the criteria. And also were not specify when pupils have no opportunity to influence the evaluation processes. The answer "no" chose a total of 19 % and 2 % of respondents said they did not know if pupils are involved in decisions about the criteria.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Absolute frequency</th>
<th>Relative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>17 %</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>19 %</td>
</tr>
<tr>
<td>Depends on situation</td>
<td>71</td>
<td>62 %</td>
</tr>
<tr>
<td>I do not know</td>
<td>2</td>
<td>2 %</td>
</tr>
</tbody>
</table>

The last point that we want to present, is the item which mapping the most appropriate ways of assessing practical activities of students in technical education from the point of view primary school teachers. Respondents had to choose the most appropriate assessment method that can be applied in the implementation of technical education at the primary school in order to provide adequate feedback to pupils. In this item, respondents could select multiple answers.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Absolute frequency</th>
<th>Relative frequency</th>
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<tbody>
<tr>
<td>verbal assessment</td>
<td>86</td>
<td>75 %</td>
</tr>
<tr>
<td>Marks</td>
<td>37</td>
<td>32 %</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>67</td>
<td>59 %</td>
</tr>
<tr>
<td>Points, percent</td>
<td>3</td>
<td>3 %</td>
</tr>
<tr>
<td>Nonverbal assessment</td>
<td>5</td>
<td>4 %</td>
</tr>
<tr>
<td>Pictures</td>
<td>5</td>
<td>4 %</td>
</tr>
<tr>
<td>Assessment pupil by pupil</td>
<td>34</td>
<td>30 %</td>
</tr>
<tr>
<td>Combination of all or some</td>
<td>33</td>
<td>29 %</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2 %</td>
</tr>
</tbody>
</table>

Table no. 6 reveals that the highest representation in the appropriate way of assessment, received a verbal assessment, the second most common item was the self-assessment of students. In the answers of respondents appeared an opinion that technical education should not be assessed at all. Because students have certain talents and gifts used in technical education and they are not entirely controllable. But the arguments do not consider other aspects of practical activities such as patience, creativity, ability to complete the task, cooperation and many others.

5 DISCUSSION AND CONCLUSION

Personality development of a pupil and their quality is at the forefront of the modern educational trends. There are several discussions among the professionals and general public about the ways, possibilities, quality and nature of the pupils’ performance assessment both at the local and the international level.
In connection to the international comparative tests, the quality of education and ways of assessment became almost the topic number one. Assessment is an integral part of life of every individual – adults as well as children. In the article, the issue of assessment is solved in the context of technical education because this field is a very specific one for the development of pupil’s basic knowledge and skills in relation to the development of modern technology and the decline of the practical (manual) activity of children and the entire population. The efforts for a revival of the technical study programmes are observable already at the lower levels of education. In this period, however, is the technical education of rather preparative nature. At the primary school, it is formed to get more specific and systematic in the educational field “Člověk a svět práce” – in English Human and world of employment (Rámový vzdelavací program pro základní vzdelávání; in English Framework Educational Programme of Basic Education, 2007). Technology education is, compared to the other subjects, specific by its focus at immediate practical application of knowledge and skills, certain interdisciplinarity as well as focus of the educational aims. In the technically oriented subjects (but not only in them) is the pupil in all of their activities put into situations in which they have to choose a concrete solution. An integral part of every decision making is also a process of assessment which provides a pupil with a needed feedback and it forms their idea of correctness of the used approaches but, mainly, helps to develop their own self-assessment. From the perspective of development specifics, a primary school pupil is not prepared well enough to be able to assess adequately the quality of their own performance. Based on experienced reality and by adequate provision of the feedback from the side of the teacher, it is possible to lead pupils to the individually led self-assessing activities and by this to stimulate further development of pupil’s personality.

The assessing strategies of the teacher in the technical education should involve not only the result of pupil’s activity but also the process of production whose integral parts are pupil’s pre-concepts, opinions and attitudes. Thinking through the most adequate way of “becoming independent” from the led self-assessment to the non-led one can differ among teachers or classes. Even though the assessment activities of the teacher and self-assessment of the pupil cannot be, at the primary school, in a mutual balance, it is still necessary to systematically integrate them from the first grades into the assessing process. Given the specifics of the development of pupil’s self-assessment, it should be an effort of every primary school teacher to aim towards the independent critical self-assessment and responsibility of a pupil for their actions.

In pursuit of a more comprehensive look at the assessment of technical education at the primary school we also present partial results of the survey, which was realized as part of final thesis. Results of the research survey highlighted the prevailing tendency of teachers to implement evaluation processes more or less unsystematically, on their own terms. A positive feature is that this situation is gradually changing. There are teachers (and schools) who's systematically improving evaluation systems, incorporating them into school documents and use them to improve the educational process. Thereby also contribute to an individual pupil’s personal development in an effort to develop its own self-esteem.

Striving to define the stated issue, we elaborated the questions for a possible further research: Do the teachers perceive the development of the self-assessment as one of the aims of the primary education? Do the teachers develop (consciously) the pupil’s self-assessment? Do they realize the necessity of a systematic development of pupil’s self-assessment and its impact on their following development? Are the teachers prepared enough (do they have enough knowledge) to perform this task?

REFERENCES


