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Types of pedagogical assessment in the process of teaching English: Functions, forms, motivational potential

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Abstract. In the conditions of globalisation and the growth of the role of English as a universal means of international communication, effective pedagogical assessment in the process of its study is of particular importance. The combination of conventional and innovative forms of assessment contributed to the development of communicative competence, increasing students' motivation and readiness for successful activity in an international environment. The purpose of the study was to define and substantiate the types of pedagogical assessment in the process of teaching English, and to reveal their functions, forms, and motivational potential. The research methodology was based on a theoretical analysis of scientific and pedagogical sources, a comparative analysis of approaches to the classification of assessment, and a generalisation of the results of previous studies to develop a systematic vision of its role in the language training of students. As a result of the analysis, it was found that pedagogical assessment performs a controlling, diagnostic, corrective, motivational, developmental, and prognostic function. The forms of assessment were generalised – formative, summative, self-assessment, and mutual assessment – considering their impact on the learning activity of students. It was showed that the use of various tools (testing, project work, electronic portfolios, game and simulation tasks) contributed to increasing the interest and autonomy of students. It was emphasised that motivational potential increases under the condition of transparent criteria, timely feedback, and differentiated tasks. It was determined that an effective assessment system in teaching English should integrate linguistic and professionally oriented parameters, especially in the preparation of students of non-linguistic specialities. The practical significance of the study lied in the possibility of using its provisions by English teachers and methodologists to improve the assessment system, focused on increasing learning motivation and developing foreign language communicative competence of students

Keywords: control; language training; cognitive activity; educational diagnostics; student motivation; language teaching methodology

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INTRODUCTION

Control of student knowledge is a key component of the educational process, serving not only as a means of measuring results but also as a channel for feedback between teacher and learner. Objective and impartial assessment ensures fairness, fosters trust in the learning environment, and enables the timely identification of difficulties in mastering material, making it possible to adapt educational

trajectories to individual needs. In this way, pedagogical assessment also fulfils psychological and developmental functions, supporting personal growth and creating conditions for shaping an individual educational pathway.

Pedagogical assessment played an important role in supporting the psychological development of students, since its partial subjectivity contributes to the implementation



of an individual approach in teaching and education. In the work of Ukrainian researchers, in particular P. Luzan *et al.* (2021), the task of pedagogical assessment was not limited to identifying the fact of mastering the material; it also involved evaluating the effectiveness of the applied pedagogical methods, techniques, and strategies. Such assessment helps to determine whether there is positive progress in academic achievements, whether the quality of knowledge indicators is improving compared to previous results, or whether they remain at a stable level. Thus, assessment is not the ultimate goal, but a means of monitoring, analysing, and improving the educational process as a whole. Therefore, if the assessment process is mostly focused on the result, rather than the process, it often causes students to fear making a mistake, an increased sense of anxiety, loss of self-confidence and, as a result, a decrease in motivation to study – especially in case of failure. The educational model is increasingly moving away from the conventional idea of assessment as an exclusively tool for checking acquired knowledge, instead it is considered as a multifunctional process that involved not only recording results and diagnosing the educational process as a whole, but also, according to P. Luzan *et al.* (2022), became a dynamic means of feedback between participants in the educational process. This facilitates timely identification of both successful strategies for learning the material and difficulties that require pedagogical intervention.

According to E. Furtak (2022), assessment was designed to determine the level of students' mastery of educational material based on a daily analysis of the results of their work and special tests, considering the completeness, awareness, strength of knowledge, the ability to apply them in practice, and the ability to think independently. In the scientific community, there was also a steady interest in studying the motivational function of assessment. Thus, R. Majeed & M.S. Hagger (2025) emphasised that the greatest motivational effect was achieved when assessment contributed to a sense of autonomy (the ability to choose), competence (awareness of personal progress), and social inclusion (constructive interaction with others). According to C. Krijgsman *et al.* (2025), effectively organised assessment played an important role in increasing learning motivation, as it aroused interest in the educational material and encouraged active participation of applicants in

the learning process. Researchers Z. Yan & L. Yang (2021) found that assessment was associated with interest in the learning process, in particular, through involvement in project activities or self-assessment practices, which significantly enhanced motivation and contributed to improving academic results. J.D. Meier (2025) argued that assessment could perform not only a controlling but also a stimulating function; however, with the wrong approach, it suppressed cognitive activity. Moreover, P. Kanecki (2024) warned that using assessment exclusively as a means of punishment led to a decrease in internal motivation, increased the level of anxiety, and formed an externally oriented behaviour, the basis of which was the fear of making a mistake, rather than interest in learning. The purpose of the study was to substantiate and reveal the types of pedagogical assessment in the process of teaching English to future ship mechanics for professional purposes, to determine their functions and potential in combination with professionally oriented tasks, and to clarify the role of assessment in the development of English language communicative and professional competence of students.

MATERIALS AND METHODS

The study used a set of interconnected theoretical and empirical methods that ensured the systematic and comprehensive substantiation of the scientific problem and allowed confirming the reliability and validity of the results obtained. At the theoretical level, analysis, synthesis, comparison, systematisation, and generalisation were used to explore scientific and pedagogical approaches to assessing educational achievements, to identify key trends in language experience, and to determine the methodological principles of the study. The empirical stage included three components: pedagogical observation, questionnaires, and conducting a pedagogical experiment. Pedagogical observation was carried out over one semester in groups of second-year cadets of the speciality "Operation of ship power plants" (64 participants). An observation scheme was used, which provided for the recording of the following indicators: student activity during the exercises, level of motivation, independence in working with educational tasks, degree of involvement in communicative exercises, and manifestation of initiative. To ensure objectivity, observations were conducted by several teachers using uniform criteria (Fig. 1).

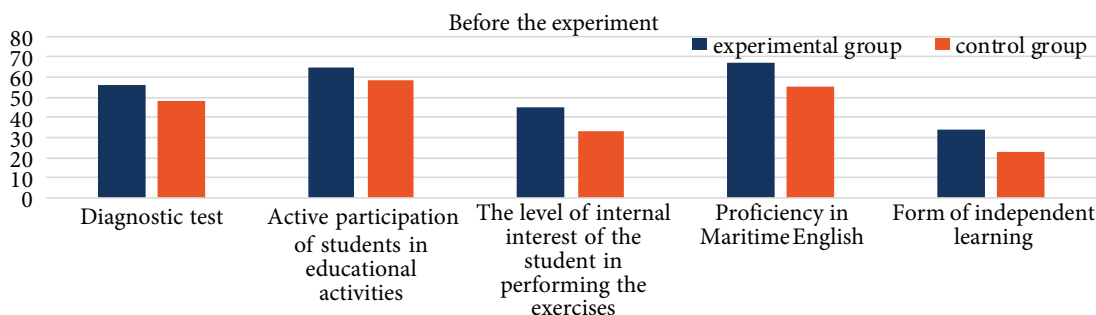


Figure 1. Data before the experiment

Source: compiled based on research data collected

The cadets were surveyed to identify their attitude to the proposed teaching and assessment methods, difficulties in learning the material, and expectations regarding the organisation of language training. Two types of questionnaires were used: with closed questions (scale and test) for quantitative analysis and open questions for qualitative analysis. Examples of questions: “What forms of control do you consider to be the most effective for the development of professional English?”; “What motivates you most when performing tasks in Maritime English?”. The pedagogical experiment was conducted in three stages: confirmatory, formative, and control. At the summative stage, an initial diagnosis of the level of cadets’ English language training was carried out using a standardised test based on the requirements of the CEFR and IMO Model Course 3.17. The formative stage involved the implementation of the developed methodology: in the experimental group (33 students), an integrated assessment system was used, which included formative assessment, peer assessment, role-playing games, and an electronic portfolio; in the control group (31 students), training was carried out using conventional methods with an emphasis on summative testing and written tests. At the control stage, final testing and repeated questionnaires were conducted, which allowed comparing the dynamics of changes in the two groups.

Assessment tools included standardised language tests (based on the Cambridge Placement Test, adapted to the professional context), control tasks with technical terminology (working with manuals, instructions, diagrams), situational role-playing games (modelling emergencies on board a ship), and self-assessment sheets, where cadets determined their level of development of language and communication skills. To evaluate changes in students’ emotional state and anxiety levels, a Likert scale ($N = 64$) was used in a survey. The survey with the Likert scale was administered both before and after the experiment to enable a comparative analysis of the data. This approach helped to quantify the emotional changes experienced by the students. Quantitative data analysis was carried out using mathematical statistics methods: calculation of mean values, standard deviations, Student’s t -test to determine the statistical significance of differences between groups, and Pearson correlation coefficients to identify the relationship between motivational and cognitive indicators. Qualitative analysis was based on content analysis of responses to open-ended questionnaire questions and reflective reports of students. Thus, the comprehensive design of the experiment allowed ensuring the objectivity of the assessment, confirming the validity of the methods used, and carrying out a reliable comparison of the results of the experimental and control groups.

During the research, considerable attention was paid to the implementation of interactive forms of learning, modelling professionally oriented communication situations, and creating conditions for the practical application of language knowledge in future professional activities. This approach contributed not only to the development of

language competencies but also to the formation of a positive attitude towards the process of testing knowledge. In particular, the reduction of anxiety connected with the fear of making mistakes was identified through a combination of diagnostic tools. In this study, complex tasks were operationally defined as assignments that went beyond the reproduction of previously learned material and required students to integrate knowledge from several modules, employ professional Maritime English terminology, and demonstrate decision-making skills in simulated professional contexts. Such tasks included, for instance, writing a technical report in English on the malfunction of a ship’s engine system with suggested corrective measures, performing a case-study simulation in which cadets identified and corrected errors in safety instructions according to the International Convention for the Safety of Life at Sea (1974), conducting role-play dialogues between a chief engineer and a junior engineer aimed at troubleshooting communication during emergency situations on board, and translating fragments of technical documentation (e.g., an engine maintenance manual) into operational English adapted for use by the crew. All procedures carried out in the study adhered to ethical standards, respecting the honour and dignity of participants and taking into consideration their psychological characteristics, including age. Throughout the experiment, the rights of students were not infringed, and anonymity was ensured in line with the ethical guidelines for conducting pedagogical research recommended by recognised organisations, such as the American Educational Research Association (2011) and the British Educational Research Association (2018).

RESULTS AND DISCUSSION

Theoretical part of the results

Any pedagogical assessment should be purposeful, justified and perform a specific function in the structure of the educational process, because it is on its basis that further pedagogical decisions are made, corrective actions are planned, and an individual educational trajectory is built, as noted by V. Drychuk (2020). Assessment should not be limited only to fixing the result – it is considered an integrated component of learning, which performs diagnostic, regulatory, corrective and motivational functions. L. Duesbery & P. Justice (2024) suggested that in this sense, assessment becomes an active tool for shaping the quality of education and the development of the student’s personality. Thus, according to Osvita.ua (2024), the diagnostic function determines the level of knowledge, skills, and abilities of students at the beginning of their studies to adjust the educational process. For example, before starting to study a new section of English, the teacher gives students a short introductory test (pre-test) or conducts an oral survey to find out how well they already know the basic concepts. Based on the results of this test, the teacher can adjust the lesson plan accordingly: if most students already possess the necessary knowledge, the focus can shift to more advanced tasks; if notable gaps are detected, greater

emphasis should be placed on reinforcing fundamental concepts. An important contribution to this approach was made by B.S. Bloom (1956), whose taxonomy of educational goals includes preliminary assessment as a means of determining student readiness for learning.

S. Naumenko & S. Holovko (2023) noted that educational (formative) function provides tracking of the dynamics of educational progress, helps to provide feedback to students on their mistakes and achievements, promotes self-reflection and self-correction. For example, when writing an essay in English, instead of simply giving a grade, the teacher provides detailed written feedback, indicating specific grammatical errors, lexical inaccuracies, and strengths of the work. The teacher can also offer criteria for self-assessment so that students themselves analyse their essays before submitting. This helps them to understand what they still need to work on and how to improve their writing skills. This function is central to the concept of formative assessment, which was actively developed by D. Wiliam (2023). The researcher emphasised that the main goal of assessment is not just to measure, but to improve learning by providing timely and high-quality feedback. A. Hryvko & L. Vashchenko (2021) concluded that the corrective function of assessment enables the teacher to adapt the educational process, making adjustments to teaching methods, learning materials, or tasks based on the results obtained. For example, after a listening test reveals that most students struggle to recognise English accents, the teacher may determine that standard exercises are insufficient and revise the plan to include a wider range of audio recordings with different accents, along with additional activities aimed at developing prediction skills and identifying key information. This function represents a logical extension of formative assessment. B.S. Bloom (1956), emphasised that assessment should be used to identify learning gaps and subsequently modify instruction so that each learner attains the required level of mastery. According to M. Alqassab & E. Panadero (2022), the controlling or summative function was used to evaluate the final learning outcomes, summarise achievements, and assign grades for a specific period, such as a topic, semester, or academic year. For instance, at the end of the semester, students take a comprehensive English exam that assesses reading, writing, listening, and speaking skills. The results of this exam are then used to assign a final grade, reflecting the overall level of language proficiency attained during the entire period of study. Although summative assessment was criticised for its insufficient motivational potential, it is necessary for reporting and certification. This function is closely related to the early stages of the development of pedagogy and assessment as a way to check the mastery of the curriculum. As for the predictive function, M. Alqassab & E. Panadero (2022) concluded that it sets learning goals for the future, predicts future successes of applicants or possible difficulties. For example, based on the results of an English entrance test in a new class, a teacher notices that some students, despite generally good performance,

have difficulties using grammar. This allows predicting potential learning problems and developing support strategies for these students in advance (e.g., additional tasks, individual consultations).

In turn, the educational function helped in the development of responsibility, independence, and an objective attitude towards personal achievements and shortcomings. For example, R. Xie (2024) noted that after writing a test, the teacher does not simply distribute notebooks with grades, but organises self-analysis and peer review. Applicants evaluate their work and the work of their classmates according to certain criteria, and discuss mistakes and successes. This teaches them to be objective, see their strengths and weaknesses, and take responsibility for their learning. Special attention in pedagogy was paid to the motivational function of assessment because motivation is the driving force that determines the success and intensity of educational activity. It was developed under the influence of both internal factors (cognitive interest, self-esteem, value orientations) and external stimuli, among which assessment occupied one of the leading places. According to C. Krijgsman *et al.* (2025), it is positive reinforcement through assessment that can effectively stimulate the desire to achieve better results, arouse interest in knowledge, and strengthen faith in own strengths. According to J. Xu & Q. Liu (2025), in the context of learning, motivation acts as a multi-level system of incentives, from natural interest in new information to a socially conditioned desire to receive recognition, praise, or a high score. An insufficient level of motivation was manifested in various aspects of educational activity: decreased interest, passivity in classes, avoidance of independent work, a formal attitude to tasks, lack of in-depth study of the material, and in decreased self-esteem and loss of interest in studying individual academic disciplines, in particular English language. In this context, it is important to realise the significance of differentiating assessment types, as each of them performs a specific function in the educational process. In pedagogical practice, several main types of assessment are distinguished, each of which has its purpose, time of application, and didactic goal. One of these is diagnostic assessment, which is carried out at the beginning of studying a new material, topic or training course in order to identify the initial level of training of education seekers.

The main purpose of diagnostic assessment is not only to record existing knowledge, skills, and abilities, but also to identify possible difficulties, gaps in knowledge or deviations in the assimilation of the material. As noted by I.M. Kalynina (2021), it helped to establish the zone of proximal development and to determine corrective measures to eliminate the identified problems. This is what makes further training more targeted, adapted to the individual needs of education seekers, and helps to increase the efficiency of all subsequent stages of the educational process. Summative assessment plays a key role in the educational control system, as it records the level of achievement of the student after completing a certain stage

of training – a module, topic, section, or course. According to K. Johnson (2025), such assessment helps to objectively determine the level of assimilation of educational material, record the results of the student's activities using such tools as exams, essays, projects, written works, etc. In addition to stating the results, summative assessment can stimulate the development of analytical, critical and creative thinking, and activate the application of knowledge in simulated or real-life situations. According to L. Tovkun & L. Lohvytska (2025), current assessment is carried out at all stages of the educational process and has mainly a controlling and regulatory function. Its goal is to timely identify the level of assimilation of the material, adjust the teacher's actions, and activate the student's educational activities. Ongoing assessment includes oral responses, tests, practical tasks, participation in discussions and other forms of active involvement in learning. It is also an indicator of learning dynamics and can play a motivational role if carried out in a constructive and supportive tone. However, formative assessment, unlike summative, is focused not only on the result but on the dynamics of learning. Its main purpose is to accompany the learner throughout the learning process, providing constant feedback and promoting self-improvement. According to D. Wiliam (2023), formative assessment has the potential to significantly influence internal motivation, self-confidence, and increased interest in learning.

Based on its implementation, assessment is transformed from a control tool to a means of pedagogical support, development of personality and educational autonomy. As noted by I.M. Kalynina (2021), formative assessment helps to increase cognitive interest, forms a responsible attitude to learning, and creates an atmosphere of pedagogical support. E. Furtak (2022) considered that formative assessment involves the use of various methods and forms, including: self-assessment, peer assessment, portfolio, and project learning. In particular, self-assessment is an important tool for the development of reflection – the student's awareness of their progress, skills, mistakes and ways to overcome them. It contributes to the development of skills of self-analysis, goal setting, responsibility for learning results and critical thinking. D. Wiliam (2023) defined formative assessment as all actions performed by a teacher and a student during learning, to obtain feedback, which is used to improve teaching and learning.

Empirical part of the results

During the survey, students were asked to evaluate their emotional state when performing oral and written tasks in English. A comparative analysis of responses in the pre-experiment and post-experiment stages revealed a noticeable decrease in the number of students who reported high levels of anxiety (Fig. 2).

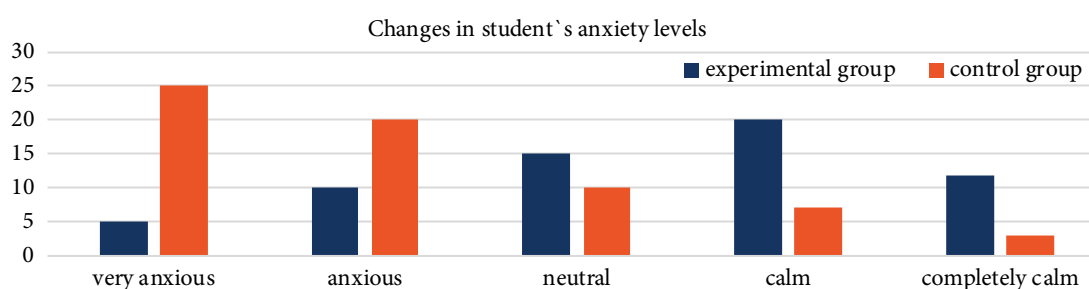


Figure 2. Changes in student's anxiety levels

Source: compiled based on research data collected

During the pedagogical observation, indicators such as hesitation before answering, avoidance of participation in role-playing tasks or asking for additional confirmation from the teacher were recorded. In the experimental group, the frequency of such manifestations decreased, which indirectly confirmed greater confidence in their own abilities. The increased involvement in self-assessment and reflection was evidenced by the systematic use of self-assessment sheets and reflective journals, where students independently analysed their mistakes, suggested ways of correction, and tracked their progress. The qualitative analysis of these materials showed that cadets gradually shifted from focusing only on errors to recognising their achievements, planning further improvement, and formulating realistic learning goals. An important role was played by the objectivity and fairness of the assessment, which ensured a positive emotional climate in the learning environment

and motivated applicants to actively participate in the educational process and achieve personally significant results (the criteria for assessing academic achievements were explained in advance and discussed with students). The results confirmed the positive trend: a gradual increase in the level of internal motivation was observed, which was manifested in a change in attitude towards the learning process, an increase in interest in acquiring new knowledge, and in the desire to apply the studied material in professionally significant contexts.

Regarding the theoretical material presented above, the findings of the experimental study confirmed the importance of comprehensively applying diagnostic, formative, corrective, and motivational functions of assessment. In particular, the introduction of motivational assessment, interactive methods and professionally oriented tasks contributed to a decrease in the share of participants who

did not connect English learning with professional needs. Notably, at the beginning of the experimental study, the determination of this indicator was carried out by means of questionnaires and interviews of participants aimed at clarifying their attitude towards the English language and their awareness of its role in future professional activities. The indicator was determined based on the questionnaire survey conducted among cadets. In particular, one of the questions asked students to evaluate the relevance of English to their future professional activity. Respondents had to choose from several options: “directly connected with my profession”, “partially connected”, “not connected at all”. The group of students (22.3%) who selected “not connected at all” or “partially connected” was classified as those who perceived English without a clear professional orientation. After the introduction of motivational assessment, interactive teaching methods and professionally oriented tasks, the proportion of such responses almost halved – to 11%. Such dynamics indicated a positive transformation of the attitude of applicants to the subject, which is based on the

awareness of the applied value of English proficiency in the future professional activities of ship mechanics.

The changes also affected the level of educational activity of applicants. The indicators included voluntary responses in classes, participation in mini-projects, and independent work with additional sources of information. These data served as the foundation for comparing subsequent dynamics. By the end of the experiment, significant positive changes were observed in the experimental group. There was a noticeable increase in participation in the learning process: the number of voluntary responses in classes, involvement in the implementation of mini-projects, and independent work with additional sources of information increased by an average of 27% compared to the initial level. These results clearly demonstrated the effectiveness of the introduced model of assessment in motivating cadets to be more active and autonomous in their studies. The comparative data are presented in Table 1, which shows the dynamics of the main indicators before and after the experiment.

Table 1. Dynamics of students' participation in the learning process (%)

Indicator	Before the experiment	After the experiment	Growth
Voluntary responses in classes	42	71	+29
Participation in mini-projects	38	64	+26
Independent work with additional sources	35	61	+26
Average increase	-	-	+27

Source: compiled by the author

During the final test, not only were the total scores recorded, but also the number of completed tasks of increased complexity. A comparison of indicators showed that the average score increased by 1.4 points on a 10-point scale, which reflected a tangible improvement in the quality of mastering the material. Before the experiment, the average score of students in the experimental group was 6.2 points, while at the final stage it reached 7.6 points. This growth confirmed not only a quantitative but also a qualitative enhancement of knowledge acquisition. Particularly noticeable was the increase in the

share of correctly completed complex tasks, which rose by 38% compared to the initial results. These assignments were considered complex because they combined several assessment criteria: correctness of terminology, grammatical accuracy, coherence of presentation, compliance with international standards (International Convention for the Safety..., 1974), and the ability to transfer linguistic knowledge into a professional context, which confirms the development of the ability to independently apply the acquired knowledge in new, professionally oriented situations (Fig. 3).

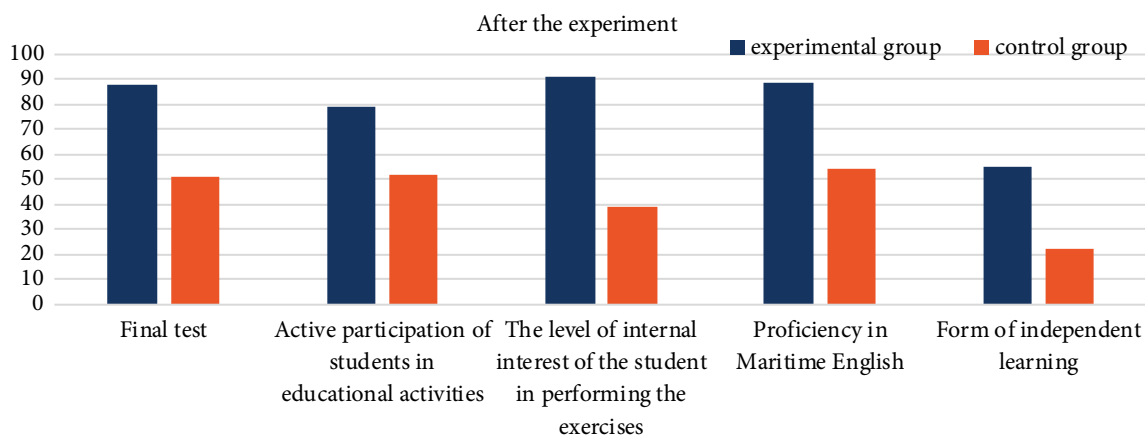


Figure 3. Results of the second survey

Source: compiled based on research data collected

The results of the study confirmed that the use of assessment tools plays a key role in developing an active position of students in the educational process and increasing the level of internal motivation. A significant increase in students' initiative was observed, especially when performing communicative tasks, participating in role-playing games, and modelling situations. Students began to interact more actively with each other, showing a willingness to improve language skills not only during classroom lessons but also within the framework of independent training. Special emphasis was placed on creating conditions for students to be aware of their progress in learning, develop reflective skills and internal responsibility for results. The use of various forms of feedback, self-assessment and mutual assessment practices, and targeted individual recommendations, contributed to the establishment of a trusting educational environment in which assessment was perceived as support, not punishment.

At the research stage, observation was the main empirical method, enabling the recording of student involvement levels in learning activities during classes in the discipline "English for Specific Purposes". The analysis showed that at the beginning of the experiment, passivity prevailed: most applicants completed tasks exclusively on the initiative of the teacher, avoiding interpersonal communication in English and demonstrating a limited desire to cooperate in groups. The motives for learning were mostly external – the desire to get a grade prevailed over interest in the content of the subject. However, after the targeted introduction of elements, active and interactive learning methods (games, project activities, cases, role-playing), significant changes were achieved. Learning activity increased: applicants began to more often initiate participation in collective work, independently search for additional information, and also more actively use English in a professionally oriented context. Such dynamics confirm the feasibility of the systematic use of motivational assessment as an effective means of increasing the effectiveness of language training for future technical specialists. However, it is important to note that the results of the study have a local character, since the experiment was conducted on a relatively small sample of cadets within one educational institution. Therefore, the findings cannot be automatically generalised to all higher education institutions or to students of other specialities without additional large-scale research. The results of the pedagogical experiment confirmed the importance of integrating various forms and methods of assessment, focused not only on knowledge control, but also on the development of motivation, self-assessment, and professional competencies. Comparison with scientific publications gives grounds to assert that the results of this study are consistent with global trends, although they also have specifics related to the features of training future ship mechanics.

An important confirmation was the study by M. Alqasab & E. Panadero (2022), in which peer assessment was defined as one of the key tools for the development of students' evaluative competence. Similar results were found

in experiment: peer assessment contributed to increasing the responsibility of cadets for their own learning, formed objectivity in the perception of results, and also developed communication skills, which is especially important for future specialists in the maritime industry. However, this research noted that in the context of professionally oriented training, peer assessment should be closely linked to the modelling of production situations, which is not always emphasised in general pedagogical research. No less significant is the educational portfolio method. G. Martin-Kniep (2022) interpreted it as a tool for tracking a student's educational path, which facilitates a comprehensive recording of their progress. The current study confirmed this idea, as the use of an electronic portfolio by cadets contributed to the development of reflection skills and awareness of their achievements. L. Perminova *et al.* (2024) emphasised that the portfolio forms the independence and motivation of students. However, the portfolio had another feature – it contained professionally oriented tasks, which allowed cadets to track the dynamics of professional English-language training. An important element was also the method of project-based learning. The study by Z. Pučko & N. Šuman (2023) emphasised that projects allow students to acquire knowledge through the performance of practically significant tasks. Experiment showed that the use of project tasks with the simulation of real maritime situations (for example, drawing up instructions in English or reproducing emergency dialogues) significantly increased the interest of cadets and contributed to the development of interdisciplinary competencies. Thus, it confirmed the conclusions of the above researchers but specified them in a professional and technical context.

The importance of game and simulation methods was emphasised by L. Duesbery & P. Justice (2024), indicating their role in increasing motivation. Similar results were obtained by the current study: the use of business games and role-playing situations in training classes had a positive effect on the communicative activity of cadets. However, in contrast to L. Duesbery & P. Justice, general conclusions have showed that for cadets it is important not only to simulate communication situations, but also to work with English-language technical documentation, which combines language and professional training. Additional confirmation of the effectiveness of differentiated tasks is the findings of C.P. Dwyer & H.A. Butler (2025), who emphasised their impact on the development of self-regulation and critical thinking. In experiment, task differentiation allowed considering the different levels of initial training of cadets, which reduced the level of anxiety and contributed to greater interest in studying the material. Thus, the data obtained are fully correlated with the conclusions of these researchers. The paper by H. Bondarenko (2021) deserves special attention, which emphasises the role of project technologies in the development of key competencies, such as organisation, sociability, and creativity. Results confirm this, but add that for cadets of maritime specialities, the competencies of teamwork and responsibility for collective

decisions become especially important, since they are decisive in professional activity on a ship. It can be noted that the results of experiment are confirmed by a number of studies of recent years. However, the specificity of the study lies in the combination of linguistic and professionally oriented tasks, which provides a closer connection of the assessment with the future activities of ship mechanics. This is what distinguishes this study from most papers that consider only the general linguistic aspect of the assessment. Thus, the study confirms the relevance of global approaches to innovative pedagogical assessment, while demonstrating the need for their adaptation to the conditions of maritime professional education. This indicates the significant potential of combining conventional assessment methods (tests, control tasks) with innovative forms (portfolios, peer evaluation, projects, business games), which not only improve the quality of English-language training, but also contribute to the professional development of future ship mechanics.

CONCLUSIONS

The conducted research confirmed that pedagogical assessment in the process of teaching Maritime English plays a multifunctional role. It was not limited to monitoring achievements but became a powerful tool for motivation, stimulation of cognitive activity, and regulation of the educational process. The effectiveness of assessment increases significantly when it has clearly defined goals, meets the learning objectives, and is integrated into the content and practical aspects of training. The empirical results demonstrated noticeable progress in the experimental group. In particular, the average final test score increased by 1.4 points on a 12-point scale, compared to the baseline results. The proportion of correctly completed complex tasks (case studies, simulation-based assignments, and analysis of professional documentation) grew by 38%. Participation in educational activities also improved: the number of voluntary responses, engagement in mini-projects, and independent work with additional sources increased on average by 27% compared to the initial level. Moreover, the level of internal motivation and interest in completing assignments showed a steady upward trend, while indicators of anxiety related to English language use decreased, as reflected in the self-assessment survey results. The use of various

forms of assessment – formative assessment, peer assessment, self-assessment, automated testing with feedback, portfolio, and project tasks – ensured the individualisation of learning, promoted the development of critical thinking, independence, and responsibility for results. An important factor of success was the integration of assessment practices with authentic, professionally oriented communicative situations, which helped students to apply language skills in the context of their future professional activity.

A differentiated approach allowed considering varying levels of student preparation, providing targeted feedback, and creating conditions for adaptive learning. Such approaches contributed to the comprehensive development of both linguistic and professional competencies, which is particularly significant for students of technical and professional specialities. However, the obtained results should be interpreted with caution. The study was conducted on a relatively small sample of cadets (64 students) within one educational institution, which limits the possibility of generalising the findings to all higher education institutions. Thus, properly structured and student-oriented assessment strategies can be considered a key factor in enhancing the quality of education. These approaches foster sustained motivation, promote a deeper understanding of the subject matter, and develop the ability to transfer acquired knowledge and skills into real professional contexts. In this sense, pedagogical assessment becomes not merely an indicator of achievement but an effective instrument for shaping competent, independent specialists, well-prepared to meet professional challenges. Areas for further research include expanding the sample to students of different technical specialities and institutions, testing the long-term impact of formative assessment, and analysing the role of digital assessment tools in developing professional competencies.

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Викладач

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Види педагогічного оцінювання в процесі навчання англійської мови: функції, форми, мотиваційний потенціал

Анотація. В умовах глобалізації та зростання ролі англійської мови як універсального засобу міжнародного спілкування особливого значення набуває ефективна педагогічна оцінка в процесі її вивчення. Поєднання традиційних та інноваційних форм оцінювання сприяло розвитку комунікативної компетентності, підвищенню мотивації студентів та їх готовності до успішної діяльності в міжнародному середовищі. Метою дослідження було визначити та обґрунтувати види педагогічної оцінки в процесі навчання англійської мови, а також виявити їх функції, форми та мотиваційний потенціал. Методологія дослідження базувалася на теоретичному аналізі науково-педагогічних джерел, порівняльному аналізі підходів до класифікації оцінювання та узагальненні результатів попередніх досліджень для формування системного бачення його ролі в мовній підготовці студентів. В результаті аналізу було встановлено, що педагогічне оцінювання виконує контролюючу, діагностичну, корекційну, мотиваційну, розвивальну та прогностичну функції. Форми оцінювання були узагальнені – формувальне, підсумкове, самооцінювання та взаємне оцінювання – з урахуванням їх впливу на навчальну діяльність студентів. Було показано, що використання різних інструментів (тестування, проектна робота, електронні портфоліо, ігрові та симуляційні завдання) сприяло підвищенню зацікавленості та самостійності студентів. Було підкреслено, що мотиваційний потенціал зростає за умови прозорих критеріїв, своєчасного зворотного зв'язку та диференційованих завдань. Було визначено, що ефективна система оцінювання у викладанні англійської мови повинна інтегрувати лінгвістичні та професійно орієнтовані параметри, особливо у підготовці студентів нелінгвістичних спеціальностей. Практичне значення дослідження полягало у можливості використання його положень викладачами англійської мови та методистами для вдосконалення системи оцінювання, орієнтованої на підвищення мотивації до навчання та розвиток комунікативної компетентності студентів у іноземній мові

Ключові слова: контроль; мовне навчання; пізнавальна діяльність; освітня діагностика; мотивація студентів; методика викладання мови