

Contents

<i>Preliminary remarks by W. Forst and A. Kossakowski</i>	15
<i>Man as a subject in V.I. Lenin's "Philosophical Notebooks"</i>	23
<i>Problems of developmental psychology</i>	32
1. The structure of individual development as a problem of modern educational anthropology	32
2. Sensory and perceptual peculiarities of individual human development	48
3. The structure of the development of psychophysiological functions in adult persons	56
4. The problem of character formation	65
4.1. The reactionary nature of bourgeois character theories	66

4.2.	The views of the classics of Russian philosophical materialism on character formation	71
4.3.	Dialectical and historical materialism – the basis of scientific character theories	76
4.4.	The structure of character	79
4.5.	Problems of character education	95
5.	The problems of the development of self-assurance in children	105
<i>Problems of educational psychology</i>		139
1.	Man as an object of education (Prospects of educational anthropology)	139
2.	The psychology of educational assessment	161
2.1.	Preliminary remarks	161
2.2.	The psychological situation of assessment during classwork	166
2.2.1.	Instruction situation	166
2.2.2.	Test situation during classwork from a psychological angle	168
2.2.3.	Types of assessment in a test situation	178
2.2.4.	The absence of assessment	182
2.2.5.	Mediate assessment	183
2.2.6.	Indefinite assessment	186
2.2.7.	Exhortation	186
2.2.8.	Negation	187
2.2.9.	Assent	188
2.2.10.	Encouragement	189
2.2.11.	Reproach	190
2.2.12.	Praise	194
2.2.13.	Summary	195
2.3.	The development of educational assessment and the establishment of a pupil's progress	196
2.3.1.	Partial assessments and progress establishment	196
2.3.2.	Progress establishment and teacher	198
2.3.3.	Progress establishment and the average student	202
2.3.4.	The correlation of progress development stages in groups of different standards of proficiency	210
2.3.5.	The relationship between partial assessments and progress establishment	217
2.4.	A teacher's assessing approach to his students	223

2.4.1.	The role of educational judgement in the development of educational assessment	223
2.4.2.	The methods of looking into educational assessments	226
2.4.3.	Types of assessment used by a teacher	226
2.4.4.	A student's personality in an educational assessment	227
2.4.5.	The personality of peak-proficiency students in educational assessments	229
2.4.6.	The personality of above-average-proficiency students in educational assessments	233
2.4.7.	The personality of average-proficiency students in educational assessments	239
2.4.8.	The personality of below-average-proficiency students in educational assessments	245
2.4.9.	The personality of low-proficiency students in educational assessments	249
2.4.10.	How to fix certain qualities of students in educational assessments	252
2.4.11.	A student's abilities in educational assessments	253
2.4.12.	A student's capability	254
2.4.13.	Diligence	255
2.4.14.	Activity	256
2.4.15.	Learning interest	257
2.4.16.	Using various educational means of influencing	257
2.4.17.	A teacher's attitude towards a student's self-appreciation	258
2.4.18.	Student's temperament assessment	260
2.4.19.	The assessment of communication	260
2.4.20.	Discipline during instruction	262
2.4.21.	Conduct	262
2.4.22.	The students' perceiving and understanding of the subjectmatter	263
2.4.23.	The students' memory and attention	264
2.4.24.	Teachers' assessment of pupils' self-reliant work	265
2.4.25.	Teachers' assessment of the impact of the environment	266
2.4.26.	How teachers influence their students' attitudes and vice versa	267

2.5.	The influence of educational assessment on the development of student co-assessment and self-appreciation	269
2.5.1.	Student co-assessment in educational assessments	269
2.5.2.	The relationship between self-appreciation and educational assessment and classmate co-assessment	273
2.5.3.	The relationship between students' learning-specific self-appreciation and educational assessment	275
2.6.	Looking into the students' family environment when making an educational assessment	278
2.6.1.	Parental co-assessment in educational assessment	278
2.6.2.	A change of conduct as a result of assessment	281
2.6.3.	Students' self-reliant work as a function of their standard of proficiency	282
2.6.4.	The influence of an educational assessment on the development of comradely relations between students	285
2.7.	The assessment of teachers by students	288
2.7.1.	General aspects of mutual assessment	288
2.7.2.	The qualities of a good teacher in the eyes of the students	289
2.7.3.	What students say about their former teachers	290
2.8.	Assessment and educational work at school	292
2.8.1.	The planning and organization of educational work	292
2.8.2.	Relations at school, their organization and how they are taken into account in the educational process	295
2.8.3.	Assessment as a means of educational work	296
2.8.4.	School characterology, assessment and education	297
2.8.5.	Conclusion	298
	<i>Bibliography</i>	300