

EVALUATION REALITY IN PROJECT AND PROBLEM SOLVING

ABSTRACT:

In the presented dissertation, the main subject of the research interest was the analysis and the evaluation reflection of the evaluation situations in art education of older pupils at elementary school. Its goal was to contribute to the desired changes in teachers' approach to all the processes taking place in art education; the evaluation processes are essential. The research was designed as an action and pedagogical - based research with focus on the perception of the complexity through the student's eyes during the course as well as the conclusion of short-term and long-term projects and the identification of factors contributing to the student's personality development in the areas of key competencies: work, communication, interaction, social skills and evaluation.

The didactic starting point of the research was the method of problematic situations being offered to students to solve. The first area of research interest were the attitudinal orientations of students to the given art projects and the dynamics of the teaching process, influenced by the evaluation situations arising in the classroom during the lesson. In the second part, the field of the student attitudes was examined within the teaching process characterized by the method of problem teaching.

The outcome is a theoretically substantiated, didactically reflected and experimentally verified model **of project teaching and the problematic situations contained therein**. Through this model designed for research purposes, the benefits of project and problem teaching were confirmed as important factors in the development of assessment competencies of students and teachers in art education at elementary school.

Keywords: art education, evaluation processes, project-based teaching, problem situations, research teaching model, students attitudes towards evaluation, student's assessment competencies, action research, mixed research design.