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The Influence of Interactive Assessment Methods on the Emotional Development of Schoolchildren*

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Abstract: The article investigates the influence of interactive assessment methods on the emotional development of schoolchildren. Special emphasis is placed on examining how strategies such as self-assessment, peer assessment, game-based approaches, and the use of digital tools contribute to fostering a positive learning environment and to enhancing empathy, self-confidence, and self-reflective skills. The study further identifies the pedagogical conditions required for the effective implementation of interactive assessment practices and elucidates the mechanisms through which these methods impact the emotional development of learners.

Keywords: emotional development, schoolchildren, interactive methods, assessment, education.

Rezumat: Articolul investighează influența metodelor interactive de evaluare asupra dezvoltării emoționale a elevilor. Se acordă o atenție specială examinării modului în care strategii precum autoevaluarea, evaluarea colegială, abordările bazate pe jocuri și utilizarea instrumentelor digitale contribuie la crearea unui mediu de învățare pozitiv și la îmbunătățirea empatiei, a încrederii în sine și a capacităților de autorefecție. Studiul identifică, de asemenea, condițiile pedagogice necesare pentru implementarea eficientă a practicilor interactive de evaluare și elucidează mecanismele prin care aceste metode influențează dezvoltarea emoțională a elevilor.

Cuvinte-cheie: dezvoltare emoțională, elevi, metode interactive, evaluare, educație.

The modern educational paradigm increasingly focuses on the holistic development of the learner's personality, encompassing not only cognitive but also emotional dimensions. The emotional development of schoolchildren is understood as the process of forming the ability to understand, express, and regulate one's own emotions, as well as to interact with others based on empathy and respect. In the context of digitalization and evolving learning formats, interactive assessment methods have become especially relevant, as they not only measure academic achievement but also stimulate emotional engagement, reflection, and the development of socio-emotional competencies.

Emotional development is a complex, multifaceted process that includes several key components:

- **Emotional awareness** – the ability to recognize and name emotions. This foundational skill emerges in early school years and develops through observation, discussion, and modeling of emotional states.
- **Empathy** – the capacity to understand and share the feelings of others. Empathy helps establish stable social relationships, reduce aggression, and promote altruistic behavior.
- **Self-regulation** – the ability to manage one's emotions, especially in stressful or conflict situations. This skill is critical for successful adaptation within the school environment.
- **Social skills** – the ability to communicate, coo-

perate, resolve conflicts, and build relationships based on trust.

According to Daniel Goleman's theory of emotional intelligence, the development of these components is directly linked to success in learning, professional activity, and personal life. In school practice, emotional development should be integrated into the educational process, including within assessment procedures [4].

Researchers view interactive learning as a special form of organizing cognitive activity, a mode of learning implemented through collaborative interaction in which each participant engages with others, gains new knowledge, answers emerging questions, models different situations, evaluates their own and peers' actions, and participates in cooperative problem-solving [8].

In primary education, interactive assessment represents an innovative format that incorporates tests, assignments, and examinations into the learning process. The purpose of interactive assessment is not control but feedback and correction of students' actions. Teachers employ formative assessment tools to this end. Regular use of such tools fosters students' independence and sense of responsibility for their own learning. All web-based tools can be used as

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components of distance and classroom learning activities. Examples include Web 2.0 services such as Edpuzzle, LearningApps, Quizlet, and others. Modern researchers analyze the advantages of integrating digital tools into education and propose effective strategies for implementing interactive methods in everyday teaching practice [1; 8; 10].

The term *interactivity* derives from the English words *inter* (“mutual”) and *act* (“to do”), meaning the ability to interact or engage in dialogue, with a person or a computer [3, p. 84]. Hence, interactive learning can be defined as a special form of organizing cognitive activity through collaborative learning, where every student interacts with others, receives new information, models situations, evaluates actions, and participates in a cooperative search for solutions.

The main goals of interactive learning include: fostering independent research, analysis, and decision-making; developing personal viewpoints, supported by facts and arguments; cultivating the ability to agree or disagree with others respectfully and express one’s stance toward events or phenomena; promoting teamwork, respect for diverse opinions, and tolerance for alternative perspectives.

Interactive methods are based on subject-to-subject relationships, where learners are treated as active agents rather than passive recipients. This approach promotes personal growth, acquisition of new knowledge, and the development of skills through independent inquiry [10]. These methods are superior to passive ones, as they allow students to acquire knowledge without strict limitations, while the teacher acts as a facilitator or coordinator, guiding students through the learning process and deepening their engagement.

The advantages of interactive teaching forms include: generating student interest and motivation; encouraging active participation; ensuring a high retention of learning material; creating success situations; developing self-directed learning; fostering self-analysis and adequate self-assessment; enabling feedback and communication competence development.

Interactive technologies organize the educational process so that every learner contributes to the collective activity through active communication and collaboration. Modern authors describe the effective use of interactive whiteboards, online platforms, and mobile applications to enhance engagement and motivation through innovative resources [2].

Current educational trends require teachers to continuously update their methodological approaches and integrate the latest technologies. One of the key directions in educational innovation is the integration of interactive technologies, which significantly improve the quality of learning and engage students in active cognition.

Primary education holds a special place in a child’s learning trajectory, as this stage lays the foundation for essential skills and attitudes toward learning. Therefore, implementing interactive technologies in primary education

is of particular importance.

According to V. Feoktistova, the essence of interactive technologies lies in creating active interaction between the student, the teacher, and the educational content. Unlike traditional approaches, where students passively receive information, interactive technologies enable active participation, discussion, and creativity [10].

Digital platforms, multimedia resources, and interactive boards make the assessment process more engaging and less stressful. Instead of traditional tests, children can take part in game-based quizzes, online competitions, visual tasks, and collaborative projects, which reduce anxiety, increase motivation, and foster a positive emotional climate.

Individualized learning is another crucial aspect influencing emotional development. Digital tools allow teachers to tailor assignments to students’ preparedness levels, offering flexible pacing and formats. This promotes self-acceptance, confidence, and reduces fear of mistakes.

The diversity of multimedia resources – videos, animations, and simulations – makes assessment more visual and accessible, stimulating creativity and imagination. Such approaches allow the children to express their knowledge in varied formats, fostering emotional responsiveness and empathy. Group activities and collaborative assessment further enhance cooperation, listening, and communication skills – core components of emotional intelligence.

Numerous studies confirm the effectiveness of interactive assessment in supporting emotional development. For instance, A. Kulikova and E. Orel designed a socio-emotional monitoring tool based on IRT theory that tracks progress in empathy, self-regulation, and social responsibility. Its implementation showed that regular use of interactive assessment reduces anxiety and increases emotional awareness in students.

Similarly, R. Belalov and his colleagues conducted research where primary school students participated in interactive games aimed at developing emotional intelligence. The results revealed significant improvements in communication, empathy, and reduced classroom conflict [2].

International studies (e.g. CASEL – Collaborative for Academic, Social, and Emotional Learning) also confirm that integrating social-emotional learning into school curricula enhances academic performance, improves behavior, and lowers stress levels.

For a successful implementation of interactive assessment to support emotional development, several pedagogical conditions must be ensured:

- An emotionally safe environment where students feel accepted, can express emotions freely, and receive support – without punishment or harsh criticism.
- Integration of emotional objectives into curricula, formulating lesson goals not only in cognitive but also in emotional terms (e.g., ‘learning to express

opinions respectfully’).

- Use of digital platforms such as interactive tests, surveys, emotion diaries, and mood trackers to monitor students’ emotional states.
- Teacher training in emotional intelligence, nonviolent communication, and feedback methods.
- Regular reflection through discussions, emotional diaries, and “trust circles”.

The interactive tools used in education can be categorized as passive or active. Passive tools involve learners as recipients of information, such as multimedia videos. Active tools require direct interaction with content through practice, simulation, or software applications. Examples include interactive whiteboards, projectors, online platforms, educational apps, and virtual reality.

In primary school, such tools are highly visual and game-oriented – ranging from LEGO robotics and document cameras to interactive sandboxes and mobile planetariums. Given that around 80% of information is perceived visually, these tools play a vital role in learning.

Common interactive techniques include Microphone (individual response), Brownian Motion (class movement in search of solutions), debates, role play, Fishbowl discussions, rotating trios, pair and small-group work, and Decision Trees.

Interactive assessment platforms commonly used in primary education include:

- **Edpuzzle** – transforms videos into interactive quizzes;
- **Google Classroom Questions** – enables formative questioning and quick checks;
- **Google Forms** – allows surveys and data collection for evaluation;
- **InsertLearning** – turns any webpage into an interactive lesson;
- **Kahoot** – game-based learning and quizzes;
- **Pear Deck** – creates interactive lessons integrated with G Suite tools;
- **Plickers** – enables assessment without student devices;
- **Quizlet and Quizlet Live** – flashcards and team-based quizzes;
- **Socrative** – facilitates quizzes, feedback, and formative assessment.

Assessment remains one of the central elements of modern teaching and learning. The effectiveness of instructional management depends largely on how well assessment is organized. Interactive assessment, as a contemporary pedagogical instrument, aligns with educational objectives focused on personalized learner support. It enhances student autonomy and helps each learner identify effective strategies for personal academic growth.

Thus, interactive assessment methods are not merely an alternative to traditional knowledge control; they serve as a

powerful means of nurturing students’ emotional maturity. These methods foster empathy, self-regulation, social responsibility, and self-confidence. Within a humanistic model of education, they become an integral part of pedagogical practice, ensuring holistic personality development and cultivating essential life skills for the 21st century.

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