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CURRENT TRENDS AND THEORETICAL ASPECTS OF LEARNING OUTCOMES ASSESSMENT IN ADULT NON-FORMAL EDUCATION

In today's society, informal adult education is becoming increasingly important as it provides opportunities for personal and professional growth and contributes to the development of life and professional skills.

At the same time, the effectiveness of the educational process in informal education largely depends on the organisation of the assessment of the educational achievements of learners. Assessment in informal adult education goes beyond traditional knowledge control and performs a number of important functions: educational, diagnostic and corrective, stimulating and motivational, organisational and educational. Its main purpose is to create conditions for learners to become aware of the results of their learning activities, to correct their individual educational trajectory and to increase their internal motivation to learn.

Modern scientific approaches to assessing learning outcomes are widely reflected in the works of domestic and foreign researchers. In particular, emphasis is placed on the fact that modern assessment should combine control, diagnostic and educational functions. It is aimed not only at measuring the level of knowledge, but also at developing reflective skills, the ability to independently search for information, solve problems and make decisions. At the same time, the issue of assessment in the field of non-formal adult education continues to require greater attention from researchers, as it is here that the need to create flexible and individualised assessment systems is most acute.

The theoretical foundations of academic achievement assessment are based on several philosophical approaches. Traditional philosophy considers assessment to be the final stage of the educational process, which records the level of material mastery. Interactive philosophy, on the contrary, integrates assessment into the learning process, making it continuous and formative. Learner-centred philosophy emphasises the active

participation of adult learners in determining the criteria and methods of assessment, which contributes to greater autonomy and responsibility for their own learning outcomes.

Assessment tasks in informal adult education include not only comparing actual and expected results, but also helping learners to determine directions for further learning, monitoring progress, and analysing the effectiveness of teaching methods and programme content. Continuous assessment is particularly important, as it creates conditions for self-reflection and the development of motivation to learn. Assessment methods in informal adult education are undergoing significant changes. Alongside traditional forms – tests, tests, oral answers – new ones are being actively introduced. These include: peer assessment, which develops communication and critical skills; self-assessment, which forms metacognition and the ability to self-correct; formative assessment, which provides constant feedback. An important tool is the use of checklists and forms with clearly defined criteria. Such methods help learners to understand the expected results and plan their own learning activities. Modern practice shows that digital technologies open up new opportunities for organising assessment in informal education. Electronic tests, online platforms for self-assessment, and interactive forms of interaction make the process flexible and accessible. At the same time, there are limitations – technical difficulties, increased workload for teachers, and different preferences of learners regarding learning formats. Therefore, the use of technology should be balanced and combined with other assessment methods. An important task for teachers is to comply with certain assessment requirements: consistency, objectivity, openness, reasoned results, and ensuring a friendly atmosphere. In addition, the quality of knowledge, the level of skill development, the ability to think analytically, experience in creative activity, and the independence of learners' evaluative judgements must be taken into account. Such approaches contribute not only to the accurate measurement of academic achievement, but also to the development of critical thinking, the ability to work with information, and make informed decisions.

Assessment in informal adult education is a multifunctional tool that combines control, monitoring, learning and motivation. It should ensure the development of competencies necessary for successful professional and personal activity. Further research

should focus on improving assessment methods using digital technologies, developing a system of competency indicators, and studying models of interaction between teachers and learners in the assessment process. Particular attention should be paid to the integration of traditional and modern assessment methods and the search for an optimal balance between control and support for the educational activities of adult learners.