



MODIFYING TRADITIONAL ASSESSMENT IN ENGLISH LANGUAGE CLASSROOMS

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<https://doi.org/10.5281/zenodo.10078536>

ARTICLE INFO

Qabul qilindi: 01-November 2023 yil
Ma'qullandi: 04- November 2023 yil
Nashr qilindi: 07-November 2023 yil

KEY WORDS

*achievement, educational
standard, criteria, orienting,
stimulating, diagnostic.*

ABSTRACT

The article discusses the features of new techniques for assessing the educational results of schoolchildren.



There has been a significant shift in the focus of education, moving away from solely emphasizing subject-specific knowledge and skills as the primary learning goal and instead giving more importance to the development of general educational competencies in students. This change in educational priorities has also led to a transformation in assessment methods.

Traditional assessment methods, which mainly answer the question of whether a student knows or doesn't know a particular topic, have been found lacking in providing comprehensive information about individual student achievements. These methods often do not allow students to develop independence in self-assessment, and they can be discouraging and demotivating, leading some students to give up after experiencing failure and losing interest in learning.

In the context of the new educational standards, assessment is seen as a tool to encourage and facilitate learning rather than hinder it. The goal is to find an approach to assessing student achievements that eliminates the negative aspects of learning, promotes individualized learning processes, and boosts student motivation and independence. Teachers are challenged with the task of achieving this.

The primary focus of assessment, according to the Federal State Educational Standard, is on planned outcomes, which encompass personal development (self-determination, moral orientation, and meaning formation), meta-subject competencies (regulatory, cognitive, and communicative skills), and subject-specific knowledge and objective actions. Assessment aims to evaluate both the results achieved and the process through which these results were formed. The Federal state educational standards advocate for an integrated approach to assessment, incorporating a variety of methods and forms. The emphasis lies in assessing the dynamic progress of individual student achievements as they work through the educational program. Evaluation functions:

The assessment system in education serves multiple functions, and the new approach

emphasizes various principles and strategies:

- Educational Function: This function focuses on expanding and enriching students' knowledge rather than just measuring their existing knowledge and level of training.
- Educational Function (Responsibility): It emphasizes instilling in students a systematic and conscientious attitude toward their educational responsibilities, fostering a sense of accountability in their learning process.
- Orienting Function: This function guides students in understanding the cognitive processes involved in their work, helping them comprehend the process and assess their own knowledge.
- Stimulating Function: It influences students' volitional sphere by providing experiences of success and failure, which contribute to the formation of ambitions, intentions, actions, and relationships.
- Diagnostic Function: Involves continuous monitoring of the quality of students' knowledge, measuring their knowledge levels at various stages of education, identifying reasons for deviations from set goals, and making timely adjustments to educational activities.
- Evaluation of Teacher's Effectiveness: Assessment and evaluation provide information about the quality of the educational process, allowing the teacher to make necessary adjustments to their teaching methods.
- Formation of Adequate Self-esteem: The assessment system helps in shaping students' self-esteem, contributing to their personal development.
- The new assessment system is built on the following principles:
- Frequent Assessment: Ideally, assessments occur at every lesson, promoting regular and ongoing evaluation of student progress.
- Clear Evaluation Criteria: Develop clear and well-defined criteria for assessing students' work. These criteria should align with planned results that correspond to the educational objectives of the lesson.
- Transparent Criteria: Both teachers and students should be aware of the criteria used for assessing student work. There may be room for joint development of these criteria.
- Student-Centric Approach: Recognizing the central role of each student in the modern educational process, the assessment system places a significant emphasis on self-assessment. This allows students to take an active role in decision-making and the ability to create their independent learning programs.

This new approach to assessment is designed to provide a more comprehensive and dynamic evaluation of students' educational achievements while promoting greater student involvement and autonomy in the learning process. In order for assessment to be effective, various strategies and appropriate tools should be used that will create a solid foundation for further learning and will contribute to the success of learning as a whole. When applying this or that strategy, you need to understand what it is aimed at, what results we want to achieve, how we help the student think about his successes and achievements.

Formative assessment, often referred to as assessment for learning, is an educational approach that brings about significant changes in the role of teachers and the structure of the learning process. It places a strong emphasis on collaboration among participants. In formative assessment, evaluation is an ongoing process, and the emphasis is placed on assessing the process of striving for a quality outcome. It also involves a shift of authority to

students, allowing them to participate in self-control and self-evaluation.

Formative assessment benefits both teachers and students by enabling teachers to continually monitor each student's progress towards their learning objectives. It allows students to identify and correct their mistakes early and fosters a sense of responsibility for their own learning. Formative assessment employs analytical tools and techniques to measure students' mastery and progress during the learning process.

In the new education system, a variety of assessment techniques and methods are used, with formative assessment technology being a valuable addition. Formative assessment technology offers the following advantages:

Individual Progress Tracking: It enables the monitoring of each student's progress, providing a more personalized approach to learning.

Error Analysis: It offers insights into the causes of errors, helping students develop strategies to correct and eliminate them.

Understanding Assessment Criteria: Students gain an understanding of assessment methods and criteria, making them active participants in their learning and increasing their motivation to learn.

In the modern English classroom, numerous formative assessment techniques are employed at different stages of the lesson. These techniques help in assessing students' prior knowledge on a topic, allowing teachers to tailor their instruction to the students' needs and learning goals. Some of these techniques include:

These are excellent examples of formative assessment techniques used to gauge and enhance students' understanding and engagement in the learning process. These methods foster active participation, self-reflection, and critical thinking. Here's a brief explanation of each technique:

- **Associations:** In this technique, students generate associations related to a specific topic. This allows them to recall previously learned vocabulary and apply it to the new topic. It reinforces their prior knowledge and connects it to the current learning context.
- **Corners:** The teacher poses a question and provides four possible answers, placing them in different corners of the room. Students choose the answer they believe is correct and stand by it. They then work as a group to justify their choice, encouraging discussion and collaboration.
- **Sorting:** In this method, students categorize words or concepts suggested by the teacher into relevant topics. It helps them organize and understand the relationships between different elements within a subject.
- **Know-Want to Learn-Learned:** This technique involves students filling out a table with three columns. In the first column, they list what they already know about the topic. In the second column, they write down what they want to learn or questions they have. After completing the topic, they use the third column to note what they've learned and whether their questions were answered. It promotes metacognition and self-directed learning.
- **Self-assessment and Peer-assessment Sheets:** These sheets contain predefined assessment criteria for a task. The criteria can be set by the teacher or collaboratively with the students. Using these sheets, students learn to evaluate their own work and the work of their peers based on the established criteria. This promotes critical thinking, self-awareness, and the development of essential skills for self-evaluation.

➤ These formative assessment techniques are valuable tools for promoting active learning, self-reflection, and peer collaboration in the classroom. They align with the shift toward student-centered and competency-based education, where students are actively engaged in their learning process and take responsibility for their own progress.

Self-assessment is a crucial process in education where students collect information about their own learning, analyze it, and draw conclusions about their progress. This practice can be highly effective when combined with clearly defined evaluation criteria, which students should be familiar with from the beginning of a topic or before starting a task.

Here are some techniques and strategies for self-assessment:

Self-assessment Sheets: These sheets often contain questions that prompt students to analyze their work during the lesson or while studying a topic. By answering questions like "What am I good at?", "What do I need to work on?", and "What do I need to do next?", students can gain a deeper understanding of their strengths and areas that require improvement.

In-Lesson Evaluation: Invite students to evaluate themselves during the lesson, after the lesson, or following the completion of a task. They can use simple symbols like "pluses" or "minuses" in the margins of their notebooks to assess their own performance.

Techniques for Self-esteem Development: These include methods like the "Ladder of Success," the "Card of Doubts" (using symbols like + for understanding, - for doubts? for lack of understanding), "Talking Drawings," and the "Tree of Success." These techniques encourage students to reflect on their learning and self-evaluate their progress.

Effective self-assessment relies on several key factors:

- **Understanding Assessment Criteria:** Students need to comprehend how their work and activities are assessed, ensuring that they are aware of the expectations.
- **Development of Critical Thinking Skills:** Self-assessment encourages critical thinking, enabling students to evaluate their work objectively and identify areas for improvement.
- **Development of Objectivity:** Self-assessment helps students become more objective in their evaluation of their own work, promoting a balanced view of their strengths and weaknesses.
- **Goal Focus:** Self-assessment directs students' attention to their goals and objectives, fostering a greater sense of purpose and intention in their learning.

It's important to recognize that summative assessment (assessment of learning) and formative assessment (assessment for learning) are interconnected. The results of summative tests can be analyzed for formative assessment purposes to improve the quality of student learning. This involves identifying common errors and understanding the individual causes of these errors. Teachers also assess the test tasks, material complexity, and their teaching methods to enhance their teaching practices. Simultaneously, strategies, methods, and techniques of formative assessment can be used to leverage the results of summative tests for ongoing improvement in the learning process. The synergy between these two assessment types contributes to a more effective and dynamic educational experience.

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