

Use of Formative Assessment at EFL Classes in Higher Education Institute

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Annotation: The estimation system in modern education has been subjected to significant changes. It is not fixing the results, but a continuous process of collecting and processing information about the educational and cognitive activity of the student, as a result of which the level of knowledge is determined, understanding students and produced recommendations for further steps.

Key words: formative assessment, progress, motivation of students, progress, feedback.

Introduction

Evaluation of training achievements of students is a tool for determining the effectiveness of the educational process itself, a means of transforming its subjects and a condition for improving the quality of learning. Focusing on the very process of learning achievements, the dynamics of changes in the achievements of students who participated in the evaluation process, bringing them to self-assessment, stimulating responsibility and planning their actions to obtain a qualitative result contributed to the emergence of a new type of assessment in the educational process - forming aimed at achieving the goals.

The implementation of formative assessment in higher education domestic researchers is not considered widely discussed in foreign publications domestic researchers. Several articles on this topic are concentrated on the statement and importance of developing this issue to solve the problem of higher education. The lack of work on this topic and the relevance of practical implementation, the methodology of the formative assessment in the highest school determine the relevance of the topic.

We believe that many elements of formative estimates can be successfully applied in high school, which showed a pedagogical experiment. Let us dwell on some important components of the formative assessment and methodological aspects of their implementation in the educational process on the example of learning a foreign language. Analysis of theoretical studies on this issue allows us to consider formative estimation as a number of actions, a set of assessments of the teacher, leading to a change in the process of teaching and learning, developing and implementing measures, for subsequent revitalization and optimization of the learning process, creating conditions that contribute to self-development, self-education and development of motivation . It is necessary to note the dependence of the effectiveness of the formative assessment from its compliance with professional beliefs and the adoption by his teachers.

From their readiness to change in many directions - restructuring the educational process, their role and role of students in assessment, that is, the desires to become creators of the new practice and the creation of their methodical system - the time and implementation of the idea of formative estimation in practice .

Methods

The process of evaluating learning achievements of students should not be perceived as a disposable procedure, the execution of consecutive actions leading to all at the same time as a planned result. Practice shows that this is a multi-cycle, creative process for which an artificial

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system is created, which contributes to the search for truth and ways to achieve a certain goal, and on the first cycle it does not end. Forming estimation is not the fulfillment of a number of tasks, and above all the change in the role, functions, behavior and the relationship of assessment subjects to the process of learning, evaluating activities, goals, interpretation and the use of information received.

As the pedagogical experiment shows, the success of the implementation of the formative estimation depends on the preparedness of the students, since most of them (90% of participation in the experiment) are not familiar with this type of estimation. It is necessary to inform students about the formative assessment, show and fill out the forms of self-examination of individual achievements, demonstrate exercises aimed at the formation of the skill of self-examination and interconnection, and, making it gradually, and not for one occupation, the necessary conditions for the implementation of formative estimation will appear. Results and discussion of research

Results

Evaluation becomes formative in the formation of certain components in the educational process, the purpose of which is purposefully and efficiently formed the result, disclosing the process of its achievement:

1) setting goals that are the desired results, qualitatively, and where it is possible and quantitatively characterized, which. It can be achieved to a well-defined point [3]. A clear idea of the need to master those or other competences, knowledge of their future practical application is mandatory for students, namely, this is often ignored in the learning process.

It is worth noting that the priority for teachers is the setting of goals, for the achievements of which the training activity is organized, then the evaluation of the results of this activity should be assessed, while the estimation is worth [1]. Learning and ignoring the learning goals of classes, themes, module, tasks were the reason for the transfer of objectives to the measured learning results. Students are of interest to the results to be assessed, so their clear, understandable formulation and the possibility of a visual demonstration are needed, that is, an empirical confirmation when planning the achievement of the result. Tie teaching, assessment and results, correctly selecting and combining methods, criteria, procedures and assessment procedures, - the task of the teacher; 2) development and discussion of criteria with the involvement of students - this is the most complex and difficult teachers perceived by the component of the formative estimation. Understanding and knowledge of criteria allows you to see your own mistakes without the help of an extraneous, make sure the correctness of your solutions. There is an independent assessment of its actions and achievements. When discussing the criteria, the mismatch of points of view should be minimized to avoid two-way interpretation and ambiguous reading. Criteria are considered before the commencement of tasks, we are consistent with the activities of the teacher and with the desired results;

3) feedback - timely, positive, understandable, comparable, shared, individual, motivating, carried out continuously through various methods and techniques, reflecting weak and strengths, oriented to development. It is understood that thanks to her the gap between real knowledge and the benchmark is eliminated, the comparison of students is eliminated, access to information for subsequent steps is provided. Students are involved in the evaluation process, they learn to critically assess their actions, it contributes to the motivation and development of self-assessment

4) self-examination and interconnection . Self-level skill is formed from students when they independently determine the problems, find ways to solve them, based on these criteria, and have the ability to repeat or demonstrate their achievements in other way.

The interoperation helps to analyze their own progress when evaluating the works of other students, improves social and communicative abilities, leads to the awareness of the need and role of assessment.

These exercises are taught to act independently, which is necessary in modern society and for self-development. The effectiveness of the self-relocation and interconnection is influenced by such factors as an understanding of the importance of these processes for their activities, the skills of critical thinking and objectivity, concentration for the purpose and practical application of these skills.

When conducting formative estimation, methods are taken into account by the assessment. So, Judith Dodge offers the following classification of formative estimation methods:

- 1) brief conclusions, generalizations, reflection;
- 2) lists, schemes, graphics grouping information;
- 3) a graphical representation of information;
- 4) Group activities .

Pay attention to the last group. Mastering knowledge on any discipline, in this case, a foreign language, possibly in the presence of equal speech partners, not only in the pair of "Lecturer", but also "studying-studying". Some features of speech are manifested when familiar people are nearby, namely:

- addressing personality;
- spontaneity and ease;
- suitability;
- emotionality.

First of all, the process of creating a product group (pair), the work of the group and each trainee separately is estimated. To carry out this type of assessment, instruments should be developed, estimated techniques for regular reflection and adjustment of the learning process.

The correct relationship of the objectives and assessment procedures when choosing tasks and techniques is one of the criteria for effective formative estimation.

They should also combine the requirements of a number of methodological approaches, for example, a personally oriented, communicative and activity, and the peculiarities of the discipline studied, in our case of foreign language education.

Conclusion

The above components, examples of methods, the requirements for the preparatory phase, tasks and techniques show how to effectively implement the formative estimation. All of these components together not only have a positive effect on the educational process, but also motivate learning, self-development, self-study and evaluation independence, which is expressed in the readiness of the person actively, consciously and responsibly control and evaluate their activities.

To achieve a transparent evaluation process, comprehensive results (including personal and metapared) is one of the learning purposes, and this type of assessment provides an opportunity to implement it.

The experiment carried out allows us to conclude about the possibility and need to use it in high school to achieve the goals set before the formation.

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