

THE ROLE AND PROBLEMS OF ASSESSMENT

Kurbanbayeva D.Sh.

*Kurbanbayeva Dilnoza Sharofidinovna - Lecturer,
DEPARTMENT OF ENGLISH LANGUAGE TEACHING METHODOLOGY № 2,
UZBEK STATE WORLD LANGUAGE UNIVERSITY,
TASHKENT, REPUBLIC OF UZBEKISTAN*

Abstract: *assessment plays a crucial role in the education process it determines much of the work students undertake, affects their approach to learning and, it can be argued, is an indication of which aspects of the course are valued most highly. Assessment is perhaps one of most difficult and important parts of the jobs for the lecturers or the teachers. There is no single procedure can meet the needs of all learners and situations, so teachers need to remember to incorporate a variety of tools to help the students know how they are progressing and to gauge the effectiveness of the methodology and materials used.*

Keywords: *assessment, feedback, progression, types of assessment, curriculum design.*

РОЛЬ И ПРОБЛЕМЫ ОЦЕНКИ

Курбанбаева Д.Ш.

*Курбанбаева Дильноза Шарофидиновна - преподаватель,
кафедра методики преподавания английского языка № 2,
Узбекский государственный университет мировых языков,
г. Ташкент, Республика Узбекистан*

Аннотация: *оценивание играет решающую роль в образовательном процессе, оно определяет большую часть работы студентов, влияет на их подход к обучению и, можно утверждать, является показателем того, какие аспекты курса оцениваются наиболее высоко. Оценка, пожалуй, одна из самых сложных и важных частей работы лекторов или учителей. Ни одна процедура не может удовлетворить потребности всех учащихся и ситуаций, поэтому преподавателям необходимо помнить о включении различных инструментов, чтобы помочь учащимся узнать, как они продвигаются, и оценить эффективность используемой методологии и материалов.*

Ключевые слова: *оценивание, обратная связь, прогресс, виды оценивания, разработка учебного плана.*

Unleashing the potential of continuous improvement in teaching/learning requires an appreciation of the difference in spirit between assessment and evaluation. Assessment is frequently confused and confounded with evaluation. The purpose of an evaluation is to judge the quality of a performance or work product against a standard. While both processes involve collecting data about a performance or work product, what is done with these data in each process is substantially different and invokes a very different mindset. Meanwhile scientists traditionally state that the roles of assessment are as follows [2]:

- 1) To determine that the intended learning outcomes of the course are being achieved.
- 2) To provide feedback to students on their learning, enabling them to improve their performance.
- 3) To motivate students to undertake appropriate work.
- 4) To support and guide learning.
- 5) To describe student attainment, informing decisions on progression and awards.
- 6) To demonstrate that appropriate standards are being maintained.
- 7) To evaluate the effectiveness of teaching.

Basically, information gathered in assessments and evaluations is used to shape strategies for improvement at each level of the education system. At the classroom level, teachers gather information on student understanding, and adjust teaching to meet identified learning needs. At the school level, assessment is used as information to identify areas of strength and weakness across the school, and to develop strategies for improvement teaching-learning process. At the policy level, officials use information gathered through national or regional tests, or through monitoring of school performance, to guide support for schools and teachers, or to set broad priorities for education.

All assessment types have weaknesses, and there is no single assessment technique that results in a perfect one. Using the right assessment method depends on what you are really trying to assess in terms of skills or knowledge or understanding of test taker. Furthermore, as finding described the fundamental problem in assessment practices of higher education courses as the mismatch between the learning targets established and the methods and criteria instructors use to judge and grade their students. In most cases, the learning goals include higher-order reasoning abilities, but the assessment procedures most frequently used focus on simple recall and recognition of the learned content. Not only the problem about the goals and the products of

assessment itself, but also it has been a difficult concept and attempts to capture an agreed-up-on definition have excited debates among teachers and practitioners in the field. Agreement has not been yet reached over the best ways to design and administer assessment. Thus, it has led to issues of uncertainty in curriculum design policy. Assessment is not balanced unless it is aligned with learner outcomes through multiple strategies. To consider about it, there is no single strategy of assessment is sufficient as each has its own pros and cons. We should keep in mind that a fundamental principle of any kind of assessment is fairness. If a strategy is fair, then reliability and validity are more likely to be guaranteed [4, 168].

In general, there are several types of assessment, they are:

1. Informal assessment. Brown stated that Informal assessment can take a number of forms, starting with incidental, unplanned comments and response, along with coaching and other impromptu feedback to the student [1]. A good deal of teachers informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgments about students' competence

2. Formal assessment. On the other hand, formal assessment is exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of students' achievement.

3. Summative Assessment. Summative assessment is kind of assignment or task that conducted at the end of learning process and it used to indicate the achievement of a learner's to gauge learning outcomes. Summative assessment is used for grading. Some functions of summative assessment include grading or ranking students, passing or failing students and telling students what they have achieved.

4. Formative Assessment. As mention in Frank, he argued that formative assessment is sets at first or during learning process; on the other hand, formative assessment is assessment that promotes learning [3]. It is designed to assist the learning process by providing feedback to the learner, which can be used to highlight areas for further study and performance improvement.

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