



THE IMPORTANCE OF GIVING FEEDBACK IN TEACHING FOREIGN LANGUAGES

Abduvaliyeva Farangiz Saloxiddin qizi

Fergana state University faculty of foreign languages

department of guiding and translating 2-course student

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F.S.Abduvaliyeva

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Maxfiylik bayonoti
Materialni istalgan vosita yoki formatda nusxalash va qayta tarqatish hamda maqoladan to'g'ri iqtibos keltirish va litsenziyasini ko'rsatish sharti bilan istalgan maqsadda foydalanish mumkin.

Annotsiya: Maqolaga misol tariqasida biz talabalar bilimini baholashda muhim rol o'ynaydigan ba'zi jadvallar va rubrikalar turlarini taklif qilishimiz mumkin. Va, albatta, biz tagiga chizilgan rubrikalar o'qituvchilarga foyda keltirishini xohlaymiz.

Rubrikaga tegishli yozma fikr-mulohazalar tuzatuvchi va mezonlarga asoslangan bo'lishi deyarli kafolatlanadi. Rubrikalar o'quvchilarga o'z ishlarini xolisona ko'rishda va ishlash kerak bo'lgan sohalarni aniqlashda juda foydali bo'lishi mumkin.

Аннотация: В статье в качестве примера можно предложить некоторые таблицы и виды рубрик, которые играют важную роль в оценке знаний учащихся. И конечно, мы хотим подчеркнуть, что рубрики приносят пользу преподавателям.

Письменная обратная связь, относящаяся к какой-либо рубрике, почти гарантированно будет корректирующей и ориентированной на критерии. Рубрики могут быть очень полезны, помогая учащимся объективно оценить свою работу и определить области, над которыми необходимо поработать.

Annotation: The article As an example we can offer some tables and types of rubrics which are played an important role in assessing student's knowledge. And of course, we want underline rubrics benefit the teachers.

Written feedback which refers to a rubric is almost guaranteed to be corrective and criterion-referenced. And rubrics can be very useful in helping students view their own work objectively and pinpoint areas which need work.

It is not secret, that our developing country is gradually developing all branches all the society working hard, affording the best results. We may be the witness of high achievement in the field of engineering technologies economy, sport and art by the young generation of our country.

Uzbek nation, which permanently cares about future of its children and bears responsibility towards the spirits of ancestors, has always paid a great attention to the education and upbringing of its young man and woman. This has been proverb during a long history and showed remarkable results.

The First President of the Republic of Uzbekistan I. Karimov while stressing of this sphere, said: “Of course, education and upbringing are the results of consciousness. At the same time, they indicate the level and development of consciousness in the other words are the key factors that expand and enrich the national spirit. Spirit cannot be developed without altering the consciousness on the basis of changes in the system of education and upbringing.” (Karimov, 1, 17)

Uzbekistan spends on education as much money as many developed countries of the world do. The Republic of Uzbekistan shall ensure a respectful attitude toward the languages, customs and traditions of all nationalities and ethnic groups living on its territory and create the conditions necessary for their development. There are many opportunities in our country for language learning and teaching. One of the steps to improving English language teaching in secondary schools is the decree declared on December 10, 2012 by the President of Uzbekistan Islom Abduganievich Karimov. He resolves to improve foreign language learning system with the decree about “On measures to further improve foreign language learning system” [2.13].

Currently, there are diverse factors in teaching foreign languages. Among all of them giving feedback has also its specific place.

Whenever it is being informed on giving feedback, I would like to give my conceptions on this issue.

Feedback is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning.« Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Effective feedback during the first year in university can aid the transition to higher education and may support student retention. Providing students engage with feedback, it should enhance learning and improve assessment performance» [3.33].

Giving students feedback in the classroom during the learning process has been proven to increase learning and improve student outcomes. When given correctly, feedback guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson. Feedback sends a message to the student that the instructor cares about the learning taking place. It also allows the student to become more engaged and involved in the classroom.

While feedback is a key element in formative assessment, we do not know how our feedback is understood by the learner, or what meaning they make of it. Formative assessment and learning-oriented assessment focus on the learning process. These ongoing assessments for learning can be an integral part of instruction and may add a new dimension to the learning mandate inherent in the classroom. Assessment for learning is founded on the notion that learners can raise their consciousness of their learning aims through the process of assessment and work towards improvement. That is, formative assessment or learning-oriented assessment enables the students to gather “positive evidence” about what they know,

and “negative evidence” about what is still not being incorporated into their interlanguage correctly. Such assessment practices not only provide students with critical information about what they know but also enable teachers to assess their students’ ongoing progress at various stages of the learning process. Leung (2004) defines classroom-based formative assessment as “the noticing and gathering of information about student language use in ordinary (non-contrived) classroom activities, and the use of that information to make decisions about teaching (to promote learning) without necessarily quantifying it or using it for reporting purposes” [4. 20]. Indeed, formative assessment or learning-oriented assessment serves both the teacher in terms of planning future curricula as well as the students in giving them feedback so that they become aware of their strengths, weaknesses, and what needs to be implemented to make improvement. This discussion will focus on the important role of feedback in formative assessment or learning-oriented assessment.

Let’s look at another aspect that is directly one of the types of evaluation is rubrics. A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects. Rubrics can be used as scoring or grading guides, to provide formative feedback to

support and guide ongoing learning efforts, or both [5.44].

As an example we can offer some tables and types of rubrics which have played an important role in assessing student’s knowledge. And of course, we want to underline that rubrics benefit the teachers.

Written feedback which refers to a rubric is almost guaranteed to be corrective and criterion-referenced. And rubrics can be very useful in helping students view their own work objectively and pinpoint areas which need work.

From the tables it can be concluded that the rubric is one of the most effective methods of estimation. Because it takes into account many criteria as the choice of information, preparation of a student to the presentation, as far as he or she correctly expresses his or her thoughts. We think that, a rubric is also feedback, because through the feedback and rubrics students will know their own strong and weak points. On the other hand, the teacher will better know the students’ abilities and achievements. Using rubrics can help teachers target their feedback to students’ exact strengths and weaknesses. A rubric is a document, usually a chart, which sets the expectations for student performance on a task. Rubrics can help students understand the quality of work which corresponds with tables.

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