

## **FORMATIVE ASSESSMENT: THE KEY TO MOTIVATION AND SUCCESSFUL LEARNING**

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### **Abstract:**

The article deals with the relevance of the introduction of formative assessment in the educational process as a way to improve students' motivation and performance. The impact of the updated assessment system on individualization of learning activities and formation of critical thinking in students is analyzed. The results of the study emphasize the importance of taking into account the personal achievements of students to create a supportive educational environment.

**Keywords:** Formative assessment, educational process, student motivation, academic achievement, individualization, critical thinking, analytical skills, pedagogical practice, assessment system, feedback, research activities, digital competencies, quality of learning, active participation, learning through dialogue.

### **Introduction**

In the context of the dynamic development of the modern world, there is a need to revise the forms and content of the educational process. At present, the concept of equal importance of both theoretical and applied knowledge that is necessary for students outside the walls of educational institutions dominates in the field of education. In modern schools, there is a tendency to reduce academic performance among students as they grow up. Assessment is presented as a category related to any kind of activity, in which evidence of learning is systematically and purposefully collected, used to form conclusions about the quality of the educational process [1, p. 255].

A decrease in interest in learning leads to a deterioration in the quality of knowledge assimilation and indifference to the educational process, which causes

an increase in unreasonable absenteeism. As a possible solution to this problem, we can consider the introduction of an updated assessment system that can serve as a motivator for students. Issues related to the appropriateness of assessing students' efforts, the need for such an approach and its feasibility require more in-depth analysis. It is important to assess to what extent such a system for assessing learning outcomes can help eliminate the negative aspects of the educational process and to what extent it will contribute to the individualization of students' learning motivation and independence, which, ultimately, can lead to an increase in their academic performance.

In the course of studying the theoretical materials related to the topic of this study, it became obvious that it is necessary to expand the sources of information and change the approach to assessment. It is important to take into account the individual abilities of students in the context of the academic performance of the whole class, since it is not uncommon for a student to be dissatisfied with his grade does not lead to a constructive dialogue, and each party remains unconvinced. In this context, formative assessment is a unique tool that allows both the teacher and the student to influence the learning process in the early stages, preventing the accumulation of problems with the assimilation of material and providing feedback. The main criteria for my analysis were the following aspects: communication skills, confidence in speaking in front of an audience, public speaking skills, activity in a group, independence in work, readiness for lessons, attitude to criticism and the level of anxiety. In addition, formative assessment is used in a form that is acceptable to both the teacher and students. The uniqueness of formative assessment lies in its inextricable connection with the learning process. Formative assessment provides the teacher with the opportunity to track the progress of students towards their learning goals and adjust the learning process at the early stages, while allowing the student to realize his degree of responsibility for his own education[1, p. 253].

In conclusion, it should be emphasized that the expected results of the study are the readiness of students for research activities and their formation as independent, enthusiastic individuals with developed critical thinking and analytical skills. The goal is to nurture confident, competitive citizens with competence in the field of digital technologies. The use of assessment criteria is unique in that it makes the educational process more accessible and understandable for students, and also ensures the objectivity of assessing the

results of each student. The proposed criteria, introduced at the initial stage of the educational process, contribute to the fact that students do not compare their work with the work of others, as it happened before, but realize that each of them demonstrates his own individual level of mastering the material. As noted, one of the goals of assessment is the formation and maintenance of students' motivation for purposeful learning[3, p. 258].

Taking into account modern requirements, it is necessary to strive to focus the attention of students on the development of new skills and abilities, and not on grading, avoiding the use of assessment as a means of pressure. One of the innovations introduced in the lessons was the commenting of posters, which made it possible to identify the strengths of the works during the discussion, and then their shortcomings. For example, during the dictation, students conducted a mutual check, exchanging their works. When organizing the practice of the "hot chair", students, being at this place, answered the proposed theses, while the rest commented on their answers and formally evaluated them.

Self-assessment acts as one of the types of evaluation activity, focusing not so much on giving one's own assessment as on the process of objective assessment itself. Now, using the proposed assessment criteria, students have the opportunity to check and analyze their work, realizing their mistakes. Formative assessment is an effective tool for feedback between the teacher and students, which allows you to make timely adjustments to the process of their activities. Feedback functions not only in the process of observing the work of groups or individual students, but also when checking written works. This allows both the teacher and the student to avoid conflicts associated with dissatisfaction with grades. In the course of work, you can simply point out mistakes with explanations where the mistake was made, what should be paid attention to, or point out the wording of specific theses, terms or phenomena, perhaps with a link to pages in the textbook for reviewing the studied material.

When a student realizes his achievements, he begins to believe in his own capabilities and strives to continue learning. It is extremely important to properly introduce these students into the zone of their proximal development, "creating bridges and scaffolding" along which they can move further. Undoubtedly, formative assessment alone is not enough, it is also necessary to introduce group work, develop critical thinking and use information and computer technologies.

Assessment is one of the key aspects of the educational process. The process of assessing the results of students' educational activities is complicated by the presence of a significant psychological component, since the grade given by the teacher can affect the perception of the child's personality by his classmates. In this regard, the relevance of formative and summative assessment is increasing, and it is necessary to take into account the psychological aspects due to the age characteristics of students.

The topic of grades and marks is the subject of constant discussions among teachers, since the school mark is not only the result of the student's work. It includes such factors as the character and mood of the student, the personal qualities of the teacher, his attitude towards students and the style of teaching. Without the assessment process, it is impossible to ensure the proper assimilation of knowledge. Assessment has a significant impact on students, forming their attitude to the subject, teacher, school and the world around them as a whole. Therefore, strict requirements are imposed on the process of assessing the quality of students' knowledge. An analysis of many studies in this area allows us to conclude that the main criterion for the quality of assessment is its objectivity.

The problem of assessment and its objectivity is a topical issue both for teachers in the teaching process and for students in the context of assessing their educational success. It is extremely important for the teacher to use assessment in such a way as not to extinguish interest in the subject, but on the contrary, to stimulate the student to personal growth and development. Assessment should be a tool with the help of which the teacher guides the student and opens up new opportunities on the way to knowledge. This is especially important in the context of the modern educational paradigm, where there is a transition from a model in which the teacher occupies a central place in the educational process, to a model in which students actively create knowledge, and the teacher acts as a mentor.

In conclusion, it is necessary to quote the words of W. James: "A deep feature of human nature is the passionate desire of people to be appreciated." Thus, the study emphasizes the need to revise approaches to assessment in the educational process in the context of modern realities. The introduction of formative assessment can be an effective tool for increasing students' motivation and improving the quality of knowledge assimilation. A key aspect of this approach is its ability to adapt to the individual characteristics of each student, which contributes to the formation of passionate and independent personalities. In

addition, the use of objective assessment criteria allows you to reduce the level of anxiety among students and minimize unreasonable absenteeism. Involving students in an active dialogue about the process of their learning contributes to improving communication and mutual understanding between the teacher and students. Ultimately, formative assessment can lead to a more comfortable and productive learning environment. A systematic and purposeful approach to assessment, combined with consideration of the individual needs of students, opens up new horizons for successful learning.

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