

# The Importance of Assessment in Teaching Process and its Peculiarities

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**Abstract--***The article deals with the features of assessment in education process. Assessment is a part of the lesson during which the teacher evaluates how students have mastered the material and use it in reception and production of texts in the oral and written forms. For example, we may use an oral interview to gather information about students speaking abilities, then give comments based on that information, and make a decision what material and activities we should use if the students need more work on oral fluency. Thus, within the EL classroom we reveal sources and zones of learning difficulties, see the effectiveness of materials and activities, encourage students' involvement in the learning process, track learners' upgrading their English, and provide students with feedback about their EL learning progress for further classroom-based applications of language tests.*

*Assessment results are also important for reviewing and evaluating materials in the curriculum from the learner's ability to learn.*

*As a result of the evaluation it becomes clear which concepts and principles are difficult to understand and which ones can be easily implemented. This provides the basis for the learner's creative preparation for the lesson and conducting the training. Likewise, the learner will know which learning material is good, which is satisfactory and what is bad.*

**Key words--***objects of assessment/control, functions of assessment/control, forms of assessment/control, evaluation, testing, feedback, content feedback, form feedback.*

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## I. INTRODUCTION

The assessment shows the strengths and weaknesses of not only the learner but also of the educator, as well as the disadvantages of the learning process. Training tools, plans, and learning processes are also evaluated.

Without examining the student, the learner is not able to deeply, comprehensively and accurately evaluate his knowledge. As a result of the assessment, students will be able to identify, understand, remember, understand, apply, analyze and critically evaluate their knowledge. The learner will have the opportunity to have a positive description of his/her knowledge, improve the way he/she works at the educational institution and at home, develop the positive aspects of his/her knowledge, skills and abilities and correct the gaps.

The educational value of controlling and evaluating knowledge, skills and competencies of students' attitudes towards learning is that their successes and failures are formed, and becomes desire to overcome difficulties.

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Assessment always creates a particular attitude of the learner towards himself. The educator should focus on developing the student's attitude, feelings, and personality(Lebedev O.E., 2004).

Sometimes, in the evaluation process, the learner gains additional knowledge, skills and abilities. Understands the essence of concepts that are not mastered in the learning process. Therefore, evaluation can also be considered a continuation of the learning process.

Regular evaluations of parts of the curriculum will eventually lead to a clear and equitable assessment. Assessment, summation, and summation of sub-sections help to make the final assessment more accurate. Regularly informing the student about his / her results will have a positive impact on his / her goals and aspirations. Measuring the results of the learning control is an opportunity for the learner to understand his or her knowledge, skills and abilities (Nazarova T.S. 1997).

The objects of the assessment are: a) knowledge and sub-skills – language competence; b) using knowledge and language sub-skills in the process of production and reception of speech and interaction (communicative competence); c) country-study and linguo-cultural knowledge of verbal and non-verbal behavior – socio cultural competence.

The assessment in the ELT process fulfills different functions and objectives, which are shown in Table 16.

**Table 1** Functions and tasks of the control

<b>From the position of</b>	<b>Functions</b>	<b>Objectives</b>
Learners	1) motivation and stimulation; 2) correction; 3) teaching;	1) stimulus and vehicle for gaining learning material; 2) raising creative activity of learners in promotion of self-study and self-correction; 3) opportunity to fixate self-achievement in language proficiency and in noticing shortcomings; 4) eliminating gaps in language;
Teachers	1) diagnostic; 2) checking-correction; 3) evaluation; 4) organization; 5) revising.	1) revealing the level of language performance; 2) predicting learners' abilities for acquiring material and developing strategies of learning; 3) diagnosing difficulties and shortcomings, choosing the ways of their preventing; 4) creating competitive environment for creative activity;

Who are responsible for monitoring	1) managing; 2) organization; 3) analytical.	1) monitoring the educational activity of learners and teachers; 2) monitoring the objectivity and reliability of assessment techniques of learners' achievements; 3) determining and analyzing the dynamic progress and regress in learners' achievements; 4) creating a competitive environment for teachers' and learners' creative and productive activity; 5) analyzing the persistent control of teaching and learning processes; 6) predicting perspectives of education system development.
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We should identify learning goals and objectives with students' achievements and assessment. We need to create tools of assessment that will help us evaluate and understand whether our learning outcomes have been achieved. But we also recognize that the assessment contributes to achieving some of our communicative goals. The tools of assessment we set up can be very different both in the skills they focus on, and also in the way they are executed. The assessments might be individual, pair, or group-based. The assessments evaluation and feedback are also very important.

The feedback could be provided by students, it could even be practiced by the students themselves and thus encourage their self-assessment. What is the outcome of this process? It is a picture of students' progress and a better understanding of whether the content of the course achieves its goal. In light of what we learn about students' performance during the learning cycle (Figure 4), some changes may need to be incorporated to the content of the course.

**Criteria of evaluation**

The results of any evaluation should be compared, measured. Comparisons can be made based on criteria developed before or after the evaluation. Evaluation criteria are an indicator of how well the learning objectives have been achieved. These indicators can be expressed by numbers ("excellent", "good", "satisfactory", etc.) in numbers ("five", "four", "three", etc.). In other words, the evaluation criteria are a description of the grade point that fits the learner's level of achievement.

**Principles of evaluation**

Testing and evaluation of knowledge must meet certain didactic requirements. Inspection and control must be systematic and continuous. Failure to comply with this requirement will lead to poor student attitudes toward learning and a negative impact on knowledge quality.

Knowledge evaluation is of an individual nature. Each student should know which knowledge, skills and abilities are being evaluated. The state of readiness to respond to the educator's questions and tasks is only when knowledge testing and evaluation have become an integral part of the learning process.

The knowledge, skills and abilities of the learner are reviewed and assessed from the standpoint of implementation of the state curriculum.

There are different forms of testing the knowledge, skills and abilities of the trainees. Sometimes the teacher uses the same methods for the longest time to check the knowledge.

The following five basic principles are the foundation of the evaluation system:

- \* motivation for learning objectives;
- \* authenticity;
- \* fairness;
- \* reliability;
- \* convenience.

1. The main principle of effective assessment is the adherence to learning objectives. The quality of assessment is directly related to the learning objectives. Learning objectives clarify the content of the assessment. Depending on the level of learning objectives, the form and methods of evaluation are selected. It is also important for the achievement of learning objectives to determine the evaluation criteria (Selevko G.K. 1998).

When designing any evaluation system, the evaluation tasks are required to be within the context of the given learning content. When designing an assessment, you should always consider the following two questions:

2. Authenticity. Assessment assignments or tests that are intended only for learning outcomes are valid. It should focus on the outcomes in the field of knowledge and skills that need to be evaluated.

The learner should be provided with valid and reliable information on the progress made. It is necessary to use methods that allow the learner to measure the acquired knowledge, skills and abilities as well as personal qualities.

3. The assessment system should be aligned with the learning objectives, as well as the students' prior knowledge of the conditions and objectives of the assessment. Students should be given assignments of the same complexity and scope.

4. Reliability. Various methods can be used to evaluate results. However, the key to choosing these methods is reliability. For the method to be reliable, evaluation must be based on reliable and accurate information. This includes how reliable the task or test is to control learning objectives.

5. Convenience. Evaluation systems should be based on learning objectives, should be consistent with production standards, should not be complicated, and be suitable for supervisors and trainees. It is advisable to use computers as widely as possible in the evaluation process.

Rating system. Evaluation in the rating system can be determined through the following types of control:Control;

- Behavior assessment;
- Evaluation of theoretical and practical knowledge.

1. Detection of control through control:

- formation of the level of knowledge, skills of the learner;
- Continuous evaluation of the learner and comparing their assessments;
- the formation of the student's desire for learning and the opportunity to compete;
- fair assessment of students' knowledge and skills;
- correct assessment of pedagogical activity of teachers.

2. Identification of behavior by assessing behavior:

- improvement of students' attendance discipline and regular training of subjects;

3. Identification of theoretical and practical knowledge through assessment:

- pre-planning of abilities of the teacher and the trainee;
- rapid analysis of the educational process;
- to provide the necessary changes in their activities.

The rating system creates an assessment system in the learning process by comparing all the types of control listed above. The rating system is constantly monitored and evaluated. The rating system is based on the evaluation of the quality of each student's academic performance in the curriculum. It is advisable to use two types of control based on the rating system used in educational institutions of the Republic.

When designing a rating system for each subject, each teacher should be guided by:

1. The maximum number of points a student can earn for each semester is 100 points;
2. The maximum score for each subject is divided by the types of control:

Current control. The main purpose of the current monitoring is to identify the progress of the learner, to study and improve the learning process requirements. Ongoing supervision uses oral survey, writing, laboratory work, coursework, homework, and other types of surveys. All query types are marked with abbreviated codes.

## II. CONCLUSION

In the current rating system, the number of requests for evaluation of each trainee during the current control is limited. In each lesson, the learner may respond and score, but the educator should not overlook the other students.

Intermediate control. The main purpose of intermediate control is to determine the achievement (achievement of the established standards) of learners of a particular topic, chapter or module. The assignment of intermediate control is mandatory for all students.

The final rating. To determine the final rating, at the end of the semester or at the end of the course, a student's scores on all subjects are calculated and the average is calculated. How many hours of coursework are taken in the semester, with a maximum of 100 points for each semester, and at the end of the semester a mean score is put in the rating journal.

The structure of the syllabus and the number of hours each student will be able to control for each semester based on how many controls they will be able to identify and the distribution of rating points for a particular subject.

First of all, the result should be clear to others. Each result should be written in a simple and understandable language, indicating what the student should be able to do - even a person unfamiliar with this area of knowledge and skills should understand what is required of the students.

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