

## KARAKALPAK TEACHERS' ATTITUDE TO ASSESSMENT

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Assessment is the process by which the University appraises the knowledge, understanding and skills of its students. There are a variety of issues that must be taken into consideration when planning an assessment strategy within higher education. It is important to start with the understanding that assessment is a form of communication. This communication can be to a variety of sources, to the students (feedback on their learning), to the lecturer (feedback on their teaching), to the curriculum designer (feedback on the curriculum), to administrators (feedback on the use of resources) and to employers (quality of job applicants) [1;75]. Assessment also plays a key role in the student learning process, and consequently is crucially important to the quality of the learning opportunities the educational establishments provide to its students [2;98].

In this paper we attempt at investigating opportunities, challenges and prospects of implementing assessment tools and techniques in the contemporary conditions of educational institutions. To identify feelings and attitudes of teaching staff with regard to the value and impact of assessment in the higher educational institutions we conducted a study among 21 English teachers of the department of English language and literature and the department of Foreign languages of Nukus State Pedagogical Institute. The questionnaire for teachers consisted of 15 questions, falling into two main categories:

- a) general information about the participants
- b) overall need for assessment, its benefits and conditions for conducting evaluation in learning process.

Below we are giving answers to some questions.

When and how do you usually evaluate learners' achievements?

Teachers answer that they usually do assessment according to the requirements of the syllabus. They mentioned that they have two continuous assessments, one mid-course assessment and one final assessment. Continuous assessments are conducted during the lessons, mid-course assessment close to the end of the course and final assessment are held after finishing the course. This procedure is the same for all institute teachers. Teachers pointed out that they design tests, cards with questions to answer. Almost all teachers mentioned that

they assess what is planned in the syllabus, as they have adopted "Study methodological complex" which have all the materials and tasks for assessment.

Which of these assessment types do you usually use?

Two % of respondents answered that they use diagnostic assessment before beginning their subject, as they would like to know their students background knowledge, needs and interests, expectations from the subject. They said they usually plan their lessons according to the needs and wants of their learners.

90 % of respondents use formative and summative assessments, 10 % chose criterion-referenced assessment, and none of the respondents use ipsative assessment and norm-referenced assessment. Their answers made us think that most teachers do not know about ipsative and norm-referenced assessment types. They may use them, but they do not know their types.

Can you give the value of summative and formative assessment in your learning classes? From the answers of respondents we understood that teachers are mature enough to differentiate these two forms of assessment. They mentioned that formative assessments are more focused on how the learning experience is progressing, as opposed to how much the user has learned. Teacher 1 says that "in many respects, formative assessment is one of the most beneficial assessment strategies" as it can help learners understand what they still need to learn as they progress through the course. Teacher 2 states that "formative assessment is more diagnostic than evaluative. They argue this strategy can be used to monitor learning style, provide feedback, and let educators adjust their teaching style.

Teacher 3 mentions that summative assessments are designed to determine whether or not a module's learning objectives have been achieved. This strategy is also an essential part of the e-learning process, as it can help you determine whether or not the learner is ready to move onto the next section. Teacher 4 states that summative assessments often "have a point value and take place under controlled conditions." Teacher 5 clarifies that "Once you've received the results of your assessments, it's up to you to interpret the data and decide what steps to take next. The results may prove that your courses are helping learners accomplish their learning objectives, or they may show that the learner needs a little help understanding specific subjects".

The study revealed that all teachers feel that assessment is an integral part of learning and it should be used in educational process. Unfortunately, many teachers are unsure about the way they should design assessment tools and perform assessment specifications in order to identify learner success and

challenges, first, because they are not aware of the methodological changes required in these contexts and second, because of the lack of knowledge about the value and results of assessment. Most of the teachers can not differentiate assessment and evaluation, which means they do not know when to assess and when evaluate the learner. Almost all teachers consider assessment essential as they give them the clear idea of learner progress. Through the results of assessment teachers can know if students accepted the knowledge given to them. Only 3 teachers think that there is no need to assess learners spending a special time and energy. It is enough for them students active participation during lessons and their motivation to learning. One teacher thinks it is not teacher's job to assess learner success, it is learners' job to know what they have reached and what else they need? But we still think that assessment is a part of learning, it gives us the idea if we are in the right way, if the ways we are taking close to our learners, if our learners are able to follow our materials, if not what the reasons of it.

**Reference:**

1. Brown, J. D., ed. (1998). New ways of classroom assessment. Alexandria, VA: TESOL.
2. Hakuta, K., & Beatty, A. (Eds.). (2000). Testing English language learners in U. S. schools: Report and workshop summary. Washington, DC: National Academy Press.