

Motivational function of assessment

Abduraxmonova Sevara Ne'matulla qizi

MA 1st-year student of Uzbekistan state world languages university

+998909479553, M. Ulugbek district, Qorasuv 6, 7/85

Article

Annotatsiya

Ushbu maqolada hozirgi kunda xorijiy tilni o'qitishda muhim ahamiyat kasb eta boshlagan baholashning rag'batlantirish va ruhlantirish vazifasi imkon qadar yoritilgan. Muallif turli xil baholash tizimlarida bu funksiyaning ishlash prinsiplari va yo'nalishlarini o'rgangan holda, rag'batlantirish funksiyasi o'rganuvchilarning ilmiy barkamolligini oshirishdagi ahamiyatini ochib berishga harakat qilgan. Shu bilan birgalikda baholash shakllarini yaratishda bu funksiya ishini ta'minlovchi elementlar ham tahlil qilingan. Ba'zi adabiyotlar o'rganilgandan so'ng umumta'lim maktablarida ko'plab baholash shakllarida bu funksiyaning ta'minlanmaganiga yoki yaxshi ishlamasligi ayon bo'ldi. Maqoladagi yangiliklar va topilmalarni baholash tizimini yanada rivojlantirish va o'quvchi markaziy obraz shaklidagi ta'lim tizimini tashkil etishda ishlatish mumkin.

Annotation

This article analyzes and studies the role of motivation and encouragement functions of assessment which is becoming crucial aspect in foreign language teaching (FLT). Having studied the principles and directions of this function in various evaluation systems, the author tried to reveal the importance of the motivation function in improving the academic competence of students. At the same time, the elements that ensure the efficiency of this function were also analyzed while designing assessment forms. After reviewing some literature, it became clear that this function is not provided or does not work well in many assessment forms in secondary schools. The novelty and findings in the article can be used



in the further development of the evaluation system and the organization of an educational system in the form of a student-centered image.

Kalit so'zlar: baholash funktsiyalari, motivatsiya funktsiyasi, baholardan norozilik, fikr-mulohazalar, baholash mezonlari

Ключевые слова: функции оценивания, мотивационная функция, неудовлетворенность оценками, обратная связь, критерии оценивания.

Key words: the functions of assessment, motivation function, dissatisfaction with marks, feedback, marking criteria

Introduction

There are various functions of evaluation in the educational process, and each of these tasks is important and serves to further development of the academic potential of students and the learning process. Among these functions detecting, decision making, screening, instructional planning, feedback, and inspiration are the main ones which help educators to improve their teaching process. Especially motivation or inspiration function of assessment plays an important role, as it is crucial to encourage learners and raise their interest towards English language learning. Inspiration or motivation is a very important tool. This tool provides information about the type of environment and tasks which helps in motivation. Thus the question arises: how can the motivational function be correctly directed in the evaluation system and widely applied in the entire educational system in order to improve learners' competence in foreign language learning process.

Literature review

Well-organized assessment in an English language program can make a huge difference to learner motivation. For that reason, many researchers try to learn deeply particularly this function of assessment in order to make the educational process more productive. The works of J. Adams [3], A. Anastasi [4], B. G. Ananyev [5], B. Weiner [6], B. Mandel [7], A. K. Markova [8], E. Skinner [9], H. Heckhausen [10], V. D. Shadrikov [11] and others are devoted to the study of the nature of learning motivation. They suggested various methods



of formation and development of educational motivation including those ones which deal with development of mechanisms of introspection and self-assessment. According to J. Biggs [12] in a well-organized educational process continuous support for students should be provided by teaching methods, learning activities and achievement assessment system. Currently Craig Thaine published (2022, March 17) an article in which the inspiration function of assessment was explained widely.

There are several ways in which assessment is a powerful tool to motivate learners:

- Determines and prioritizes learning needs
- Provides learners with specific goals
- Can encourage more independent study
- Summative assessment can benchmark to an international standard e.g. CEFR
- Successful outcome provides a sense of accomplishment
- Can result in a gate opening for learners e.g. an IELTS, Cambridge Advanced result that allows study at university.

However, this function of assessment is not working in most educational institution. As practice shows, not all kinds of assessment can increase motivation. Dissatisfaction with the mark, and most importantly, lack of understanding of its content cause negative emotions and decreasing interest in learning. Only such an assessment which provides reliable information about the actual level of training and provides the opportunity to see the achievements, find mistakes and understand what needs to be done for further success may have a positive impact (Nadezhda Efremova, Svetlana Shvedova, Anastasia Huseynova, 2019). Many researchers try to find solutions to this problem and one of them is suggested by Mislev. It is called Evidence Centered Design (ECD) [16, 17]. ECD is based on the construction of the task proposed by S. Messik [18] and ideas of S Toulmin (Toulmin S. 1958) on the use of universal patterns [19]. Patterns represent a set of ready-made solutions to common problems, but they provide a general description of the solution to the problem

so that the most successful of them can be used in similar situations multiple times. In other words, they give the developer the opportunity to solve the problem in the already known way.

Why happens dissatisfaction with the mark during the assessment? There are several reasons for it, unrelated content, incomprehensible questions, unreliable sources and so on. Understanding the academic language and concepts typically used in feedback can present a problem for students (Lea & Street, 1998; Stefani, 1998), but staff may assume that they will grasp its meaning and understand how to apply it to improve their future performance in assessment (Blair & McGinty, 2013; Sadler, 2010). In other words, the understanding and expectations of assessment and feedback can differ between students and staff and as a consequence, significant differences can emerge between what students want and what staff provide (Adcroft, 2011; Carless, 2006). The source of this discord may reside in conventions and assumptions about assessment and feedback. Challenging these assumptions may be a starting point for addressing such dissonance. It is clear that teacher should create special language to assess and give feedback in order not to have misunderstanding between learners and teachers. Because it directly effects negatively to the learners' motivation which is the important function of assessment. It would be useful then for staff to clarify to students the purpose of assessment and feedback so there is mutual understanding. Linking these processes explicitly to the aims and intended learning outcomes of courses and programs, or what Biggs and Tang (2011, p. 95) refer to as 'constructive alignment', can contribute to students' understanding. It is also important that students are aware of what they must do to attain the required standards, for example, in terms of being aware of how to meet course aims, intended learning outcomes and marking criteria (Bloxham & West, 2004; Price, Handley, & Millar, 2010). Only in this way assessment does the motivation function completely, as both the assessor and the assessing targets know what this process aims to fulfill.

Furthermore, designing the assessment while providing all principles of it is another key factor to achieve wanted results. Practicality, validity, reliability and washback are the most

important aspects of assessment which need to be included in all forms of assessment. The reason is that they help to make the assessment function completely. As I mentioned in my previous article ‘The results of the teaching and its success can be only seen through proper assessment process. That is achieved by providing content validity in designing a test or a task. Consequently, it brings positive washback which motivates both teachers and learners towards the teaching process’.

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