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**REPUBLICAN SCIENTIFIC-PRACTICAL CENTER
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IN TEACHING FOREIGN LANGUAGES**

THE EMBASSY OF THE UNITED STATES OF AMERICA IN UZBEKISTAN

ASSESSMENT IN TEACHING FOREIGN LANGUAGES: ACHIEVEMENTS, CHALLENGES AND SOLUTIONS

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1. Remembering: identifying, remembering, listing, retrieving, naming;(type of task: self-assess tests)
2. Understanding: categorizing, classifying. (type of task: self-assess tests)
Types of Sequencing:
The Iterative Pattern: Repeating the Same Assignment, Varying it by Topic
The teacher guides learners to revise the home tasks they skipped due to poor net connection, or lack of time, or irresponsibility through repeating the same topics but varying them by different assignments. The designed task will help those students to catch up with the group and get some points to show their results.
Recommendations to my colleagues:
1. Design online tasks keeping in mind the aim and objectives of the lesson, or module;
2. Don't be allured by multifunctional online tools, instead take your learners' level, LL and ICT competence, sociocultural aspects too;
3. Scaffold your task from easy to complex to build their skills and confidence;
4. Give them chance to complete their tasks by varying the tasks due to their strengths and interests.

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COMPREHENSIVE ASSESSMENT AS A MOTIVATION: MISTAKES, FEEDBACK AND STUDENTS' SUCCESS

Annotation: The article represents the importance of assessment, the features of the main types of control (diagnostic, training, final), as well as some varieties. The stages of assessment are presented, including the actual monitoring, feedback and corrective measures. The characteristic of effective feedback is given; its functions are listed. Mistake is considered as an inevitable component of the educational process, its positive significance for learning is analyzed.
Key words: assessment, to evaluate, learning, process, mistake, student, effective

Assessment in the context is one of the important dimensions of learning, one of the determining factors of institutional learning. What is to evaluate? Here are some answers given by colleague teachers. To evaluate is to "motivate", "train", "develop", "empower", "To observe progress", "a necessary step", "to validate the evolution", "the opportunity of an exchange ". To evaluate is to take account of the level of individuals (of the functioning of a reading model,

the effects of innovative practices ...). It is necessary to have valid tools. Evaluation is far from a simple concept to which could apply simple rules. To evaluate is to pass judgment on value and situate an evaluable object on a determined value scale. The object that will be evaluated must first be defined as well as its components. This assessment will be done using tools that have been developed to take into account the previously defined elements. Some notes about main types of assessment: **diagnostic evaluation** can be used to determine the starting point for a given course, and on the other hand to determine and explain the causes of poor learning. This assessment makes it possible to determine the presence or absence of skills deemed necessary to approach the learning of a new teaching unit; **formative evaluation** is also an assessment which allows the learner to assess for himself what he knows, what he does not know and, in that sense, it is a path to self-assessment; **summative evaluation** makes it possible to provide a balance sheet that situates the learner in relation to a standard or established criteria; to take decisions to obtain a diploma, move to a higher class through example; to situate learners in relation to each other, within a or several groups.

Let us cite other existing types of evaluation which the teacher can make use of during the teaching-learning process.

Normative evaluation

It permits to situate an individual in relation to a norm, constituted by the performance of a benchmark group. It therefore reflects the results of learning in terms of comparison with the results of other students in the class and thus makes it possible to situate each student in relation to the average of his group; it is this average that represents the norm for the group in question.

Criteria evaluation

In this case, a student's performance is assessed against the goal fixed. It indicates whether a student is competent. It locates the performance of a student against target performance. In this perspective of evaluation, the results are not presented in quantitative form, but the interest is mainly on the demonstration of acquired skills or abilities.

Formative evaluation

Assessment which, depending on the idea that only the student can really regulate its learning activity, and taking into account the importance of the representation of the goals to be achieved, aims: the appropriation by the students of the criteria teacher evaluation; self-management of errors; process control anticipation and action planning. A series of variables can influence a safe and objective assessment.

Favoritism: Some learners refer pictures to teachers rewarding themselves, which places them in the rank of "favorites" or "darlings" and allows them an evaluation that conforms to this status and are therefore overvalued. Other learners are often disadvantaged.

Fatigue: the correction conditions and the state of the influential assessor heavily on a fair and equitable valuation. We undoubtedly correct more fairly well in the morning sitting at a work table than in the evening late after great efforts made during the day. The contrast effect: an average copy suffers from being corrected right after excellent production. If it had been corrected right after a very poor copy, odds are it would have scored higher. The effect of the order: we are usually more severe at the end of a series of copies only at the beginning. The opposite can also happen. The contamination effect: a good academic record does not buy a copy low; however, it affects a good copy. The halo effect: when spoken, a sympathetic student who has good verbalization and a positive personality is, in many situations, better rated than an introvert and shy. Likewise, careful written work, even if its content leaves something to be desired, makes a better impression than a good job poorly presented. The "shock" effect: It comes in two variations. The negative: the same fault often committed in copying greatly reduces the value of the production of the learner. The positive: a smart idea in a poor copy can ensure the learner's average.

The assessment is due to the fact that not all learning actions are complementary if there is any feedback. This is a step with several objectives. It relates to First of all, the learner's path aims at the progression of learning. Assures the passage to another stage of learning and allows the implementation of correction, reinforcement, enrichment, complementary activities. It also aims to rule on the achievements during the establishment of the balance sheets. passage to higher levels.

To be effective, **feedback should**:

• provide students with information that confirms them or not in the completion of the task;

• express a comparison between the current achievement, the orientation of the task and expected results;

• be as immediate as possible, understandable and directly usable for the student;

• be expressed in descriptive and positive language;

• be commented on so that students have the opportunity to discuss and to consult the teacher;

• offer a diagnosis and recommendations specific to what is observed;

• allow students to perceive tangible effects of their efforts.

It must be rewarding and encouraging, opening the door to acquisition gradual self-confidence; enlightening by an awareness obstacles and successes (by teachers but also by students); trainer by allowing certain obstacles to be overcome and progress in construction of his own person; understood by everyone: everyone (without forgetting students and parents) having to be able to interpret what it is telling us.

Here we find the concept of error correction and its importance in learning. In the new didactic vision, error is considered as a sign of need. Demonstrating the value of the error is very simple, learning appetite comes when a human is in need of it, and it's good when learner makes a mistake that he can change so, learn! The error must therefore have a positive status in a learning process.

Mistake is also one of the fundamental components of the learning process and requires remedial action. Remediation is the final and arguably most important step in the **assessment-diagnosis-remediation process**. In didactics, remediation is a process that aims to place of activities that help learners to master concepts and improve at following a formative evaluation activity located at the end of a learning process. To remedy is to build the light of the shortcomings which identified the causes and sources, an intervention mechanism that can fill these gaps. Evaluation is, therefore, a complex process closely linked to training intentions. With the evolution of methodologies and pedagogy, the teacher's place has changed a lot. It is necessary to adapt the content of the course by according to the language needs of the learners. It is up to the teacher to create the link between his experience and the reality of the learner, to propose activities that motivate and allow learners to progress.

Assessment can help relate the way in which learners were trained to the choice of assessment tool. The variation in learning activities is an indisputable motivator. They stimulate learners' curiosity and their desire to learn the language.

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