

ASSESSMENT AND EVALUATION IN ENGLISH LANGUAGE TEACHING

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Tayanch soʻzlar: baholash, EFL (ingliz tilini oʻqitish), til darajasi, baholash turlari, oʻquv dasturi, yuqori texnologiyali jihozlar, vaqt tejaydigan, miqdoriy maʼlumotlar.

Ключевые слова: оценка, EFL (обучение английскому языку), языковой уровень, виды оценки, учебная программа, высокотехнологичное оборудование, экономия времени, количественные данные.

Key words: assessment, ELT (English teaching language), language level, types of assessment, syllabus, hi-tech equipment, time-efficient, quantifiable data.

Introduction. Assessment and evaluation are crucial elements in the realm of English Language Teaching (ELT), serving as the basis for gauging learning outcomes and confirming the effectiveness of educational practices. In recent decades, researchers have underscored that assessment is not simply a tool for grading but a pedagogical instrument that influences both teaching methods and student learning [1:20-24; 2:20-35]. As the global demand for communicative competence grows, the necessity for developing dependable and context-sensitive assessment techniques has become increasingly clear.

Conventional methods of assessment, which typically rely on written tests and exams, tend to concentrate on evaluating isolated linguistic elements such as grammar, vocabulary, and reading skills [3:26-40]. Nonetheless, these approaches have faced significant criticism for overlooking the dynamic and interactive components of language use that are essential for communicative proficiency. Consequently, contemporary ELT pedagogy has transitioned towards more integrative and student-centered frameworks that include formative, performance-based, and technology-enhanced assessments [4:32-38].

Furthermore, evaluation goes beyond the mere process of testing; it involves a thorough examination of teaching methods, materials, and institutional goals to maintain quality and accountability within education [5:42-49]. Effective evaluation creates feedback loops that link teaching strategies with student outcomes, thus encouraging ongoing pedagogical enhancement. Therefore, the combination of assessment and evaluation signifies a continuous process that supports reflective teaching and sustainable language acquisition.

In the realm of modern language education, grasping the theoretical underpinnings, functions, challenges, and innovations associated with assessment is vital for educators seeking to balance reliability, validity, and learner involvement. This paper investigates the changing dynamics of assessment and evaluation in ELT, looking at both traditional and modern viewpoints to underscore their pedagogical implications for 21st-century classrooms.

Materials and methods. This study employed a qualitative analytical methodology, since such an approach enables an in-depth examination of how assessment and evaluation function within English Language Teaching (ELT). Moreover, qualitative research is especially suitable for interpreting complex educational processes that cannot be fully captured through numerical data. Therefore, this methodology was selected to explore theoretical perspectives, practical applications, and emerging challenges in a comprehensive manner. A qualitative research design was adopted because it allows researchers to analyze concepts, practices, and scholarly arguments in detail. Furthermore,

as McNamara notes, qualitative inquiry is particularly effective for understanding the constructs of validity, reliability, and communicative competence in real educational contexts [5:42-49]. Consequently, the study focused on conceptual interpretation rather than statistical measurement, thus ensuring a deeper understanding of assessment procedures used in ELT classrooms. A significant drawback is its focus on memorization and discrete-point testing, which often does not effectively evaluate learners' communicative abilities and their application of language in real-life contexts [1:72-84]. These assessments usually emphasize grammatical and vocabulary precision instead of fluency, creativity, or pragmatic skills, leading to a limited portrayal of language proficiency. Moreover, summative evaluations can induce anxiety and a lack of motivation among students, which can hinder their willingness to take risks and engage in genuine language usage in classroom environments [2:62-65]. Another concern is the insufficient accommodation of individual differences; traditional examinations seldom address the varied needs, learning styles, or linguistic backgrounds of learners [4:86-92]. Additionally, the potential for teacher bias and arbitrary grading can undermine the fairness and dependability of the outcomes. Therefore, although traditional assessments offer structured and quantifiable results, they often neglect to reflect the dynamic, interactive, and communicative essence of language acquisition in contemporary EFL classrooms.

A practical example of the difficulties involved in organizing effective assessment can be observed in Kaldybaev's [7:33-40] research on Kyrgyzstan's educational system. His findings indicate issues that are also pertinent to English language instruction. The study showed that in many institutions, assessment methods are still largely traditional, emphasizing written exams, oral questioning, and modular grading systems. These evaluation forms primarily assess students' ability to recall learned material instead of their skill in using language communicatively.

The data collected from the above-mentioned sources were analyzed using a systematic qualitative content analysis, which allowed for a detailed and logically structured interpretation of assessment and evaluation in ELT. Moreover, this analytical approach ensured that the findings were both coherent and grounded in the reviewed evidence.

To begin with, an initial coding process was undertaken. Key concepts such as *formative assessment*, *summative assessment*, *communicative competence*, *assessment literacy*, and *performance-based assessment* were identified. As a result, the coding process enabled the researcher to categorize complex information into manageable thematic units.

Afterward, the data were organized into broader thematic categories. This step was crucial because it allowed for the clustering of related concepts, thereby revealing patterns that might otherwise remain unnoticed. In addition, thematic categorization helped establish clear relationships between assessment types, pedagogical goals, and learner outcomes.

Subsequently, a comparative analysis was conducted. Traditional assessment approaches were systematically compared with alternative and modern assessment methods. Consequently, this comparison revealed not only the strengths of conventional practices but also the limitations that restrict communicative language development. Likewise, the analysis highlighted how contemporary techniques – such as portfolios, peer assessment, and digital assessment tools – offer more authentic insights into learners' language abilities.

Finally, the insights were merged through a synthesis stage. During this phase, theoretical arguments, empirical findings, and institutional requirements were integrated into a cohesive interpretation. Thus, the synthesis ensured that the final conclusions reflected a holistic understanding of assessment and evaluation in ELT, supported by evidence from multiple sources.

In summary, the analytical procedures followed a logical sequence that moved from identifying key ideas to comparing and synthesizing them. Furthermore, this structured approach enhanced the credibility of the research by ensuring transparency, clarity, and academic rigor at every stage.

Results and discussions. The findings of the study reveal several significant insights into how assessment and evaluation function within English Language Teaching (ELT). Moreover, the results demonstrate clear patterns indicating both the strengths and limitations of current assessment practices, particularly when balancing traditional and modern approaches.

Firstly, the analysis of literature and institutional documents shows that traditional assessment continues to dominate many ELT classrooms. Teachers frequently rely on written tests, multiple-choice quizzes, and grammar-focused examinations. As a result, assessment tends to measure discrete linguistic knowledge rather than communicative competence. This finding aligns with the claims of Brown and McNamara, who argue that conventional assessment often overlooks pragmatic and interactive language skills. Furthermore, several reviewed studies indicate that this overreliance on traditional tests constrains students' opportunities to demonstrate real-life language use.

Secondly, the results also indicate that although teachers recognize the value of formative and alternative assessment, the integration of these methods remains inconsistent. Numerous educators report that time limitations, institutional expectations, and insufficient assessment literacy prevent them from adopting more communicative and student-centered evaluation approaches. Consequently, even when teachers wish to incorporate portfolios, peer evaluations, or project-based tasks, they often revert to familiar summative methods, which are easier to administer and grade. This trend echoes Fulcher's argument that teacher training in assessment remains a crucial gap in many educational systems.

Thirdly, the comparison between traditional and modern assessment techniques demonstrates that alternative assessments foster deeper learning, enhance motivation, and support students' autonomy. For example, portfolio assessment encourages learners to reflect on their progress, while performance-based tasks enable them to demonstrate speaking, listening, and interaction skills. In addition, students generally perceive these methods as more meaningful and supportive. Nevertheless, the results also show that such assessments require greater teacher preparation and ongoing feedback, which can be challenging without institutional support.

Furthermore, the findings highlight the growing impact of technology-enhanced assessment. Digital testing platforms, AI-based scoring systems, and online feedback tools provide immediate results and allow for individualized learning pathways. As a result, teachers can track student progress more accurately, and learners receive timely feedback that supports improvement. However, the results also caution that technological tools may raise concerns related to digital literacy, access to devices, and test fairness – issues that must be addressed to maximize the benefits of technology in ELT assessment.

Additionally, the study shows a strong link between teachers' assessment literacy and student achievement. Educators who possess a deeper understanding of assessment principles – such as validity, reliability, and practicality – are better able to align testing practices with pedagogical goals. Consequently, their students experience more transparent, motivating, and equitable assessment environments. This supports Harmer's view that effective assessment depends not only on methods, but also on teachers' skill in designing and implementing them appropriately.

Overall, the discussion suggests that while traditional assessments remain useful for measuring content knowledge, they must be complemented with more authentic, performance-based methods to reflect the complex nature of language learning. In addition, enhancing teacher training and expanding institutional support are necessary to ensure successful implementation of modern assessment approaches. Thus, the results confirm that a balanced assessment system – one that integrates formative feedback, communicative tasks, and technology-based tools – offers the most comprehensive evaluation of learners' linguistic abilities in contemporary ELT classrooms.

Conclusion. Assessment and evaluation are crucial elements of English Language Teaching [ELT], influencing both teaching methods and learning outcomes. This research highlights that while conventional assessment methods offer structured ways to gauge achievement, they often do not adequately reflect the intricacies of communicative competence and the evolving nature of language acquisition. Modern educational methods stress the importance of incorporating formative and performance-based assessments that encourage reflection, autonomy, and ongoing improvement instead of solely focusing on memorization and testing abilities [1:98-105; 3:92-100].

The function of evaluation extends beyond merely assessing students to encompass a thorough examination of teaching methods, resources, and the overall effectiveness of institutions. As Fulcher and Harmer indicate, continuous

evaluation guarantees that teaching methods adapt to student needs and that curricula remain consistent with changing global standards of communicative skill. Additionally, advancements in technology, such as digital testing platforms and AI-enabled feedback mechanisms, have created new avenues for more tailored, interactive, and dependable assessment formats.

To sum up, the progression of assessment and evaluation in ELT is rooted in finding a middle ground

between traditional practices and innovative approaches. Educators should strive to develop assessment methods that are equitable, genuine, and centered around the learner, all while ensuring academic integrity and dependability. By perceiving assessment as an integral part of the learning journey rather than a conclusive measure, teachers can create a culture that promotes involvement, reflection, and enduring language development – the principal aim of contemporary English language education.

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REZYUME. Ingliz tilini chet tili sifatida (EFL) o'qitish va o'rganishning muhim qismi baholashdir. Ushbu maqola baholashning (EFL) darslariga qanday uyg'unlashtirilganligini ko'rib chiqadi, ularning o'quvchilarning yutuqlarini baholash, o'qitishni yo'naltirish va o'qitish sifatini oshirish uchun qanchalik muhimligini ta'kidlaydi.

РЕЗЮМЕ. Важной частью преподавания и изучения английского языка как иностранного (EFL) является оценка. Эта статья рассматривает, как оценивание интегрировано в уроки EFL, подчеркивая его важность для оценки достижений учащихся, направления обучения и повышения качества преподавания.

SUMMARY. An essential part of teaching and learning English as a foreign language (EFL) is assessment and evaluation. This article examines how assessment and evaluation are integrated into EFL classes, highlighting how crucial they are for gauging student progress, directing instruction, and improving the caliber of instruction.

ЗНАЧЕНИЕ НАРОДНЫХ ТРАДИЦИЙ В ТРУДОВОМ ВОСПИТАНИИ

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Таянч сўзлар: педагогика, халқ педагогикаси, миллийлик, урф-одатлар, анъналар, болалар фольклори, таълим, меҳнатсеварлик, меҳнат тарбияси, нақл-мақоллар, мерос, санъат, маданият, дostonлар.

Ключевые слова: педагогика, народная педагогика, народность, обычаи, традиции, детский фольклор, воспитание, трудолюбие, трудовое воспитание, пословицы, наследие, искусство, культура, былины.

Key words: pedagogy, folk pedagogy, nationality, customs, traditions, children's folklore, education, diligence, labor education, proverbs, heritage, art, culture, epics.

Введение. Народные традиции, обычаи, обряды, фольклор взрослых и детей, народные праздники, игры и игрушки, песни, танцы, шутки, прибаутки, считалки, дразнилки, народные приметы, поверья по разному случаю, предания и сказы на разные темы, трудовые и другие отношения в семье и обществе представляют собой кладёз народной педагогической мудрости. Все это передается от поколения к поколению, обогащается новым опытом.

Президент Республики Узбекистан Ш.М.Мирзиёев постоянно подчёркивает о необходимости «... внедрить систему обучения учащихся школ ремеслу одновременно с общим образованием» [2]. Трудовое воспитание является сердцевиной каракалпакской народной педагогики. Воспитание у детей любви к труду с раннего детства являлось священной обязанностью семьи. Воспитание у детей любви к труду находит яркое выражение в ряде пословиц и поговорок многих стран: «Потрудишься, так добро получишь», «Если у тебя сын трудолюбивый, то и пашня твоя вспахана», «Без труда

не достигнешь цели». Народ всегда заботился о том, чтобы молодое поколение овладевало рядом профессий, каждый становился «мастером на все руки» [3].

В «Авесте» (VII-VI вв. до н.э.) сказано, что развитие и воспитание должны осуществляться на основе триады: развития ума, доброты, трудолюбия [4]. Народная оценка труда как решающего фактора в формировании гармоничной личности переключается со взглядами на труд многих восточных мыслителей. Ибн Сина (XI в.) в систему воспитания и образования включает такой компонент: обучение ремеслу (трудовое воспитание) и дает рекомендации по учебному труду учащихся: упражнения должны быть нормированными, сочетаться с физическими упражнениями; обучение должно идти постепенно, от легкого к трудному и т.д. [5]. Беруни (XI в.) пишет, что трудовое воспитание должно носить ремесленный характер: ремеслу (профессии) надо обучать всех детей: из семей богатых и бедных [6]. Детям необходимо прививать трудовые навыки и воспитать любовь и привычку к труду. Ибн Сина