

## TEACHERS DETERMINING LEVEL OF ESP STUDENTS LEARNING

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### ANNOTATION

The article is about assessment level of ESP students learning, teaching learning material, the development of new methods. Teaching qualifications and teaching skills support for student.

**Key words:** teaching, skillful, qualification, learning, assessment, evaluation, activity, formative, summative.

Today, English has turned into a worldwide language. The goal of all teaching activity is to facilitate and support student learning. Doing assessment is the process in which teachers determine the level of students' learning .There are both formal and informal assessments that lead the instructional cycle. Skillful educators are best at using evaluations to inform their instruction and lead all students toward higher achievement this in the best possible way is to show teaching skill. Teaching qualifications and teaching skills support for student learning can take many different forms .Some support activities can be perceived by the students. Other activities are less apparent, but still important since they help create good working conditions for teachers and students and thereby have an influence on student learning. Teaching learning material ,the development of courses and new methods, good pedagogical leadership are examples of different types of pedagogical work. It is vitally important what the teaches has done to develop and maintain his or her pedagogical competence. The various pedagogical activities are performed by a teacher are all part of his or her teaching qualifications. These teaching qualifications are what the teacher presents as a basis for an assessment of teaching skills. Teaching skills are connected with the activities which is shown by a teacher. The assessment of teaching skills should



focus on how the teacher works. All work activities related to teaching and learning, including the teacher training courses the teacher has taken, together from his or her teaching qualifications. Furthermore, teaching skills are directed to the way in which the teacher has carried out the activities and what results have been achieved. Teaching skills need to be defined. The author states that every assessment requires both general knowledge about what aspects are important for the assessment. In this respect there is no difference between the assessment of academic skills and teaching skills. However, the tradition and consensus that exist in connection with judging academic skills do not exist in relation to teaching skills.

Criteria of teaching skills are typically formulated on a fairly general and abstract level. It naturally follows when the aim is a limited number of criteria that can be widely used. But it entails problems when trying to apply them. Broad and general criteria can normally not be used as a basis for assessment unless they are first specified and connected to current circumstances. Criteria can be specified in different ways of possibility is to formulate indicators-examples of procedures or results that show that certain criteria are fulfilled. Another possibility is to formulate questions exemplifying ways in which the meaning of the criteria can be clarified. The meaning of teaching skills can be described by formulating:

-- A definition

-- Criteria that follow from that definition.

-- Examples of what it means to fulfill the different criteria. There are several aspects of key skills which make them very challenging to assess. For example:

-- They are defined as being transferable, they should be assessed in a variety of contexts in order to demonstrate that the individual can transfer whichever skill is being assessed.

--The real test of their acquisition is their use in naturally occurring novel situations and thus that is where the most valid assessment will occur.



--The same skills may be develop in a wide variety of courses ,modules and extracurricular settings, though their assessment normally transcends course-based assessment arrangements and needs to be more holistic.

--The reporting of the results of such skill assessments needs to be in a form that is understandable by someone, who may not be familiar with the particular skills definitions used by different institutions. There are emerging ideas about the relative strengths and weaknesses of key skills assessment schemes.

Good schemes for key skills assessment tent to:

--allow the collection of assessment evidence from a wide variety of real life settings where skill acquisition can be demonstrated.

--link summary assessments of key skills to specific source of evidence upon which those assessments are based(this frequently involves the collection of such evidence within a portfolio)

--show development of the skill over time rather than a single snapshot assessment at one point in time.

--inform in a formative way the action of the learner (and in some instances their tutors).rather than simply be seen as a mechanism for reporting such things to a much wider audience(for example potential employers) Poor schemes for key skills assessment tend to:

-- use restricted assessment tools such as timed paper and pencil multiple choice and short answer tests, which do not relate to the way in which such skills are defined and or need to be demonstrated.

--result in "tick box" assessments which carry no information avoid the evidence upon which assessments are based.

--simply report on the experience that students have had without making any attempt to estimate the extent to which these have influenced their acquisition of the skills.

--report on skills acquisition in relation to particular skills areas, which are specific to a course or institution, and which are not well understood by others.



--result from poorly standardized and idea syncratic assessments carried out by individual assessors, where judgements may not relate to those of other assessors. If a separate assessment of key skills is required initial work carried out at the institution and others suggest that the use of a personal log of skills development referred to a professional dialogue between a teacher and student could be a valid, workable and sufficiently reliable basis for an assessment. It can be seen what value will be placed on an assessment of key skills -as distinct from an understanding that a particular course produces individuals with adequate key skills in required areas.

There is no significant evidence that employers will select future graduate employees on the basis of their separately assessed key skills. Nowadays employers think they know that graduates from a particular course or set of courses are likely to possess certain key skills. Significance: In education, assessment is the process of measuring and data collecting, students' knowledge, skills, attitudes, and beliefs. Assessments allow trainers to know concrete terms how effective their teaching has been. It is the evidence that learning has occurred. Assessments can be either formative or summative. Formative assessments are feedback that the teacher gives to the student in teaching process. Written feedback to an essay or test results for a midterm exam are summative. They summarize the progress over a longer period. Formative assessment is a process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of content. As evaluation for learning formative assessment practices can provide students were clear learning targets, examples and models of strong and weak work, regular descriptions feedback, and the ability to self assess, teach learning and set goals.

Effects: Assessments can have a motivational effect on student achievement. Students who receive either praise and encouragement or correction are more motivated to improve their performance. Teachers who use assessment tools are more effective in reaching those students who are struggling.



Benefits: By using a variety of assessment tools, teachers can help all students to have success in their studies. They can avoid conflicts with students and parents over the fairness of grades if they have a documented record of prior assessments in the students' portfolio to refer to during conferences. Richard J. Stiggins gave a full description of giving feedbacks or formative assessment type varying evidence of learning, planning learning, interpreting the evidence and giving feedback. Assessing students is a process which demands from teacher to motivate students, create friendly and motivating atmosphere in the classroom. In conclusion research has shown that effective evaluation of students' knowledge for their learning practices have the potential to greatly increase both student achievement and motivation. Black and Williams (1998)(1) identify the key classroom assessment features that result in these large achievement gains as: Assessment that result inaccurate information. Descriptive rather than evaluative feedback to students. Student involvement in assessment.

Intended Purpose	Assessment for learning examples.
To increase students' learning papers, exit	Non-graded quizzes, pretests, minute
To adjust instruction	tickets, written assignments, concept maps, interviews, progress, monitoring, performance
To diagnosis student needs	assessment scoring guides, weekly reports,
To improve the instructional program.	focused questions, journals, learning logs, learning probes, checklists, surveys, and item analyses of summative assessments.

For classroom assessment practices to both motivate students and increase student achievement, students need to know the learning target, know where they are in regards to the learning target, and know what they can do to close the gap. In Classroom Assessment for Student Learning Richard J. Stiggins (2) lists some strategies of assessment for learning. They are as follows: Provide a clear and



understandable vision of the learning targets, use examples and models of strong and weak work, offer regular descriptive feedback, teach students to self-assess and set goals.

**USED LITERATURE:**

- (1) Black and Wiliams, Assessment for Learning Resources,1998.
- (2) Richard J.Stiggins. Classroom Assessment for Student Learning ,1997.
- (1) [www.endglossary.org](http://www.endglossary.org)>formative -assessment.
- (2) Roger Murphy ,Guidelines for the assessment of key Skillis in Higher Education

