



## Main Principles of Assessment and Their Significance in Teaching Foreign Languages

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**Abstract:** The article is devoted to the study of the main principles of assessment and its importance in teaching foreign languages, especially in English language classrooms.

**Keywords:** Assessment, authenticity, practicality, reliability, validity, wash back, motivation, evaluation.

### Introduction

With the spread and development of English around the world, it has become a crucial means of communication among the people of different cultures and languages. At present, as a number of English learners are growing up, different teaching methods have been experimented to see the effectiveness of English language teaching. The President of Uzbekistan Shavkat Mirziyoyev pays special attention to this sphere, which has an important place in ensuring the future of the country and its development. In the Decree of President of Uzbekistan Shavkat Mirziyoyev "On Uzbekistan's development Strategy" is mentioned about achieving major improvement in quality of general secondary education, facilitating in-depth study of foreign languages, computer science, and other important and popular disciplines.

### Problem statement

Assessment is one of the main parts of the lesson and it has a crucial role in the teaching process. It will be accurate to look through some definitions to the term "assessment" given by the scientists. Professor J.J. Jalolov, G.T. Makhkamova and Sh.S. Ashurov [4] stated, the «Assessment» is a very broad term that can cover formal exams and tests, both external and internal, which are structured and built into the fabric of the academic year, as well as more informal types of assessment that teachers undertake as a part of their day-to-day practice. In general, assessment is collecting data for revealing the level of students' language proficiency achieved within a certain time period. In language assessment, we gather information in a systematic way with the help of language testing tools. Brown H.D in his book "Language assessment principles and Classroom practices" explains, the assessment as the consideration of a person and an evaluation of them, and has a wider rationale than testing which can be used with the items, to test, measure and evaluate[4]. Assessment is a part of the lesson during which the teacher evaluates how students have mastered the material and use it in reception and production of texts in the oral and written forms. Allan D. and other scientists explain the notion "Assessment" as a general item, which consists of methods and techniques used to gather information about student ability, knowledge understanding and motivation [1]. Today, English language teachers are starting to realize that



new alternative assessment strategies need to be developed to better monitor and serve their students in their learning progress. These new forms of assessment concentrate on measuring student knowledge to use language spontaneously in real life and are normally realized over a certain period of time. In addition to this, the more authentic variety of assessments, as projects, performance assignments, concept maps, self-assessment, peer-assessment, observation, portfolio, drama, diagnostic tree, journals, posters, instructors and student interviews have become increasingly common in the classroom.

Brown H.D revealed that the assessment procedures relate to authenticity, practicality, reliability, validity and wash back, and are considered as the basic principles of assessment in foreign language teaching and learning. They are explained in details below[3].

Basically, using the principle of authenticity in a test uses the test for performing an assignment in a real life situation. The stability and the consistency of performance reliable test has to be consistent and dependable. For instance, if a teacher gives the same test to the same student or matched students on two different occasions, the test has to show the same results.

The principle of reliability - gives clear directions for evaluation, has uniform rubrics for evaluating, contains assignments that are unambiguous for the test-taker.

As Brown mentioned, the validity of assessment is perceived when the assessment method is consistent with the material and curriculum being taught and if the results of the assessment are accurate[2]. Supporters of alternative assessment

do not suggest that these criteria be skipped. Concerns with validity and reliability of assessment tools have been addressed in qualitative research through the use of the term honesty. In other words, it measures what it is supposed to measure and would the instrument give the same results if it is repeated.

The fourth primary principle of foreign language testing is wash back effect. According to Brown [3], this principle is defined as the effect of testing on teaching and learning a foreign language. Another point of view on the wash back principle is that the wash back effect may denote both the promotion and the self-consciousness of language learning. This principle reflects how tests influence both teaching and learning.

The following issues have to be put into consideration while using wash back:

- positively influences what and how teachers teach and how students learn;
- suggests have a chance to prepare;
- gives students feedback data to evaluate language achievement;
- provides conditions for peak performance by the student.

### Conclusion

The main value of these forementioned principles is to distinguish the effects of assessment and review any classroom based issues between the teacher and the student. Thus, the significance of assessment in the process of language teaching has been known recently. Assessment is very important for the students to acquire a language. It plays a critical role in the process of learning, and connects students to new knowledge using their current abilities.



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