THEME: ASSESSMENT IN INTENSIVE LANGUAGE TEACHING.

Senior teacher of JSPU

Safarova Dildora

Hasanov Jaloliddin

Abduqahharov Diyorbek

Jizzakh State Pedagogical University

Foreign languages

Annotation

This article examines the role of assessment in intensive language teaching. It explores different types of assessments—diagnostic, formative, summative, and performance-based—and discusses their application in fast-paced, immersive language learning environments. The article also highlights the importance of continuous feedback, adaptability, and learner-centered assessment to support rapid and effective language acquisition.

Keywords: assessment, intensive language teaching, formative assessment, summative assessment, performance-based learning, language acquisition

Annotatsiya

Ushbu maqolada intensiv til o'qitish jarayonida baholashning o'rni yoritiladi. Diagnostik, shakllantiruvchi, yakuniy va faoliyatga asoslangan baholash turlari hamda ularning tezkor, immersiv o'quv muhiti sharoitidagi qo'llanilishi tahlil qilinadi. Maqolada shuningdek, doimiy fikr-mulohaza, moslashuvchanlik va o'quvchiga yo'naltirilgan baholashning muhimligi ta'kidlanadi.

Kalit so'zlar: baholash, intensiv til o'qitish, shakllantiruvchi baholash, yakuniy baholash, faoliyatga asoslangan o'rganish, til o'zlashtirish

Аннотация

В статье рассматривается роль оценки в интенсивном обучении иностранным языкам. Анализируются различные виды оценивания: диагностическое, формативное, итоговое и оценивание на основе выполнения заданий. Особое внимание уделяется необходимости постоянной обратной связи, адаптивности и ориентированности на учащегося в условиях ускоренного усвоения языка.

Ключевые слова: оценивание, интенсивное обучение, формативная оценка, итоговая оценка, обучение на основе действий, усвоение языка

Assessment in intensive language teaching.

Intensive language teaching is a focused, time-efficient approach aimed at rapid language acquisition, often used in immersion programs, language boot camps, and accelerated courses. In such contexts, assessment plays a crucial role in monitoring progress, guiding instruction, and ensuring that learners meet specific language proficiency goals within a short timeframe. This article explores the principles, types, and challenges of assessment in intensive language teaching settings.

The primary purpose of assessment in intensive language programs is to track students' progress in real time and adjust instruction accordingly. Since time is limited, assessments must be efficient, targeted, and aligned with clearly defined learning outcomes. Frequent, low-stakes assessments—often called *formative assessments*— are essential for identifying areas where learners need additional support. These can include quizzes, oral checks, mini-presentations, reflective journals, or digital tasks, all of which provide immediate feedback and inform both students and instructors.

In addition to formative assessments, *summative assessments* are used to evaluate overall achievement at the end of a module or course. These may include written tests, oral proficiency interviews, listening comprehension tasks, and writing assignments. In intensive courses, summative evaluations often focus on communicative competence rather than rote memorization, reflecting the practical goals of language use in real-world contexts.

Diagnostic assessments are also particularly useful in intensive programs. Administered at the beginning of a course, they help determine each learner's starting level, allowing teachers to differentiate instruction and set realistic learning targets. Similarly, *placement tests* ensure that learners are grouped appropriately based on their existing skills, which is critical in fast-paced environments.

Assessment methods in intensive teaching need to be dynamic and learner-centered. Traditional pen-and-paper tests may be complemented or replaced by performance-based assessments such as role plays, group projects, debates, and real-life simulations. These allow learners to demonstrate their ability to use the language meaningfully and creatively. Technology also plays a growing role in assessment, offering digital platforms that support interactive tasks, automated feedback, and data tracking.

CONCLUSION

Assessment in intensive language teaching must be timely, targeted, and learner-driven. A combination of diagnostic, formative, summative, and performance-based assessments helps educators create an adaptive learning environment that supports rapid yet meaningful language development. When thoughtfully implemented, assessment becomes not just a tool for evaluation, but a vital part of the learning process itself.

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