

## EXPLORING THE ADVANTAGES AND DISADVANTAGES OF FORMATIVE ASSESSMENT IN EDUCATION

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**Annotation:** *This article discusses the importance of the student assessment system in improving the quality of education. It explains that assessment is not only a grading tool but a mechanism for diagnosing and supporting students' learning. Special attention is given to formative assessment, presented as an ongoing process integrated into daily classroom practices.*

**Аннотация:** *Эта статья рассматривает важность системы оценивания учащихся в повышении качества образования. В ней объясняется, что оценивание является не только инструментом выставления отметок, но и механизмом диагностики и поддержки учебного процесса учащихся. Особое внимание уделяется формативному оцениванию, представленному как непрерывный процесс, интегрированный в ежедневную учебную практику.*

**Annotatsiya:** *Ushbu maqola talabalarning baholash tizimi ta'lim sifatini oshirishdagi ahamiyatini muhokama qiladi. Unda baholash faqatgina ball qo'yish vositasi emas, balki o'quvchilarning o'qishini tashxislash va qo'llab-quvvatlash mexanizmi ekanligi tushuntiriladi. Maqolada kunlik o'quv jarayoniga integratsiya qilingan davomiy jarayon sifatidagi formativ baholashga alohida e'tibor qaratiladi.*

**Keywords:** *Assessment principles, classroom assessment, motivation, self-assessment, peer assessment, formative assessment.*

**Ключевые слова:** *Принципы оценивания, классное оценивание, мотивация, самооценка, взаимооценка, формативное оценивание.*

**Kalit so'zlar:** *Baholash tamoyillari, sinfda baholash, motivatsiya, o'z-o'zini baholash, o'zaro baholash, formativ baholash.*

The student assessment system is an effective tool not only for measuring student achievement, but also for improving the quality of education. Therefore, the assessment system is understood not only as the scale that is used when assigning grades, but, first of all, the very mechanism for carrying out the diagnostic and developmental activities of the teacher and student as full participants in the educational process. There are two types of assessment: formative and summative. Consider formative assessment. The concept of Assessment for Learning came to prominence in 1999 with the publication of a pamphlet of the same name, authored by the Assessment Reform Group of UK academics to produce evidence-based materials to inform teachers and methodologists. The work of this group was based on the work of Douglas Fisher and Nancy Frey, who noted that improving learning depends on five key conditions: [Douglas Fisher and Nancy Frey, 2008:152]

- effective feedback from teacher to students;
- active inclusion of students in the process of their own learning;
- taking into account the results obtained during assessment in teaching;
- understanding how motivation and self-esteem depend on assessment students;
- students' ability to self-assess.

The purpose of formative assessment is to correct the activities of the teacher and students in the learning process. Adjusting activities involves setting goals by the teacher or together with students to improve learning outcomes.

Formative assessment:

- used in everyday practice (lessons, daily);
- applied in a form acceptable to both students and teacher.

Thus, it carries formative, stimulating and motivating functions. If we imagine that children are flowers, then the summative assessment of plants is simply their measurement, which does not in any way affect the growth of plants. Formative assessment is equivalent to caring for and watering the plant according to the plant's needs, which directly affects its growth. Self-assessment, criterion-based assessment and peer assessment are all types of formative assessment. Teachers in

their activities must be guided by the following principles of assessment:

- Significance. Focus on assessing the most significant learning outcomes and student performance.
- Adequacy. Monitoring the compliance of the assessment of knowledge, abilities, skills, values, competencies with the goals and learning outcomes.
- Objectivity and fairness. Carry out careful development of specific evaluation criteria. The criteria prevent the danger of using assessment and marking as a tool of pressure on the student.
- Integration. Implementation of assessment as a planned and carefully considered part of the learning process.
- Openness. Communicating assessment criteria and methods to students in advance of completing work. Students can participate in the development of assessment criteria.
- Availability. The desire for simplicity and clarity of forms, methods, goals and the assessment process itself for all participants in the educational process.
- Systematicity. Consistent and systematic implementation of assessment procedures.
- Kindness. Creating conditions for teacher-student partnerships that foster growth.

If we are to maintain our status as one of the world's leading economies and secure our economic futures, and if we want our students to thrive in the impossibly complex, unpredictable world of the 21st century, we must concentrate on increasing educational achievement by increasing the quality of the teachers in our schools. The author faces this challenge head-on by making a case for the important role of formative assessment in increasing teacher quality and student learning. [Dylan William, 2018:15]

Formative assessment plays an important role in increasing teacher quality and student learning when it's viewed as a process rather than a tool. Emphasizing the instructional side of formative assessment, this book explores in-depth the use of classroom questioning, learning intentions and success criteria, feedback,

collaborative and cooperative learning, and self-regulated learning to engineer effective learning environments for students.

We can conclude that the use of formative assessment plays a big role in the educational process as teachers and students get great benefits in receiving quality teaching and education. Formative assessment helps to identify problems in the learning of each individual student and the class as a whole, monitor the dynamics of the student's development in relation to educational goals, and determines opportunities for improving teaching, methods and forms of implementing these opportunities. Formative assessment allows the student to have direct access to the assessment. It is a varied assessment method that has proven its effectiveness.

#### LITERATURE

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