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USING THE FEEDBACK TEMPLATE IN TEACHING SPEAKING AND WRITING

Elmanova Mastura Toshnazarovna
Bukhara State University

Abstract

This work is based on effective feedback materials. The materials provided will enable both educational professionals and primary school teachers to find the relationship between educational outcomes, assessment criteria and descriptive feedback. The skill of providing effective feedback is an important component of the professional competence of teachers, principals and deputy principals in order to achieve better results in student learning. The work provides examples of oral and written descriptive feedback on five reading skills.

Keywords: feedback, methodology, approval, disapproval, concreteness.

Introduction

Currently, in connection with innovative processes in teaching in general and a foreign language in particular, based on the requirements of the Federal State Educational Standard, the study of the possibilities of student-teacher feedback is becoming increasingly popular. Professor James Pennebaker of the University of Texas at Austin has researched the benefits of frequent testing and the feedback it produces. He explains that feedback has always played a central role in the history of learning learning: "When people try to learn new skills, they need to get some information that tells them if they are doing the right thing. Classroom teaching is no exception. Both mastering the content and, more importantly, mastering how to think, require learning by trial and error"[3].

Methods, Results, Discussions

Naturally, not all methods of organizing feedback can be effective enough. The concept of feedback (feedback) is widely used in the methodology of teaching a foreign language, but its definition is quite multifaceted in the scientific, methodological and reference literature.

In general English-Russian dictionaries, feedback is translated as "feedback, feedback". It should be noted that in the field of education, it is interpreted more broadly. In the English-Russian educational and pedagogical dictionary, this term is presented as information provided to the student about the successes or failures of his

educational activity [6]. Methodological dictionaries of teaching foreign languages define feedback as 1) control, to provide information about the level of students' proficiency, 2) information about the results of speech and non-speech actions of a student, allowing him to regulate his own speech and non-speech behavior [5, 11]. Foreign methodologists interpret feedback as information that is provided to the student regarding the results of the educational task he has completed [1]. From the point of view of the norms of foreign methods of teaching foreign languages, feedback performs two functions:

1. Evaluation - approval, disapproval of the answer, grade, score, etc.
2. Correction of identified errors - discussion of the work performed, clarification of difficulties, highlighting correctly completed tasks, recommendations for improving work, etc.

In our opinion, the most acceptable definition is I.L. Kolesnikova. Feedback is remarks, corrections, comments and various kinds of information presented to the student in the form of an evaluative teacher's response to the task [9]. From the author's point of view, "feedback" and "control" are inseparable from each other. Accordingly, the concept of "feedback" is more capacious than "feedback" or "feedback".

According to researchers, feedback has the following components:

1. Forms and methods of transmission. At the same time, the professionalism of the teacher, his communication skills, contributing to a high level of professional and pedagogical communication, such as correctness, benevolence, the ability to create a trusting environment, etc., play a decisive role here.
2. Content. According to many methodologists, it is not recommended to correct every mistake made by a student, but to focus on those points that reflect the goals of performing a specific work (mastering grammatical material, practicing specific communication skills, etc.).
3. Relevance. Feedback should immediately follow the completion of the task [1].

In the methodology of teaching a foreign language, the following types of feedback are distinguished:

1. Individual: teacher - student, student - teacher.

According to the result of the activity, feedback can be positive and negative. It is believed that positive feedback is more effective, since the teacher's approval of the student's answer, his indication of correctly performed actions contributes to the competent working out of speech moments. It is noted that in teaching practice there is a tendency to give positive feedback to strong students, and negative feedback to weak ones.

Feedback can be both non-verbal (facial expressions, gestures) and verbal (oral and written). Written feedback, as a rule, consists of briefly stated objectives of the assignment, a description of the difficulties faced by the student, and mistakes made are also highlighted (it is recommended to indicate those errors that are directly related to the objectives of the educational assignment). Finally, a recommendation for correcting the shortcomings is given [7].

Competent building of the feedback organization presupposes the observance of the following principles:

1) Concreteness. A review of available research titled "The Power of Feedback" by University of Auckland professors Helen Timperley and John Hattie [2] emphasizes the importance of providing students with concrete information about what they are doing right or wrong. For example, a "Great job" feedback does not tell the student what they did right or wrong. Therefore, the researchers propose to provide students with specific information: what has been done well, what needs to be improved. It is also noted that it is useful to tell the student about the change in the situation with academic performance: he became less mistaken in possessive pronouns, stopped confusing prepositions, etc.

2) Timeliness. Numerous studies show that feedback is most effective when given immediately, rather than after a few days or weeks. Another research project at the University of Minnesota found that the more instant feedback students received, the better they understood the material.

3) Targeting a specific goal. Helen Timperley and John Hattie note that effective feedback is most often focused on a specific achievement that students are working on. They need to understand how the information they receive helps them progress towards their specific goal.

4) Student engagement. The importance of involving students in the collection and analysis of performance-based data cannot be underestimated. They need to know if they have really mastered the material or not. In this way, they develop awareness of their learning and recognize mistakes more easily and independently develop strategies to address weaknesses.

The advantages of a written feedback form is to provide the student with the opportunity to track their own progress, receive detailed recommendations for improving certain types of educational activities. An important role is played by the fact that this kind of feedback is of a purely personal nature and is not voiced in the presence of other students [15].

Сканировано с CamScanner

Among the huge number of ways to organize effective feedback in teaching a foreign language, it was decided to focus on the most concise, but covering all aspects of teaching oral and written speech - Feedback template.

2. Group: exchange of views of students among themselves and with the teacher [4].

Name	Date
Topic	
Aim	
Grammar	
Vocabulary	**Pronunciation**

1. Feedback template

Moreover, depending on the goals and type of a particular lesson, the template may change. When evaluating written speech, the Pronunciation section can be replaced with Spelling and Punctuation.

This type of feedback organization is valuable not only for evaluating work in a specific lesson on a specific topic, but also when working for the future - preparation for the examinations. Often, students do not understand the criteria for assessing examination papers, for which specifically points are lost. By gradually becoming accustomed to dividing errors into lexical, grammatical, phonetic (or spelling and punctuation), students are better guided in the assessment system, they understand which side of the language they need to work more on. One more undoubted plus of this Feedback template should be noted - it is easy to build right in the lesson, a simple sheet or sticker is enough. In addition, it is very convenient to use it during distance learning, just take a photo and send it to students. This saves time on writing voluminous comments on student work.

It should be noted that for a weak student, notes can be made with the correction of incorrect lexical and grammatical phenomena for correct ones. And a strong student can be invited to correct mistakes himself, which will be an additional language training.

The student, looking at the notes made by the teacher, can independently work out deficiencies in oral or written speech, as well as track their progress.

A teacher, having analyzed the work of a student at different periods of study (for example, during the year), can trace the dynamics of changes in the quality of oral or written work, as well as carry out corrective work based on typical mistakes of a particular student. It can be organized in different forms: tests for choosing an answer option (for example, when working out prepositions or tenses), a task by type, continue a sentence, answer questions. Thus, the teacher will be able to implement an individual approach to teaching.
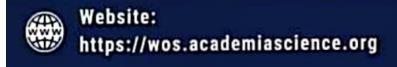
Naturally, this technique does not need to be used in every lesson. It can be used as a stage in the training of oral or written speech, as a control of writing or oral expression. The small size of the template allows for compact storage. Pupils can keep the papers on their own, or the teacher collects them in separate envelopes for classrooms.

The analysis of the students' results showed that there is an increase in the quality of knowledge in dynamics. It was the organization of work on the implementation of feedback that became one of the factors of this improvement.

Thus, the use of the Feedback template in foreign language lessons allows us to take into account the need of students for correction, activates mental functions and motivates students, meets the requirements of student-centered learning, therefore, it is an integral component of teaching a foreign language, especially in light of the requirements of the updated State Educational Standard.
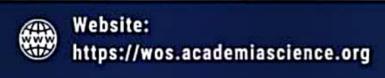
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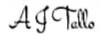
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