

THE MAIN IMPORTANCE OF GIVING AND RECEIVING EFFECTIVE FEEDBACK



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ABSTRACT

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. We consider that it's important to give effective feedback to language learners. Effective feedback is an aspect of communicative linguistics that is important for both the teacher and the learner in the language teaching process. In this study it was also attempted to investigate the impact of feedback on language learning process. Additionally, this analysis highlights several feedback patterns explaining the different contributions to the learning process.

Keywords: *Effective feedback, foreign language teaching, education system, praise, summative and formative feedback, corrective feedback.*

ANNOTATSIYA

Biz dars jarayonida til o'rganuvchilarga samarali fidbek berish muhim deb hisoblaymiz. Samarali fidbek - bu tilni o'qitish jarayonida ham o'qituvchi, ham o'quvchi uchun muhim bo'lgan kommunikativ lingvistikaning bir jihati. Fidbekning o'quv jarayonidagi muhim ahamiyatiga asoslanib, ushbu tadqiqot o'z maqsadini til o'qitish jarayonida aniq va to'g'ri fidbeklarni aniqlash va ularni amalda qo'llashga qaratadi. Mazkur ish o'qituvchi va o'rganuvchilarning samarali va munosib fidbek berish va qabul qilishni rivojlantirish usullarini tadqiq qilishni o'z oldiga maqsad qilgan. Ushbu tadqiqotda, shuningdek, til o'rganish jarayoniga fidbekning ta'sirini o'rganishga harakat qilindi. Shunga ko'ra, biz sinfda samarali fidbek yordamida o'quvchilarni turli ijtimoiy vaziyatlarda samarali muloqot qilish uchun o'zini qulay his qilishiga ishonamiz.

Kalit so'zlar: *samarali fidbek, chet tilni o'rganish, ta'lim tizimi, maqtoov, umumlashtiruvchi va shakllantiruvchi fidbek, tuzatuvchi fidbek*

INTRODUCTION

In these days, while implementing the reforms of preparing cadres, all new specialists undergoing the higher educational system are required to know one or several foreign languages. In connection with this, huge tasks are set before teachers

of English language; teachers became one of the main subjects of educational reforms. Therefore, if a teacher is open to welcome new pedagogical innovations, he can provide goal-oriented introduction of innovative ideas into educational process. English is one of the subjects being offered in the Uzbek education system and being taught in primary, secondary schools and higher educational establishments.

MATERIALS AND METHODS

The authority of the Republic of Uzbekistan is paying a great attention on the development of foreign languages and has adopted many resolutions on this issue now. This year our president Sh. M. Mirziyoev sent his “Murojaatnoma” to Oliy Majlis, as well as he met with gifted youth in the Forum, and set a lot of tasks for the improvement of foreign languages in our country.[Mirziyoyev,2021]

Particularly, in “Murojaatnoma” that was held on 6 January, 2021 was noted by our president: “It would be an understatement to say that such a goal could not be achieved today without a thorough study of foreign languages. Following this strict requirement, I propose to make the study of physics and foreign languages a priority next year. To this end, in the coming year, systematic work will be carried out at all levels of education, such as radically improving the quality of teaching these subjects, opening specialized schools, attracting qualified teachers”.

DISCUSSION AND RESULTS

The modern education system should form a holistic environment of knowledge, skills, as well as the experience of independent activity and personal responsibility of language learners. For the teacher, this is a transition from the transfer of knowledge to the creation of conditions for active knowledge and students to gain practical experience. For students - the transition from passive assimilation of information to its active search, critical reflection, use in practice. The main problem of the teacher is the search for methods for the development of educational competencies for students learning the language as a condition for ensuring the quality of the program.

We can mention that feedback is most effective when it explicitly communicates to students about some specific aspects of their performance relative to specific target criteria, and when it provides information that helps students progress toward meeting those criteria. This kind of feedback, which informs students’ subsequent learning, is often called *formative* feedback. In contrast, *summative* feedback is that which gives a final judgment or evaluation of proficiency, such as grades or scores.

Feedback is a tool that gives an idea of how the learning process is going, informs the teacher about the achievements and problems of students, allowing you to

determine the level of achievement of the goal and solution of educational problems. Teachers also take benefit from the feedback process. When providing feedback, teachers pay closer attention to what students do and do not understand well, and are better able to adjust teaching strategies to meet identified student needs. [Karimova,2021:378]

Effective feedback- clearly and accurately explains the main strengths and weaknesses of student performance; gives helpful tips for improvement.

Signs of Successful Feedback: a) timeliness; b) systematic; c) openness; d) cyclicity;

Effective feedback:

- Effective feedback is tailored to meet the needs of the individual and is directly linked to observable evidence – either a learner’s written or practical work or a performance of a given task.

- It focuses on individual action points.

- Effective feedback deals with one point at a time. When learners complete a piece of work and hand it in to the teacher, they expect two responses:

- the assessment decision (grade or mark), but more importantly,

- feedback on their performance.

Sometimes students put too much emphasis on grading or give a grade of 10 they were rewarded for a specific job without accepting required notice of the information contained in the written review who can help them improve their performance or influence their approach next task or task. Students should be guided to the correct use of feedback does not happen by accident. Students need to create opportunities to use feedback properly and take the necessary measures.

Feedback from teachers should support the development of student skills and the acquisition of knowledge. Providing support and feedback is an art and it definitely does not examines the solution to the problem as soon as they get stuck. Pupils should be able to independently think about the problem that is an important part of the learning process, so that part of the work is their own and the end result testifies to their learning, through which people can enjoy their progress and achievements.

The purpose of feedback is to correct the teacher's presentation of the content, methods of presenting information, student actions and improving the emotional background of the class. So feedback is a product analysis, reflection and observation received by the teacher from himself and from partners in joint activities. [Касаткин,2002:43]

Characteristics of Effective feedback:

- demonstrates strengths and weaknesses;
- gives helpful tips on how to improve;
- enhances effective learning;
- motivates students to learn;
- is prompt;
- evaluative;
- constructive;
- written clearly;
- ends on a positive note;
- specifically linked to task/assignment/unit assessment criteria (cross-referenced to what teachers have asked learners to do)

There is no doubt that learners can and will benefit from effective feedback. The benefits of effective feedback are greatly improved when feedback is applied to multiple attempts so that progress can be tracked from one trying to next and illustrated by improving development.

Everybody requires feedback for the work that they have done so that they get know that the things they want others to understand are really understandable to them and will work efficiently for there and others benefit.[Butler, 1995:245]

“To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students’ prior knowledge and to provide logical connections”[(Hattie & Timperley, 2007:104]

Task specific – feedback requires learning context and therefore needs to be task specific. There is no advantage to tangential conversations when providing feedback.

Self-regulation – feedback should encourage the learner’s self-regulation by enhancing self-efficacy and self-esteem. This concept corresponds with teaching learners how to learn.

Low task complexity – feedback should address tasks of low complexity. Goals should be broken down into manageable tasks, as this increases the effectiveness of feedback.

Timing – the timing of feedback is not as straight forward as some may think. Quick turnaround on the correctness of simple tasks benefits students. While students may prefer instantaneous feedback, the literature supports that task process feedback

benefits from a delay where students have time to think about difficult tasks before receiving the feedback.

Praise – the most prevalent and least effective, praise disrupts the positive effects of feedback. It should be used cautiously, as students tend to enjoy private praise though it fails the need for task specificity.

Technology enhanced – used appropriately, technology has the ability to provide timely feedback, improve collaboration, increase social presence, increase dialogue, improve reflection, support learning principles, and increase student satisfaction. Consider using the technologies available at your school to optimize technology in providing students feedback.

Quantity and kind of feedback

- Correct fewer errors and reduce your workload.
- Be more selective in giving feedback.
- Give more positive, and less corrective, feedback.
- Vary the focus of your feedback.
- Announce, in advance, what the focus of feedback will be.
- Experiment with different balances of direct and indirect, delayed and immediate feedback.
- Make feedback specific to different learning tasks (i.e. not always with a focus on grammatical accuracy).
- Take individual learner differences into account and personalize feedback.
- Encourage self-evaluation.
- Encourage peer feedback.
- Include more opportunities for spoken task repetition and redrafting of written work.

In our work we followed the theory of those scholars, who consider that feedback is important while teaching process. We should know in which situations and when to give effective feedback. It's important to know the level of style, whether feedback can be used in a formal or in an informal situation. Choice of feedback depends on the person, on the situation or place. The correct use of feedback should be the aim of all the English teachers and learners. To achieve this aim it's necessary to study carefully and observe the use of feedback criteria.

CONCLUSIONS

It is suggested for teachers to consider many things in giving corrective feedback to the students such as the time, the lesson objectives, the type of error the

student commits, the characteristics and the learning styles of the students in order to provide effective feedback. It is also necessary to provide feedback in a good manner.

Feedback is a very important process of all we give feedback to others so that they get to understand about the desire of your mind and what are the changes that you would be needing. Feedback can also be seen as the response of one person from for the event happening in front of him.

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