

CLASSROOM INTERACTION AND MEANS OF FORMATIVE ASSESSMENT IN THE ENGLISH LANGUAGE LESSONS

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Abstract: *In modern research, the assessment method is considered, first of all, as a technology of pedagogical assessment in the educational process, which provides an individual approach to learning, takes into account the capabilities and needs of students, develops their ability to work independently with information sources and the development of educational material, contributes to the systematization of the entire learning process..*

Key words: *self-esteem, mutual evaluation, signals of understanding, interviews, methods of assessing, motivation.*

Introduction. There are few studies in the pedagogical literature devoted to the identification of the theoretical foundations of the method of assessing the student's educational achievements as a means of developing self-esteem and mutual evaluation of the student in the pedagogical space of a secondary school. The features of the techniques of formative assessment are the use of analytical tools and techniques to measure the level of assimilation, the progress of students in the process of cognition. The results of such an assessment can be used to develop recommendations for improving learning and teaching.

Discussions and results. Formative assessment techniques can be divided into several conditional groups or types.

An Index card for generalization or for questions - The teacher periodically gives students cards with tasks indicated on both sides: Side 1: List the main ideas from the material covered (section, topic) and summarize them. Side 2: Determine what have you not yet understood from the material covered (section, topic), and formulate your questions.

Hand signals - The teacher asks students to show signals indicating understanding or misunderstanding of the material (during the teacher's explanation of any concepts, principles, process, etc.). First, it is necessary to agree with students about the use of these signals:

I understand and can explain (thumb pointing up)

I still don't understand (thumb pointing to the side)

I'm not quite sure about (wave your hand)

After looking at the signals, the teacher interviews the students of each group. Based on the results of the answers received, the teacher decides to re-study, consolidate the topic or continue studying the material according to the program.

Traffic light. Each student has three traffic light color cards. The teacher asks the students to show the cards signals indicating their understanding or misunderstanding of the material, then he asks the students to answer the questions: green cards (everyone understood): What did you understand? Yellow or red cards: What don't you understand?

Based on the results of the answers received, the teacher decides to re-study, consolidate the topic or continue studying the material according to the program.

One-minute essay. A one-minute essay is a technique used by a teacher to provide students with feedback on what they have learned on a topic. To write a one-minute essay, the teacher can

ask the following questions: What is the most important thing you learned today? What questions remained unclear to you?

Speech samples (hints.)The teacher periodically gives students speech samples (expressions, hints) to help build an answer.

Three-minute pause. The teacher provides students with a three-minute pause, which gives students the opportunity to think about the concepts, ideas of the lesson, link with previous material, knowledge and experience, as well as find out incomprehensible moments.

Temperature measurement. This method is used to identify how well students are doing the task. To do this, the activity of student's stops and the teacher asks the question: "What are we doing?" By answering this question, students provide information about the level of understanding of the essence of the task or the process of its implementation.

Mini-test. Mini-tests are designed to assess the actual knowledge, skills and abilities of students, i.e. knowledge of specific information, specific material.

Elective (selective) test. The teacher hands out cards with the letters "A, B, C, D" to each student, asks the students to answer at the same time, i.e. to pick up the card with the correct answer. The teacher must ask the students to think for 20 seconds and only then submit an answer.

Formative test. The teacher arbitrarily divides students into small groups (4-5 students per group). Each student receives a sheet with test questions and a sheet for answers. Students are given time to discuss test questions in small groups. After the discussion, students fill out the answer sheet on their own. The scores of each student are calculated separately.

Self-assessment diaries/journals. Self-assessment diaries/journals are created so that the teacher and the student can assess the knowledge, skills and competencies acquired during the lesson, as well as how this knowledge, skills and skills were acquired, and their volume. The diaries help the teacher to get an idea of the student's progress level and take appropriate steps to improve the educational process.

Formative survey. This is a form of verification that follows immediately after the presentation of the material or any type of activity in the lesson. The teacher asks additional clarifying questions: "Why? How? How?..."

An exercise to test the assimilation of new material. The teacher creates a table of four windows (squares) with inscriptions: "Predict", "Explain", "Generalize" and "Evaluate". After explaining the new material, he asks the students to choose a certain square. At the same time, the teacher explains that in this way each student chooses the type of task that he will need to complete on the topic being studied. Then, depending on the choice of the square, the teacher asks a question.

Generalization in one sentence. Ask students to summarize the studied topic in one sentence that would answer the questions "Who? What? Where? When? Why? and How?".

Generalization in one word. The teacher gives the students a task: "Choose (pick) the word that most accurately summarizes the topic."

Written comments (written feedback). A mandatory element of the assessment is the provision of feedback. Checking the written works of students, the teacher makes his comments in accordance with the evaluation criteria and the level of achievement of the result. Comments should be clear and educational in nature.

Verbal evaluation (oral feedback). The most common type of assessment. The teacher praised the student for the good performance of the exercise and, thus, conducted oral feedback, respectively; the student can understand that he has successfully mastered this material or information. The teacher pointed out to the student the mistakes in the exercise. He did not put any mark for the work, but appreciated it. As a result, the student can judge what he needs to achieve better results.

Self-assessment. A process the students collect information about their teaching, analyze it and draw conclusions about their progress. A prerequisite for self-assessment is the presence of criteria for evaluating the work, which students should be familiar with at the beginning of the study of the topic and before the start of the work.

Two stars and desire (mutual appreciation). It is used when evaluating students' creative works, essays, and essays. The teacher suggests checking the work of a classmate. When students comment on each other's work, they do not evaluate the work, but identify and point out two positive points – "two stars" – and one point that deserve improvement – "desire".

Conclusion. The research of the assessment process has always been and is relevant in the educational system and the educational process. Without feedback, the management of any process cannot be effective.

Considering the main methods and forms of assessment, we drew attention to the formatted assessment as one of the most important components of the assessment of the achievement of educational activity. The main purpose of formative assessment is to adjust the activities of teachers and students in the learning process based on intermediate results obtained in the learning process. The adjustment of activities involves the setting of tasks by the teacher together with the students to improve learning outcomes. Intermediate assessment is important when mastering knowledge, but this period is not so much as a period of evaluating the results of achievements, as a period of adjusting the development of knowledge.

Conclusion. In conclusion, it can be said that the evaluation activity of a student contributes to the formation of his communication skills, the ability to justify his decision, defend his point of view, develops critical thinking, and leads to increased motivation for educational activities.

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