

The Effects of Feedback on Learning Objectives

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Abstract. Feedback as the main way of analyzing pedagogical results is one of the basic processes of pedagogical interaction in the organization of teaching a foreign language.

Key words: methods, feedback, a non-assessment test, goal, motivation, evaluation, collector, formative assessment, summative assessment.

INTRODUCTION

The term feedback in a foreign language teaching system can be viewed from a variety of perspectives, such as goals, methods, and approaches.

In general, feedback is defined as "information used to somehow change the gap between the actual level of a system parameter and the reference level" (Ramaprasad, 1983; Black & William, 1998, p. 36). Feedback is a key aspect of assessment to motivate students to learn from this assessment (Irons, 2008). Peterson and Vali (2009) noted that the evaluation cycle (more precisely, formative assessment) is not complete without "feedback" (p. 94).

It is also important that teachers provide feedback on each student's specific mistakes and challenges after each test, otherwise the assessment may not be practical for their future learning. Pelligrino et al. (2001) believe that education is a process of continuous adjustment of knowledge and skills and therefore feedback will be crucial for "directing, testing, challenging, or directing the student's thinking ability" (p. 234).

METHODOLOGY

Thus, there is a consensus among researchers that feedback is not only an important aspect of encouraging effective learning, but also a sign of good evaluation practice. For example, some literature links formative assessment to reasoning, otherwise it can be called a non-assessment test.

Feedback as the main way of analyzing pedagogical results is one of the basic processes of pedagogical interaction in the organization of teaching a foreign language.

As a known, pedagogy is interconnected with many sciences, for example, with philosophy, sociology, psychology and even cybernetics. The concept of "feedback" came to pedagogy in the 60s from cybernetics, which was rapidly developing at that time, and it was fixed in this science as "a set of methods and techniques aimed at controlling the assimilation of knowledge, skills, and abilities of students.

DATA COLLECTION AND ANALYSIS

Feedback is one of the control functions, which is to obtain information about the level of student learning" (Schukin A.N.1991). In turn, educational psychology considers the concept of feedback as "any kind of information returned from a source that is useful in regulating behavior" (Malinochka E.G.1998). Feedback is any information, direct or indirect, delayed or immediate, that a person receives from the recipient (or recipients), his behavior, his appearance, information about himself (Panina T.S.,Vavilova L.N.2006). Feedback is a product of analysis, reflection and observation received by the teacher from himself and from partners in joint activities. OS is a form of interpersonal interaction, our behavioral and emotional reactions (Talyzina N.F.1998). The purpose of feedback is to correct the content, ways of presenting information, students' actions and the emotional background of the lessons by the teacher. The results of the feedback are also used by the students themselves to evaluate joint activities and the results obtained. Thus, the better the teacher and students are able to correct their behavior and speech using the feedback, the higher the results of learning interactions will be.

The organization of "feedback" is the most difficult and vulnerable part of work at school. After all, checking and evaluating learning outcomes is a complex methodological problem. Therefore, it is necessary to return to it more than once. What difficulties do you have to face? There are two main ones: how to ensure that the whole class works productively during the survey? How to ensure that the student gives a complete answer to the question posed?

Feedback contributes to the activation of the learning process. Through feedback, the student receives information that helps to recognize their own gaps in learning and specific recommendations for moving forward, and the teacher receives information that helps to recognize the gaps in learning and make changes to their activities (selection of new methods, teaching techniques, making changes in the distribution of time lesson). Student learning becomes more effective when they are given frequent and meaningful feedback.

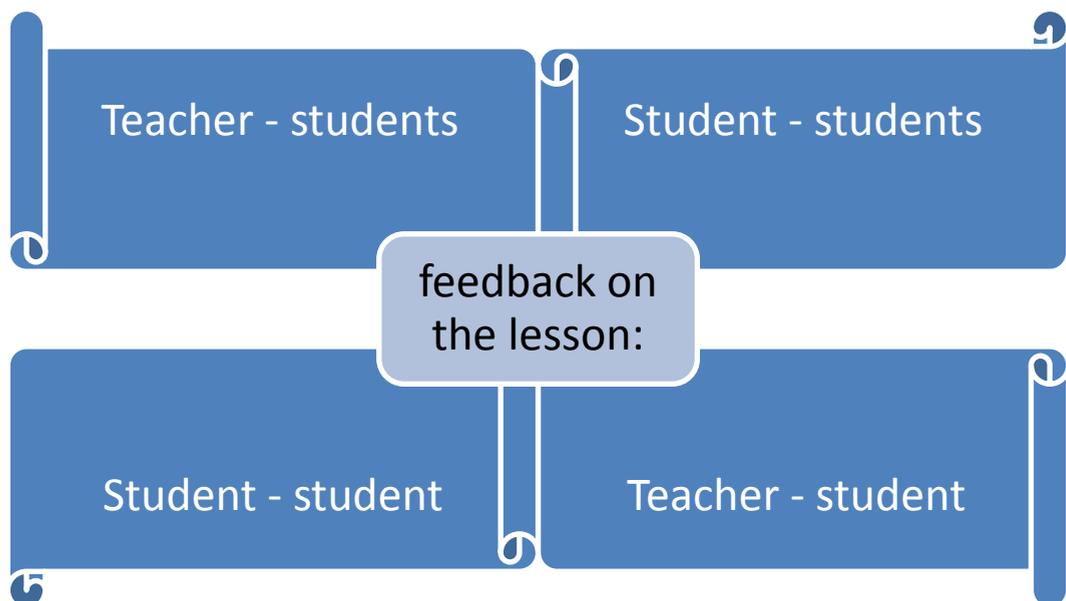


Figure 1. Feedback on the lesson.

Without feedback, the teacher cannot understand whether the training has taken place. Communication in learning assumes that the following chain is well established: What I want to tell students - What I say - What they hear - What they understand.

As in the game of "broken phone", the message can be corrupted at any of the stages marked with arrows. The message received is not always identical to the message received, and what we teach. Not always identical to what is learned as a result. That is why feedback is so important.

R.S. Nemov in the "Psychological Dictionary" gives an addition: "Feedback is the receipt by the information source of information about whether the signal sent reached the addressee and what effect this signal ultimately produced.

In the management of the body, feedback means a physiological process or mechanism that is used to correct, correct the physical or physiological actions taken by the body, make them more accurate and effective.

Feedback in social psychology means receiving by one person from another information about how he is perceived by this person. Teaching is an internal process hidden from us, over which the teacher has no direct control. Each student forms his own understanding of the material being studied and decides what he needs for this. At first, a person forms knowledge and skills in general terms, and then "hones" it to the required level. In the process of learning, the work of students improves due to the correction of inaccuracies and the clarification of incomprehensible things. Each time, more and more approaching the ideal result. This process requires practice with feedback, but it is not enough for the teacher to correct students' work: students must self-check and evaluate themselves.

Feedback from the teacher and the student is designed so that the student can from time to time inform the teacher about how the practical recommendations received during the lesson are being performed and what result they give, and the teacher himself can correct the subsequent practical actions of the student.

Teaching is a process of independent problem solving, where the problem is understood as the formation of one's own knowledge, skill or ability. Feedback is a conscious response to the author of an action or deed for their regulation.

The phrase "You are inadequate" or the termination of communication is feedback. The phrase "It's so good with you!" - also feedback. A monetary bonus for success in work or a fine for work not done is also a variant of feedback from management to the employee.

The term "feedback" in the process of learning a foreign language comes from a variety of perspectives, such as goals, methods, and approaches. In general, feedback is defined as "information used to somehow change the gap between the actual level of a system parameter and the reference level" (Ramaprasad, 1983; Black & William, 1998, p. 36).). Feedback is a key aspect of assessment to motivate students to learn from this assessment (Irons, 2008). Peterson and Vali (2009) noted that the evaluation cycle (more precisely, formative assessment) is not complete without "feedback" (p. 94). It is also important that teachers provide feedback on each student's specific mistakes and challenges after each test, otherwise the assessment may not be practical for their future learning. Pelligrino et al. (2001) found that education is a process of continuous adaptation of knowledge and skills, and therefore feedback is critical to "managing, testing, testing, or redirecting student

thinking” (p. 234). Thus, there is a consensus among researchers that feedback is not only an important aspect of encouraging effective learning, but also a sign of good evaluation practice. For example, some literature links formative assessment to reasoning, otherwise it can be called a non-assessment test. As mentioned above, there is a big difference between these two concepts (evaluation and testing).

The content of feedback has two main purposes, such as evaluation: collector or formative. Summative reasoning focuses only on scores and grades, and does not specify what results students have achieved in this test, which only provides a numerical assessment of the student’s work. Such feedback may not contribute to the student’s learning. In contrast, formative feedback is defined as all information, processes, or activities aimed at modifying and accelerating learning based on student assessment comments (Irons, 2008, p. 7). These comments focus on strengths (which need to be praised and strengthened) and weaknesses that should be avoided in future studies. With that in mind, these comments should also be supportive, motivating, non-critical, and friendly. Thus, feedback can have a positive impact on student achievement. Although “the two concepts of formative assessment and feedback are very compatible” (Black & William, 1998. p. 35), in some cases summary feedback may be accompanied by formative assessment. For example, a single teacher may receive regular and daily informal formative assessments, but the feedback provided is largely digital. Thus, teachers need to distinguish between the nature of the assessment practice (formal and informal) and the content of the feedback (summative or formative), and accepting one does not always mean applying or incorporating the other.

RESULT AND DISCUSSION

In a foreign language teaching system, reasoning may have some distinctive features and applications because it focuses on both content and linguistic knowledge. Therefore, teachers should use an appropriate form of corrected feedback that takes into account other variables such as the nature, frequency, and student level of errors. The most common method of feedback in the classroom is verbal feedback. It is direct, effective, and, if approached correctly, can have immediate results in student learning (Irons, 2008). Oral delivery of feedback is more effective than written feedback (Black & William, 1998, p. 37). Lighbown and Spada (2011, p. 126) point to all the expected situations and areas of verbal feedback that can be encountered in EFL classes, which are summarized below:

Areas of oral feedback		
1.	Precise correction	means that the correct shape is clearly provided. When the teacher presents the correct form, it clearly shows that the student said the wrong thing.
2.	Re-corrected (incorrect correction)	means the re-formation of all or part of the student by the teacher without error.
3.	The explanatory questionnaire	indicates whether the student's speech was misunderstood or misunderstood. An explanatory request is then applied, for example, “sorry”, “forgive me”, “say it again” or the Teacher repeats the sentence.
4.	Metalinguistic considerations	include comments, information, or questions about the correctness of students ’speech without clearly indicating the correct form. Metalinguistic comments usually

		indicate that there is an error somewhere, for example, where the error in your speech is.
5.	Elysitiation	refers to at least three methods that teachers use to get the right shape directly by asking students to fill in, select, or shape a speech.
6.	Repetition	means that the teacher repeats the student’s wrong statement. In many cases, teachers change their intonation to emphasize the error.
7.	Recasts correction (misconception)	is widely used in content-based second language classes (where the focus is on meaning rather than form), while repetition of errors is minimal. 'is used. Interestingly, students may assume that the teacher “responds to the content, not the form of the speech”.

Table 2. Areas of oral feedback

Rod Ellis et al. (2001, Lighbown & Spada, 2011, p. 128) As noted, most of a teacher’s corrective feedback is in the form of rework. In addition to oral feedback, there are other approaches to feedback in the EFL context, such as individual, public, written, and electronic feedback (see figure 2). Each of these considerations has its own application. For example:

Feedback approaches		
1.	Individual feedback	is addressed directly (verbally) to a student and has some advantages such as deepening the student’s understanding of mistakes as well as increasing his or her self-esteem. This is time consuming as it is suitable for lower classes.
2.	Public feedback	approached the whole class. It focuses on common errors and it fits a large class size. This class is useful in the sense that it facilitates interaction and negotiation.
3.	Written feedback	is given directly and is largely consistent with written tests. It has detailed information and can be stored for a long time.
4.	Electronic feedback	is done through electronic machines. This requires all students to have access to these devices. Although it is not as personal as its predecessors, it is easier, faster, and has no time and space constraints.
5.	Face-to-face f feedback	can carry with it very high learning payoff for students. It can be memorable, and can help students to change attitudes and approaches. Face-to-face feedback (whether to individuals or groups) carries with it the additional explanation that comes through body language, facial expression, tone of voice, emphasis, and so on.

Table 3. Feedback approaches

Feedback redirects or focuses the educational process on the joint actions of the teacher and students in achieving learning goals and focuses on a specific result.

Feedback can last throughout the entire process of learning activities. That is, it governs the learning (or self-learning) of the student. Feedback can be verbal, written, or provided digitally. Less effective is short-term feedback, expressed in the intermediate or final control of students' knowledge. Feedback can come from the teacher or from the student's peers. In the second case, this can happen spontaneously or in an organized way, as a form of teaching offered by the teacher. Then one of the students (group leader) assumes the role of teacher.

Effects of feedback

- Feedback tends to have a very high impact on the learning process. However, it can also have negative consequences.
- Many scientists are alarmed that the modern learning process is too formalized.
- There is less and less "live" communication between the teacher and the students. Increasingly, digital feedback tools are being used to automate the learning process.
- The idea of formative assessment often comes down to total testing, grading after each topic, and even after each lesson.

O.V. Oleshchuk, the author of the article "Effective feedback in learning" believes that feedback should have the following properties:

- balance,
- concreteness,
- objectivity,
- relevance,
- intelligibility
- consistency,
- comparability
- content,
- sufficiency,
- structuredness,
- timeliness.

CONCLUSION

Feedback plays an important role in the system of learning and teaching. The quality of any education system is determined by the effectiveness of its evaluation scheme. Feedback is used to fill the gap between the actual level of student activity and the level of targeted performance. If this gap is filled, we can call this reasoning formative or constructive. On the contrary, seeing constant attention to feedback as a weakness of the student's personality and strengths, and always more critical than praiseworthy, makes him a negative thinker. Thus, regardless of how the feedback is delivered, the quality and appropriateness of the feedback is a key issue in this regard.

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