FORMATIVE ASSESSMENT IN ONLINE TEACHING

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ABSTRACT
This research reveals the role of formative assessment in online education, that formative assessment is defined as ‘work that a student carries out during a course for which they get feedback to improve their learning, whether marked or not. The key aim of the research is to identify and share good practice, and show the wide range of feedback options possible. The quality assessment system is considered the main factor of quality indicators in online teaching. Formative assessment is a long-term process, and it is important to collect results not so much for control, but rather for analyzing the progress of learning and adjusting in online education.

Keywords: Formative assessment, quality of online education, quality of online teaching, educational materials (repository), a system for delivering materials to student, an assessment system, learning outcomes, student model (his profile)

In the field of education, it is possible to manage the quality of education is based on both an formative assessment knowledge and skills of graduates by testing and assessing the performance of the organization, process and learning tools. It is necessary to identify those factors (system, elements), control which can provide the required quality of education [1]. There are so many formative assessment tools to check how well students have mastered the material. But, of course, it is important not only having the assessment procedures themselves, but also having a variety of forms in order to more objectively assess the students’ understanding of what they have passed. On the one hand, focusing on just a few tools allows students to work with those services to which they are accustomed, and on the other hand, this will allow the teacher to focus the accumulation of results in one or only a few places [3]. The student is involved in the learning process, and not lagging, choose a tool for online or synchronous learning mode. If teacher need to test your learners' knowledge of content, try the asynchronous learning tools. By the way, some of such tools as Kahoot, Quizizz, Classtime, Socrative and a number of others are universal and allow teacher to work in both modes.

The system of components are the learner, teacher, teaching materials (repository), delivery system of materials for the trainee, the system for evaluating the learning outcomes, the model of the trainee (his profile) [2]. Relationships in architecture represent the data streams that are exchanged participants in the learning process. The teacher or administration system manages selection of training materials from the repository based on information about the student’s profile, the results of assessing student behavior and repository metadata [4]. Selected training materials are transferred to the trainee, and information about the testing part is delivered the evaluation component through the delivery component. The learner performs educational procedures, affect the component “evaluation”, change data in the student’s profile. In the process of studying the material, the student can exchange information directly with the teacher [3].

The factor from the component “teacher” is the qualifications of the teachers. When online teaching, there are several categories of teachers - these are the authors of educational materials, teachers-consultants, teachers-lecturers. Influence of educational authors, materials on the quality of training can be taken into account through quality control of educational materials. To control the quality of teaching staff, the teacher can use traditional approaches based on the control of the availability of academic degrees and titles, participation of teachers in scientific research, etc.

Quality control of delivery vehicles is reduced to control of quantitative and qualitative characteristics of the material and technical support of the educational process. There are characteristics of computers and network equipment in the distance learning [6].

The component “formative assessment” determines the effectiveness of the student’s knowledge control and feedback “student-teacher”. When assessing the quality of online teaching is related to the quality of the
testing systems. Finally, the quality of education largely depends on the quality of teaching materials, location in the depository [4].

While teacher can simply assign students what digital tools they can use, convince them to keep track of their learning, engage in introspection. Teacher should give them direction and those points of self-control so that they know what they need to show by this time and by what time. Teacher can ask students to submit their video messages on one of the services, or send photos showing their work. Screenshots and regular photos from the phone also work well. Work with parents to help take these videos or photos, especially with younger children.

When testing comprehension, it is important to provide feedback that reflects the different learning activities. As a teacher, you can provide written or oral feedback through video or audio recordings. If you are doing synchronous sessions, you can host a video conference. Of course, working in asynchronous mode is preferable. Students can post their work and communicate with you for a longer period of time. The quick comprehension checks in class are very valuable to us, as they allow us to adjust the teaching and then make changes to it on the spot. This response is still important. Some synchronous tools have built-in formative assessment capabilities where the teacher can see the work of an individual student (for example, ClassKick) [3], and some have private chat features that allow teacher to chat with an individual student in real time. These checks help teacher provide timely feedback and decide which student might need separate assistance, synchronously or asynchronously.

One-to-one communication with students remains the most powerful and meaningful way to test understanding. In organized online learning environment, being even more isolated. By planning individual lessons or even ordinary telephone conversations with students, teacher can objectively assess the quality of their training and breathe living breath into the process itself. The student feels that the teacher is near [2]. He has not forgotten about it. In fact, need to focus more on types of assessment in distance learning environments such as video tools in order to bring a human element to the distance pedagogical communication process.

To successfully conduct formative assessment, teacher additionally uses Google cloud services and such standard elements of the LMS Moodle system as "Feedback" or "Poll". The fact is that the most important role in the organization of formative control is played by feedback, which ensures that the teacher receives information from the student about the educational process and provides the student with recommendations that correct his further activities. Therefore, when developing online courses, in almost every module we include a feedback element containing questions of a subject, meta-subject or personal nature.

Thus, as a rule, an online course module contains the following components [4,7]:

- target block, in which the goals are indicated;
- content block, including theoretical material;
- block of knowledge and skills formation, containing exercises;
- an object of feedback for self-assessment of the degree of goal achievement and providing this information to the teacher, as well as making a decision on the direction of further activities;
- a block of additional materials for the formation of knowledge and skills;
- the ascertaining block, including the tasks of the final control.
- there is an example of one of the modules used in the format of blended traditional and online learning. This division of indicators into groups corresponds to the proposed grouping quality indicators for the following aspects and properties of the provision, organization and conducting the educational process [7]:
  - curricula and programs;
  - base of educational materials;
  - technical support;
  - methods and technologies for conducting training sessions, include testing trainees (procedures for intermediate and final control, it is possible to use the results of the survey of trainees) [6];
  - the capabilities of the production subsystem;
The choice of groups of indicators and specific indicators of quality should be subordinated the following requirements: you need to take into account the main indicators, which, firstly, affect significantly the quality of the distance learning process, secondly, it can be evaluated for practical use in a quality management system.

Assessment serves many diverse purposes: motivating students; directing and enhancing learning; providing feedback to students and lecturers about student understanding; and checking whether learning outcomes are being achieved. The principal purpose of formative assessment is developmental, to help students monitor their own understanding and progress. Its nature is diagnostic, identifying weaknesses allowing students to spend time and effort on improvement. A key distinction in assessment in online education is the small window of opportunity to assess formally, as opposed to informal contact that face-to-face learners have. Online learners are therefore more dependent on effective, early communication of assessment requirements, well-designed and cohesive assessment tasks, useful and timely support and a transparent marking scheme explaining judgements. They are also more dependent on rapid turnaround of assignments, so that feedback can affect subsequent effort, maximizing its formative nature [8].

The group “Curricula and programs” includes the following indicators:

- Compliance of curricula with existing professional standards education;
- Availability of training programs, their compliance with professional standards of education, the current state of the subject area and didactic requirements.
- Currently, exemplary curricula have been developed for all disciplines. Higher education append to vocational education standards, therefore it should be about work programs of disciplines.

The group “Base of educational materials” includes the following elements of the quality of electronic textbooks [9]:

- Compliance of the content of the textbook with the approved curriculum;
- Compliance of the volume of material with the established standards;
- Correspondence of the content of the textbook and its form;
- Completeness of the composition (complete set) of the textbook;
- Modernity of educational material;
- Indicators of the group “Technical support of distance learning”:
- Sufficiency in quantitative terms of computer equipment for educational classes, the degree of its compliance with the requirements for computers for system of distance learning;
- Bandwidth of data transmission channels.

The group “Methods and technologies for conducting training sessions in the system of distance learning” includes quality elements that characterize communication technologies, teacher-student, student-student and carry out control activities:

- The degree of availability of teachers;
- Convenience of the form of communication between teacher-student and student-student;
- Objectivity and completeness of the examination of the training of trainees when conducting control activities (examination and test sessions, project defense);

Provision of a cycle of laboratory work and course design are necessary software tools. Along with technologies that provide for the work of students under a permanent control and guidance from human teachers, find application of technology training under the guidance of virtual teachers, which are intelligent training systems. In this case, the indicators come to the quality of online textbooks characterize their role as “virtual teachers” [4].

Indicators of the group “Capabilities of the production subsystem”: 
Characteristics of tools for the development of electronic (online) textbooks and teaching aids;
- Availability and performance of equipment for making hard copies,
- video courses, CDs.

Indicators of the “Staffing” group:
- The percentage of teachers for doctoral degrees and candidate of sciences and without a degree, availability of scientific and / or methodological publications from teachers, authorship in distance learning courses recommend for replication.

Indicators of the group “Organizational support” [3,4]:
- Availability of an automated document management system, often called the electronic dean’s office,
- Availability of a quality management system for training.

In the process of work, the student can receive consultations at any time, the value of which often lies in their efficiency. Therefore, in a blended learning environment, we often conduct consultations based on messages from the LMS Moodle environment. At the same time, we do not exclude face-to-face individual and group meetings, webinars via the INTERNET, forums or chats of the LMS Moodle environment. Thus, the modern online learning toolkit reveals new opportunities for assessing the educational activities of students.

References: