



THE ROLE OF CONTINUOUS FEEDBACK AND FINAL EVALUATION IN DEVELOPING MIDDLE SCHOOL STUDENTS' LANGUAGE SKILLS

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Abstract: *This article examines the effect of formative and summative assessment on the development of English language skills among middle and high school pupils. Assessment plays a crucial role in modern education, serving not only as a measurement of academic achievement but also as a pedagogical tool that supports continuous learning and communicative competence development. The study employs a combination of descriptive, comparative, and empirical methods, including surveys, pre-test and post-test experiments, and SWOT analysis. The experimental research involved 68 pupils from middle school (8th grade, A1 level) and high school (10th grade, A2 level), divided into control and experimental groups. The findings demonstrate that the integrated application of formative and summative assessment significantly improves English language proficiency, with experimental groups showing greater improvement across all four language skills compared to control groups. Formative assessment was particularly effective in promoting learner autonomy, communicative confidence, and motivation, while summative assessment provided objective evaluation of cumulative achievement.*

Keywords: *formative assessment, summative assessment, English language skills, communicative competence, assessment methodology, language proficiency, middle school, high school*

O'RTA MAKTAB O'QUVCHILARINING TIL KO'NIKMALARINI RIVOJLANTIRISHDA UZLUKSIZ FIKR-MULOHAZALAR VA YAKUNIY BAHOLASHNING ROLI

Annotatsiya: *Ushbu maqolada o'rta va oliy maktab o'quvchilarida ingliz tili ko'nikmalarini rivojlantirishga shakllantiruvchi va yakuniy baholashning ta'siri o'rganiladi. Baholash zamonaviy ta'limda nafaqat o'quv yutuqlarini o'lchash, balki uzluksiz o'qitish va kommunikativ kompetensiyani rivojlantirishni qo'llab-quvvatlovchi*



pedagogik vosita sifatida muhim rol o'ynaydi. Tadqiqotda tavsifiy, qiyosiy va empirik usullar, shu jumladan so'rovnoma, oldindan va keyingi test tajribalari hamda SWOT tahlili qo'llanildi. Eksperimental tadqiqotda 68 nafar o'quvchi ishtirok etdi. Natijalar shakllantiruvchi va yakuniy baholashning integratsiyalashgan qo'llanishi ingliz tili darajasini sezilarli darajada yaxshilashini ko'rsatdi. Shakllantiruvchi baholash o'quvchi mustaqilligi, kommunikativ ishonchi va motivatsiyasini oshirishda ayniqsa samarali bo'ldi, yakuniy baholash esa yig'ma yutuqlarni obyektiv baholashni ta'minladi.

Kalit so'zlar: *shakllantiruvchi baholash, yakuniy baholash, ingliz tili ko'nikmalari, kommunikativ kompetensiya, baholash metodikasi, til darajasi*

РОЛЬ НЕПРЕРЫВНОЙ ОБРАТНОЙ СВЯЗИ И ИТОГОВОЙ ОЦЕНКИ В РАЗВИТИИ ЯЗЫКОВЫХ НАВЫКОВ УЧАЩИХСЯ СРЕДНИХ КЛАССОВ.

Аннотация: *В данной статье исследуется влияние формативного и итогового оценивания на развитие навыков английского языка у учащихся средней и старшей школы. Оценивание играет важную роль, служа не только измерением достижений, но и педагогическим инструментом поддержки непрерывного обучения. Результаты показывают, что интегрированное применение обоих видов оценивания значительно повышает уровень владения английским языком, при этом экспериментальные группы показали больший прогресс по всем четырём языковым навыкам.*

Ключевые слова: *формативное оценивание, итоговое оценивание, навыки английского языка, коммуникативная компетенция, методика оценивания, уровень владения языком*

INTRODUCTION

In the context of contemporary globalization, mastering English has become not only a factor of individual advancement but also a crucial prerequisite for societal progress. As the primary medium of communication in international science, technology, business, and culture, English plays an increasingly significant role in the educational systems of countries worldwide, including the Republic of Uzbekistan. The ongoing reforms in the Uzbek education system emphasize the

importance of communicative competence and learner-centered pedagogical approaches, which require effective assessment mechanisms to ensure that students develop the necessary language skills for academic and professional success.

Traditional assessment systems have largely been oriented toward documenting final outcomes, often failing to capture the learner's individual developmental trajectory throughout the educational process. As a result, assessment is frequently perceived as a



mechanism of control rather than as an instrument of learning support. Formative assessment offers a fundamentally different approach by enabling continuous monitoring of students' knowledge and skills at each stage of instruction, facilitating the timely identification and correction of learning gaps. By establishing sustained feedback loops between teacher and learner, it allows for adaptive modifications to the instructional process and promotes learner autonomy. Summative assessment, on the other hand, remains essential for evaluating cumulative achievement and providing formal certification of language proficiency at the end of a learning period.

Given that middle and upper secondary school students differ significantly in their psychological and cognitive development, it is essential to tailor assessment strategies to their age-specific characteristics. For middle school learners, supportive and process-oriented assessment approaches that emphasize encouragement and gradual skill building are particularly important. High school students, who face more demanding academic requirements, benefit from structured summative evaluation combined with formative feedback. The purpose of this article is to analyze the impact of formative and summative assessment on the development of English language skills among middle and high school pupils, and to determine how these assessment approaches can be

effectively integrated to enhance language learning outcomes.

METHODOLOGY

The methodology of this research is based on a combination of theoretical analysis, empirical investigation, and practical implementation aimed at studying the impact of formative and summative assessment on the development of English language skills among middle and high school pupils. The descriptive method was used to identify and explain the grammatical and pedagogical features of assessment practices, while the comparative method was applied to analyze similarities and differences between formative and summative approaches at different educational stages. The empirical component included observation of English language lessons, surveys and questionnaires administered to students and teachers, and structured pre-test and post-test experiments designed to evaluate the effectiveness of different assessment strategies.

The experimental research was conducted among 68 pupils, including 33 middle school students (8th grade, A1 level) and 35 high school students (10th grade, A2 level). Participants were carefully selected and evenly distributed into control and experimental groups to ensure fairness in comparison. The pre-test stage was conducted before the implementation of the experimental teaching process to determine students' initial level of English language



proficiency. After eight weeks of systematic instruction using formative and summative assessment strategies, a post-test was conducted to evaluate students' academic progress. Both tests assessed four main English language skills: reading comprehension, listening comprehension, speaking skills, and writing accuracy. The scoring system was divided into four performance levels: 100–86 (high level), 85–71 (upper-intermediate), 70–56 (intermediate), and 55 and below (low level).

Additionally, a SWOT analysis was conducted on the basis of post-test results and questionnaire responses collected from pupils participating in the pedagogical experiment. The SWOT analysis helped identify the strengths, weaknesses, opportunities, and threats related to the integrated application of formative and summative assessment in English language education. This comprehensive methodological approach ensured a thorough examination of both theoretical and practical aspects of assessment, allowing the study to generate evidence-based conclusions and applicable recommendations for English language teaching in middle and upper secondary schools.

RESULTS

The study demonstrated that the integrated application of formative and summative assessment has a significant positive effect on the development of English language skills among middle and high school pupils. The analysis of

post-test results clearly demonstrated substantial academic improvement among students participating in the experimental groups. In the middle school experimental group consisting of 17 pupils, 7 students (41.2%) achieved results within the highest performance category (100–86%), while another 7 students (41.2%) reached the upper-intermediate level. In comparison, the middle school control group demonstrated significantly lower improvement: among 16 students, only 3 pupils (18.7%) achieved high performance results, while 6 learners (37.5%) remained within the 85–71% range and 5 students (31.2%) continued demonstrating moderate achievement.

The high school experimental group additionally demonstrated highly positive academic development. Among 18 pupils participating in the experimental instruction process, 8 students (44.4%) achieved results within the highest performance category, while 7 learners (38.9%) demonstrated upper-intermediate performance. Notably, no students in the high school experimental group remained within the low-performance category after the experiment. In contrast, the high school control group demonstrated considerably weaker improvement indicators: only 4 students (23.5%) achieved the highest performance category, while 2 pupils (11.8%) remained within the lowest performance level. The comparative statistical analysis revealed that the percentage of high-performing students increased significantly in the experimental groups,



while the percentage of low-performing students decreased substantially.

Particularly important improvement was observed in speaking fluency and communicative participation. Students participating in formative assessment activities demonstrated stronger confidence during oral interaction, participated more actively in classroom discussions, and became more willing to express personal opinions in English. The obtained post-test data additionally demonstrated positive psychological influence of formative assessment on learners' emotional engagement. Students receiving continuous feedback became more motivated during classroom activities and demonstrated lower levels of examination anxiety. Listening comprehension, reading competence, and writing accuracy also showed considerable progress in the experimental groups compared to the control groups.

DISCUSSION

The findings of this research confirm that assessment methodology is closely connected with students' developmental needs and cultural context. Although formative and summative assessment serve different purposes in the educational process, they share the common goal of improving the quality of language learning. One of the major discussion points is the role of age-specific characteristics in shaping students' responsiveness to different assessment strategies. Middle school pupils, who are at a stage of developing

foundational language skills, benefit greatly from formative assessment because it provides a supportive and encouraging environment that reduces anxiety and promotes active participation. High school students, who need to demonstrate more advanced competence, respond more positively to structured summative assessment combined with formative feedback, as this approach helps them prepare for high-stakes examinations and future academic opportunities.

Another important aspect is the increasing role of integrated assessment in modern education. In highly competitive educational environments, teachers must create assessment systems that not only measure outcomes but also actively support learning and skill development. The SWOT analysis conducted within this study revealed that the strengths of integrated assessment considerably outweigh the identified methodological limitations. Among the major strengths were increased student motivation, continuous learning improvement, communicative development, and learner autonomy. However, challenges such as the time-consuming nature of formative assessment, the potential for increased teacher workload, and the difficulty of implementing individualized feedback in large classrooms were also identified as significant weaknesses.

The comparison between middle and high school assessment practices demonstrates that the most effective



approach involves combining both types of assessment, creating a balanced educational environment that supports students' linguistic growth, motivation, and autonomy. The study confirms that the effective combination of formative and summative assessment is central to modern foreign language education in Uzbekistan, where educational reforms increasingly emphasize communicative language teaching and competency-based education. Teachers should adapt their assessment strategies to the developmental needs of their students, using more formative approaches for younger learners and progressively incorporating summative elements as students advance to higher educational stages.

CONCLUSION

In conclusion, the present research proves that formative and summative assessment have a substantial positive effect on the development of English language skills among middle and high school pupils. The balanced integration of continuous assessment and final evaluation contributes significantly to the improvement of listening, speaking, reading, and writing competencies, as well as to the development of learner autonomy, communicative confidence, and academic motivation. The experimental findings confirmed that students who participated in integrated assessment activities achieved higher results in all four language skills

compared to those in the control groups, with the experimental groups showing consistent improvement in speaking fluency, listening comprehension, reading analysis, and writing accuracy.

The research also demonstrated that formative assessment contributes significantly to the development of communicative competence, independent learning skills, critical thinking, and student motivation. Through peer-assessment, self-assessment, reflective learning, classroom discussions, and continuous teacher feedback, students become more active participants in the learning process and develop stronger awareness of their individual strengths and areas requiring improvement. At the same time, summative assessment remains an important educational instrument for measuring academic achievement, evaluating language proficiency, and determining educational outcomes. The study revealed that the most effective assessment practices involve adapting strategies to the developmental needs of students, combining continuous formative feedback with structured summative evaluation.

Based on the results of the research, several practical recommendations can be proposed. English language teachers should apply formative assessment regularly during classroom instruction to support continuous learning and student engagement. Peer-assessment and self-assessment activities should be systematically integrated into speaking,



writing, listening, and reading lessons. Summative assessment procedures should be balanced with formative feedback to reduce learner anxiety and improve educational effectiveness. Teachers should develop clear assessment criteria and rubrics to ensure objectivity and transparency during evaluation. Educational institutions should provide professional development opportunities

for teachers related to innovative assessment methods and digital educational technologies. Modern technological tools and online assessment platforms should be integrated into English language teaching practice to increase assessment efficiency and learner motivation.

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