

## THE IMPORTANCE OF WEB APPLICATION BASED ASSESSMENT IN TEACHING FOREIGN LANGUAGES

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### Annotation

The article describes the importance of Web applications based assessments in English classes. It deals with some problems in the process of teaching and assessing. Moreover, article includes the role of Web applications in enhancing students' motivation. Nowadays, information communication technology (ICT) has become one of the main part of the education that is always emphasized, especially by foreign language pedagogy scholars.

The aim of the paper is to analyze different methods of assessment, including diagnostic assessment, and emphasize the benefits of Web applications based assessment in foreign classes. Furthermore, work includes the best examples of Web applications, which is crucial for efficient teaching and assessing.

**Index Terms** - Web application, ICT, motivation, diagnostic assessment, pedagogical diagnostics, digital educational sources.

### I. Introduction

The use of modern information and communication technologies by the teacher significantly changes his approach to teaching. An open educational environment gives the teacher the opportunity to use in the learning process a variety of resources of the global network, to apply various forms of education. This is, for example, distance learning. In addition, the teacher gets the opportunity to use new services and technologies in the organization of extracurricular and extracurricular activities of students.

Implementation of information technology significantly expands the opportunities for personal and professional growth of a teacher. At the activity level, ICT is used not only directly in the learning process (use of computer presentations, automation of the testing process, the use of video lessons), but also for self-education and self-

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development of the teacher as well. As an example, creation and maintenance of network forms for the implementation of the educational process can significantly improve motivation of the learners. Here it is possible to define the role of motivation in teaching and learning foreign languages.

### **What is Motivation?**

“Motivation is a dynamic process of a psychophysiological plan that controls human behavior, determines its direction, organization, activity and stability of a person's ability to actively satisfy their needs” [4]. The problem of motivation is relevant both in domestic and foreign psychology. Current life requires knowledge of the patterns of human behavior, and especially in relation to their implementation. On the other hand, the need has ripened to disclose the connections of a person's internal motivational tendencies to action with the social determination of his psyche.

Motivation as a leading factor to regulate person's activity and behavior that is exceptional interest to all people. In essence, no social and pedagogical interaction with a child, adolescent, or young man is possible without taking into account the peculiarities of his motivation. Behind the objectively absolutely identical actions of a person can be completely different reasons, that is, the incentive sources of these actions, their motivation can be completely different. In modern psychology, despite the similarity of the general approach to understanding the motive, there are significant differences in some details and specifics of the definition of this concept. Some understand by motive a mental phenomenon that becomes an incentive to action, others – a perceived reason underlying the choice of actions and actions of the individual. Others believe that a motive is something that, reflected in a person's head, induces activity, directs it to satisfy a certain need. At the same time, it is emphasized that the motive is not the need itself, but the object of the need. One of the most important psychological factors in the success of teaching a foreign language is positive motivation.

The purpose of the training is to communicate in a foreign language. However, for higher education students and senior students, the motivation for learning, as well as cognitive activity, have some differences. Therefore, when selecting linguodidactic material, one educator should be guided by the following factors:

- The supposed context of the trainees' activities, their real requests, interests and needs;
- Age;
- General level of education;
- Level of language proficiency.

In terms of methodological continuity, it is desirable to ensure a smooth transition of person from one stage of education to another, avoiding the loss of formed skills and traumatizing individual as little as possible. This is easiest to achieve if, throughout the entire course of teaching a foreign language, a single teaching strategy is adhered to,

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which ensures a clear formulation and achievement of the learning objectives of each level in the interaction between them.

## II. The Role of ICT in Enhancing Students' Motivation

The use of ICT gives the teacher the opportunity to motivate students by following procedures: implementing training based on individual educational trajectories and individual curricula, new source of educational activities such as problem and project teaching methods to form critical thinking of students, applying interactive teaching methods, using modern means of communication technologies such as computer modeling of the studied processes etc. All of the above is included in the concept of a systemic – activity approach to learn. A modern teacher should act as not only a bearer of knowledge, but also as an organizer of educational, cognitive, research, project, productive activities using information and communication technologies. Previously, the teacher was the main provider of knowledge.

The task of the teacher is to integrate the capabilities of ICT correctly into their educational process, so that students think and act independently during classes as much as possible. It means that they would not only read a textbook where there is a statement of certain facts, not only listen to the teacher, but so that they themselves empirically, in the process of a properly constructed educational experiment, deduce formulas and discover laws. This is exactly what the computer can do. With the help of peripheral devices, we can conduct a variety of experiments, and with the help of computers, we can process the data obtained. The computer allows you to simulate situations that the teacher cannot always show in real life due to the lack of reagents or devices. By properly integrating a computer into educational activities, you can greatly increase the creative component of learning. For this, it is necessary that teachers learn to correctly use ICT in the educational process, moving from reproductive to active learning, forming professional and general competencies. The importance of competencies in education is very crucial, especially while learning languages. The role of communicative competence in the learning process is incomparable. This includes not only learning the grammatical rules of the language, but also learning how to use the language correctly, depending on when, where and with whom you are communicating.[3].

## III. Curiosity of Assessment

After the end of the lesson, the teachers remain in a class full of students who look at them inquisitively. Did my students benefit from this lesson? Are there any knowledge, questions, or skills that they are still not sure about? Do my students have any misconceptions about the lesson and its content? Do I need to revise something at work tomorrow? These are just a few of the questions reflexive educators are left to ponder after the bell rings. In truth, many of these questions that teachers ask themselves can be answered if they use online surveys and tests. The final test is a

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simple, quick, and often effective formative assessment method used towards the end of the lesson.

In all periods of the development of society, the ongoing processes required an assessment. For successful and effective performance, assessment is as necessary as proper blood circulation for the full functioning of the body. Any activity, so that a person can improve in it, needs evaluation. That is why assessment is one of the most important components of almost any learning model, the main goal of which is a student capable of self-realization, self-development, self-organization, self-control and self-improvement, capable of being a subject of educational activity. Assessment aimed at identifying opportunities for improving learning, methods and forms of realizing these opportunities is formative, otherwise assessment for learning.

To assess the achievement of requirements for educational outcomes, it is necessary to use a tiered approach to the presentation of results. It is impossible to learn all children at the same level. Every class has students with different abilities and interests. An important task for the teacher is to determine and evaluate different levels of educational achievements of students[5].

In the modern paradigm of developmental education, a diagnostic approach is implemented to assess the achievements of students. Pedagogical diagnostics is a set of specially selected and systematized tasks that allow you to:

- To determine the peculiarities of students' assimilation of subject knowledge, abilities and skills;
- Identify the nature of the student's difficulties and establish their causes;
- Determine the level of mastery of educational activities; evaluate the changes taking place in the development of students.

Pedagogical diagnostics is aimed at assessing the following meta subject results:

- Mastering the ability to accept and maintain the goals and objectives of educational activities, search for means of its implementation;
- Mastering ways to solve problems of a creative and exploratory nature;
- The ability to plan, control and evaluate educational activities in accordance with the task and the conditions for its implementation;
- Determine the most effective ways to achieve the result; the ability to understand the reasons for the success or failure of educational activities;
- Mastering the logical actions of comparison, analysis, synthesis, generalization, classification, establishing analogies and cause-and-effect relationships, constructing reasoning.

Informatization of education brings the educational process to a new stage of development, allows you to take advantage of the possibilities of new technologies in teaching. The aspect of knowledge control is one of the key aspects in teaching a foreign language, the automation of which allows the teacher to assess the assimilation of the topic and the current level of students with the least amount of time, and to identify gaps in knowledge. The development of modern information and

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communication technologies raises the question of their most effective use in the learning process, as well as for the control of knowledge.

Digital educational resources the core of modern information and communication technologies used in education, represent a variety of materials in digital form (photo, video, audio, text documents, educational materials, virtual reality objects, interactive models used in the educational process, which can be presented on any electronic medium, posted on the Internet. Digital resources provide:

- Clarity of the material, making it possible to use photographs, video, audio, various schemes, graphics;
- A variety of works (study of theory, application of the knowledge gained, consolidation, control of knowledge)
- Creation of models of processes and phenomena using computer programs-search for the necessary information for classes-automated systems for monitoring students' knowledge[2] .

#### **IV. Web Applications for Assessment**

Nowadays, digital resources can greatly facilitate the system of monitoring students' knowledge, which is implemented using automated testing based on a computer (smartphone, tablet). Test-standardized, time-limited tests designed to establish quantitative and qualitative individual differences. The positive qualities of using tests include: the ability to organize centralized control for the entire group of students; objectivity of knowledge control, without the subjective opinion of the teacher; unification of testing; the possibility of remote testing. Computer testing automates the testing process, and also provides the possibility of self-control, current or final control. Automation of testing allows the teacher not to engage in monotonous, routine preparation of pedagogical measurements for each student, as well as checking many works after testing, which frees up time for creative self-realization and professional growth. To control knowledge of the English language, a lot of test systems, programs, applications have been developed at the moment, aimed at checking the level of language proficiency, vocabulary development, mastering grammar rules, listening comprehension. At the moment, speaking and writing skills cannot be fully tested using automated testing. For the assessment of these skills, the role of the teacher remains the main one.

Let's make a small overview of tests based on digital resources that can be used to control knowledge both in English lessons and for self-control of students. Digital asset tests can be categorized into offline tests (offline tests) and online tests (online tests). The first includes tests that are presented in applications, programs that the user can download to the device and take tests. Here are some examples. The following applications, working without an Internet connection, can be used:

- To control the knowledge of vocabulary: “English idioms”, “English phrasal verbs”, “Learn English Vocabulary Offline”;

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- For the assessment of listening and reading skills: IELTS Prep App;
  - To check grammar: English Grammar Test, Learn English Grammar.

Besides, there are numerous special platforms, including [www.kahoot.com](http://www.kahoot.com)., that can be easily implemented to the class with regard to make lessons much more efficient by increasing learner's interest toward target subject. Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot application. Kahoot! can be used to review students' knowledge, for formative assessment, or as a break from traditional classroom activities. Kahoot! also includes trivia quizzes [6].

According to the statistics, movement has continued to grow in schools across the world, with more than 6 million teachers and 800 million students using Kahoot! In over 200 countries, researchers across the globe have studied the impact of using Kahoot! In the classroom on student learning outcomes.

The reason for Kahoot!'s effectiveness is that this platform focus on improving learning outcomes by boosting engagement, participation, and motivation through competitive, game-based learning experiences. Studies reported that classes using Kahoot!—especially those that used it often—saw increased attendance, student participation, engagement, motivation, as well as interaction between students and teachers and students and peers. One of the challenges that some studies noted is teachers' concern that the element of competition would increase students' anxiety. However, nearly all of the studies that examined this effect found that Kahoot! actually reduced student anxiety, compared to traditional teaching approaches or other online tools. Students who played Kahoot! in the classroom reported feeling more confident answering quiz questions, particularly with Kahoot!'s option to play anonymously, and also felt more comfortable asking questions in the discussion period of class. Teachers confirmed this finding, as they reported an increase in their students' participation—even among shy students—as well as improved concentration, motivation, and understanding of the content.

### **Conclusion**

In conclusion, it is important to sum up that web application based assessment is a significant component of teaching which helps the students to learn and explore the best of their abilities. If students can analyze their performance in the class, understand their strengths and weaknesses, they can quickly determine whether or not they can understand the course material. It positively motivates them, inspiring them to achieve the goals that they have set for themselves and achieve perfection in their field. Knowing their performance in the courses leads to a form of self-evaluation, which might enable them to work even harder, thereby considerably improving the quality and the level of their performance, as well, efficiency of the lesson.

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