



THE IMPORTANCE OF ASSESSMENT IN THE ESP CLASSES

Rakhimova Rano Ravshanovna

English Teacher of the General Education Department of
TPI academic lyceum

Abstract

This article considers information about the importance of assessment in ESP classes, the role of English language in today's world of education and the significance of the creative approach of the teacher during the lesson in order to mark students' participation. Creativeness of the teacher for assessment is one of the important teacher's professional characteristics. This is because, an appropriate rating system may inspire the students to be interested in subject. The better teacher use skilfully different techniques of marking like methods, the easier it may be for them to make more active the learners at teaching process. Namely, this can be a motivation for the ESP students who have not desire to acquire English perfectly as their main subject.

Keywords: Assessment, medicine, speciality, biology, English for Specific Purpose (ESP), statement, rating, appraisal, evaluation,

Introduction

We can see that the progress and requirements of education in all over the world show that the role of English language is increasing day by day. As a consequence of this the number of the people who communicate in English is rising. This in turn requires in many fields English is being chosen as a second language to future professionals. Namely, most of the scientists who are working in different spheres like medicine are opting English for their scientific works and new discoveries as a language of statement to the world and in order to learn these news students should know English well. Therefore, not only teaching methods at ESP classes but assessment are being developed also. This is because rating is considered an important part of each teaching method and it can be used as a effective tool by



experienced teacher while teaching. Moreover, appraisal measures might be different in various classes even though the topic, tasks, activities and exercises are the same. It depends on the level and other features of the students. According to Crystal (2003) the number of native English speakers in the world is approximately 375 million, which is also the same figure attributed to the number of non-native English speakers

Problem statement

As I mentioned above, on the one hand, assessment is the significant part of the each teaching method on the other hand, a teacher can use it accordance with the students' language level and several factors it doesn't matter a topic, method and others. While a lesson the teacher should utilize masterly from creative and appropriate rating system so that both the teacher and the students can achieve the desired result at the end of the lesson. Moreover, if the teacher consider each participation and answer of the student, they will try to be active at the lesson.

Definition of Assessment

Language acquisition is commonly seen as an endless process. (Mirela). This continuously process to be successful the teacher can utilize several creativeness. One of these is assessment. Some searchers have provided their own definitions on the assessment. Below are some of them. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Huba and Freed). Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Erwin). Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Palomba and Banta). In my opinion, assessment in education is the different techniques and tools that teachers use to evaluate, measure, and document various aspects of



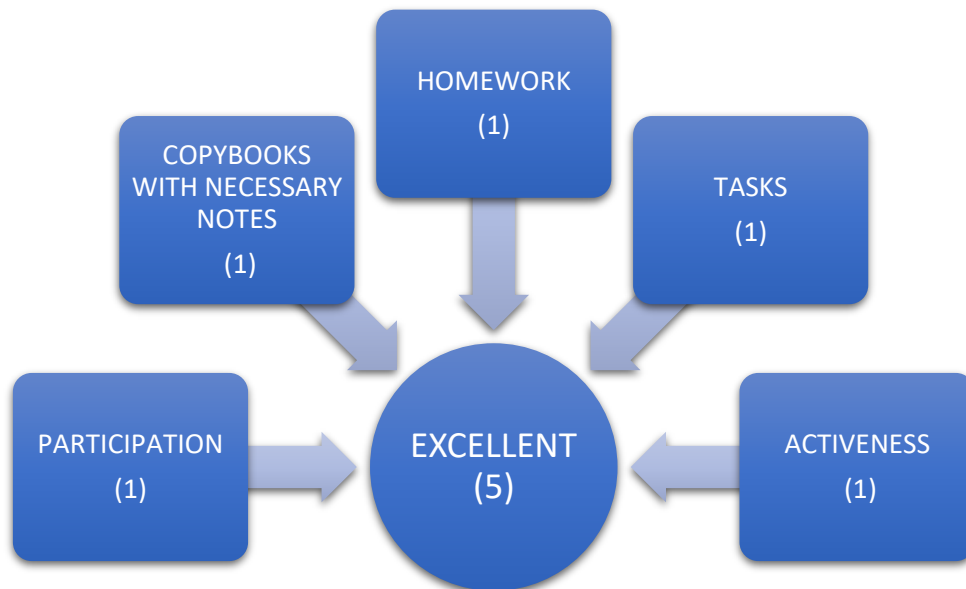
student learning, including academic readiness, development, skill acquisition or needs.

Who is ESP Teacher?

Who is the ESP teacher? In order to make a success of ESP, the teachers have to view ESP as a normal, acceptable challenge; they have to understand as fully as possible the nature of the language teaching and learning process; they have to be able to observe and recognize the learner's progress and to diagnose his problems; they have to be familiar with the widest possible range of alternative teaching techniques; they have to know which response to select at any particular time in order to meet the particular learning requirements of a given student. Above all, they have to possess an informed optimism and to know that success is possible; the teachers need to exercise professionalism based on training and experience. (Peter). Another important thing we need to pay attention to is that being ESP teacher requires more preparation, more experience, more effort and research in each lesson than being a General English teacher. This is because, in order to achieve the desired result in teaching, an ESP teacher must not only know his subject well, but also have the necessary level of knowledge in the students' main subject and be able to teach by linking these two subjects, and as a result, ensure the students' quality knowledge and further motivation for the English language.

Practical part

According to the aim of assessment we can use it, as a teacher, the form of formative or summative during the teaching period. Formative one more inclined to be adapted in daily lessons since it is used to mark students' development of language skills from topic to topic, however, summative one is aimed to assess how well students have mastered the knowledge they have acquired throughout the academic year, that is, this type is used for exams. Therefore, the teacher can apply all of his ideas mainly to formative assessment. Below, we will look at several assessment forms that I use in the teaching process for ESP Academic Lyceum students studying natural sciences. In each form, at the end of the lesson, the student completes several stages and receives 1 point for each in order to achieve an excellent grades of 5. For example, the first form:



In this form, the student works individually to earn each point. This, of course, also takes into account how well the student completed the tasks. As an example, if a student did the homework but did not do it completely or did not do it correctly, then the student will receive half a point, not 1 pint, for doing the homework. This is because he did not neglect the task. This method works for every point.





In the next form, students mainly work together to achieve excellent grades. Using this form not only affect students' desire for knowledge, but also their ability to work as a team and work together. We can mainly use this method for demo lessons and speaking lessons. We can create subsequent forms in this way however, the main idea should be to not ignore every participation of the student during the lesson.

Conclusion

In conclusion, it can be said that by using such assessment forms, students are encouraged to learn the topics in daily lessons with interest, and thus their knowledge in the subject is adequately evaluated and they are inspired to work on themselves. Even if a student does not get an excellent grade during a lesson, they will strive to do better for the next lesson, because their efforts and hard work in the lesson are not ignored. This can help them develop the ability to be active in every lesson. In addition, ESP students begin to try to study English as deeply as their major subjects. In my experience with ESP students who study in fields of medicine, mostly, I come across the students who treat English as a secondary subject. In this kind of situation besides giving and showing real examples related to the connection of English and their main subject the various assessment system at lessons can help me to make them more active. The teacher's main goal in assessing should not be to extinguish students' interest in learning, but to motivate students to receive quality education and achieve the desired results from teaching the subject at the end of the year. It can be seen that, in spite of the fact that assessment was an ignored point in foreign language teaching for a number of years, nowadays its significance is widely recognized.

References

1. Crystal, D. (2003). English as a global language. Cambridge: Cambridge university Press.
2. Peter Strevens. (1988). ESP in the Classroom: Practice and Evaluation. MODERN ENGLISH PUBLICATION in association with The British Council.



***Modern American Journal of Linguistics,
Education, and Pedagogy***

ISSN (E): 3067-7874

Volume 01, **Issue** 02, **May**, 2025

Website: usajournals.org

***This work is Licensed under CC BY 4.0 a Creative Commons Attribution
4.0 International License.***

-
3. Huba and Freed. (2000). Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning
 4. Erwin. (1991). Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes
 5. Palomba and Banta. (1999). Assessment Essentials: planning, implementing, and improving assessment in higher education
 6. Mirela Costeleanu. (2019). The Role of Vocabulary in ESP Teaching. Published by Future Academy
 7. www.FutureAcademy.org.UK
 8. <https://www.westminster.edu/about/accreditation-assessment/definition.cfm>