



THE ROLE OF FEEDBACK IN STUDENTS' PROGRESS

Sharapova Gulnora Alisher qizi

Senior Teacher of "Integrated Course of English Language
№1 Department" Uzbekistan State World Language University, Tashkent
Gulnorasharapova9@gmail.com

Abstract

Feedback plays a crucial role in helping students grow in their learning process and comprehension. Students get feedback in a variety of ways, such as from peers, teachers, and outside sources like employers or other sectors. In this paper, the role of feedback is discussed by elaborating on its dimensions, types, effectiveness, and the mechanisms through which it enhances student engagement and academic performance. The findings indicate that timely and constructive feedback fosters self-regulation, motivation, and enhanced academic results. Despite its significance, issues including differing student receptiveness and the requirement for teacher training in feedback delivery are highlighted. The research concludes that effective feedback is important for enhancing students' progress and should be implemented in educational practices.

KEYWORDS: Feedback, Student Progress, Academic Performance, Self-Regulation, Motivation, Educational practices.

INTRODUCTION

In the field of education, feedback is becoming more widely acknowledged as a crucial component that affects students' learning and development. Students who receive effective feedback gain insights into their performance, which helps them expand their knowledge and abilities. The dual effects of feedback are examined in this research, along with the differences between positive and negative feedback and how they impact learning objectives. Positive reinforcement of pupils' strengths increases their self-esteem and drive while promoting ongoing interest in the subject matter. It fosters a positive learning atmosphere where



students feel appreciated, which may boost their academic achievement and encourage them to take more chances with their education. On the other hand, constructive criticism can point out areas that need work, encouraging resilience and a growth mindset. Negative feedback, on the other hand, might possibly impede students' academic success if it is not properly conveyed because it can cause anxiety, disengagement, and a decline in self-esteem. The study aims to analyze the impact of feedback on student progress, evaluating its benefits, challenges, and effective practices in various educational contexts.

LITERATURE ANALYSIS

Various studies have mentioned the importance of feedback in education. In their research, Hattie and Timperley (2007) classified feedback into three levels: feedback about the task, feedback about the process, and feedback about self-regulation. Each type has an exact function in enhancing learning. Shute (2008) stated that timely and detailed feedback is important for boosting student motivation and fostering active student engagement. Conversely, Kluger and DeNisi (1996) mentioned that feedback that is poorly delivered can lead to misunderstandings and decreased motivation among students, proving that the quality of the feedback and the setting in which it is given determines how useful it is.

RESEARCH METHODOLOGY:

The study takes a qualitative research methodology approach focusing on a review of peer-reviewed literature, case studies, and surveys from educational institutions. It collected data from various sources, including academic journals, books, and articles that analyze the role of feedback on student progress. The study focuses on comparative studies that feedback affects various student groups and learning environments are the main focus of the investigation.

MAIN DISCUSSION AND RESULTS:

The findings show that feedback improves student progress in a variety of ways. Firstly, research indicates that students who receive regular and constructive feedback show better academic achievements (Hattie & Timperley, 2007).



Secondly, feedback helps students create goals and evaluate their development by encouraging them to think critically about their learning experiences (Nicol & Macfarlane-Dick, 2006). Students who receive positive feedback are more motivated and self-assured, which increases their involvement in class activities (Shute, 2008).

Despite these benefits, there are certain challenges such as the need for teacher training in effective feedback delivery and the variations in students' responsiveness to feedback. Teachers need to be prepared to give constructive criticism that is also individualized for each student.

Positive and negative feedback. Giving students positive feedback is essential for raising their motivation and involvement levels. It encourages students to view obstacles as teaching opportunities by reinforcing desired behaviors, boosting confidence, and cultivating a growth mindset. On the other hand, if negative criticism is not given in a constructive manner, it may have serious repercussions. Negative feedback that is poorly worded can cause fear of failure, low motivation, and disengagement from learning, even when it can highlight areas for improvement. Harsh criticism may be interpreted by students as a personal assault, which can poison the classroom environment. Teachers must thus make an effort to balance the two forms of feedback, making sure that criticism is helpful and constructive. By encouraging resilience in kids, this well-rounded approach can create a more upbeat and effective learning atmosphere that encourages ongoing development.

CONCLUSION:

Feedback is an important element to enhance students' learning outcomes, motivation, engagement, and student progress. Students who receive positive comments are more motivated to take chances and participate fully in their education. It fosters a sense of accomplishment and reinforces positive behaviors, both of which are essential for students' perseverance and confidence. Teachers can improve student engagement, encourage resilience, and ultimately aid in their academic and personal growth by creating an atmosphere that appreciates constructive criticism. To maximize learning results for every student, future



studies should investigate the complex consequences of various feedback formats in a range of educational scenarios. Even though the advantages of good feedback techniques are widely known, issues with delivery and student responsiveness must be resolved. Feedback is becoming more important as a pedagogical method in educational institutions, thus more study and professional development are needed to make sure it continues to be a useful tool for fostering student achievement.

References

1. Hattie, J. and Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77 (1), 81–112.
 2. (PDF) The Effects of Feedback Interventions on Performance: A Historical Review, a Meta-Analysis, and a Preliminary Feedback Intervention Theory. (no date). ResearchGate.
 3. Nicol, D.J. and Macfarlane-Dick, D. (2006). Formative Assessment and Self-regulated learning: a Model and Seven Principles of Good Feedback Practice.
 4. Studies in Higher Education, 31 (2), 199–218.
- Shute, V. J. (2008). Focus on formative feedback. Review of Educational Research, 78(1), 153-189.