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ASSESSMENT AND FEEDBACK METHODS IN TEACHING ENGLISH TO AGRICULTURAL ECONOMICS STUDENTS

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Summary. The article deals with assessment and feedback methods in teaching English to agricultural economics students. Special attention is given to such methods of assessment as formative, summative, technology-enhanced assessment and self-assessment as well as feedback methods used by teachers of English of the BSATU.

Key words: foreign language, assessment and feedback methods, agricultural economics students.

Formulation of the problem. Mastering a foreign language, particularly in specialized fields such as economics is paramount. As the global economy becomes increasingly interconnected, students of economic specialties must not only grasp complex concepts but also articulate them clearly in English. This necessitates the implementation of effective assessment and feedback methods that are crucial for enhancing students' learning experiences and outcomes. Teaching English to students of economic specialties requires a tailored approach that not only focuses on language proficiency but also enhance their understanding of agribusiness concepts.

The main materials of the study. Assessment serves multiple purposes in the educational process. It helps teachers gauge students' understanding, identify areas for improvement, and tailor instruction to meet diverse learning needs. In the context of teaching English to students of economic

specialties, assessments should focus on both language proficiency and the ability to apply English in economic contexts.

Let's consider several types of assessment methods used by the teachers of our university.

1. Formative assessment is an ongoing process that allows teachers to monitor student learning and provide continuous feedback. In the context of teaching English to agribusiness students, formative assessments can include:

- Quizzes and Short Tests: Regular quizzes on vocabulary related to agribusiness, economic terms, and industry-specific language can help reinforce learning and identify areas needing improvement.

- Peer Reviews: Students are engaged in reviewing each other's work. Peer assessment fosters collaboration and critical evaluation skills, allowing students to learn from their peers while practicing their language skills. Moreover, students can provide feedback on each other's work, which not only enhances their understanding of the subject matter but also improves their language skills. For example, students could evaluate each other's presentations on economic topics, focusing on both content and language use [4].

2. Summative Assessment is typically conducted at the end of a course or unit. Summative assessments evaluate the cumulative knowledge and skills acquired by students. In the context of English for economics, this could include written exams, research papers, or presentations on economic topics.

- Written Examinations: Comprehensive exams that test students on their understanding of both English language skills and agribusiness concepts can provide a clear measure of their proficiency.

- Research Projects: Assigning projects that require students to research and present on specific agribusiness topics in English not only assesses their language skills but also deepens their subject matter knowledge.

- Presentations: Oral presentations on agribusiness topics allow students to demonstrate their ability to communicate effectively in English while showcasing their understanding of the subject.

These types of summative assessments should be designed to reflect real-world scenarios that students may encounter in their professional lives.

3. Technology-Enhanced Assessment. Incorporating technology into assessment practices can enhance the learning experience for agribusiness students. Tools such as online quizzes, language learning apps, and virtual presentations can provide immediate feedback and facilitate a more interactive learning environment [3].

4. Self-assessment empowers students of economic specialties specializing in agribusiness to take ownership of their learning. By reflecting on their own progress, students can identify their strengths and areas for improvement. For example: At the end of a module on agricultural marketing, students can complete a self-assessment checklist that includes criteria such as their ability to use industry-specific vocabulary, write coherent reports, and participate in discussions. This reflection can be accompanied by a short essay on what they learned and how they plan to apply it in their future careers.

However it should be noted that effective feedback is also crucial for student development. It should be timely, specific, and constructive, guiding agribusiness students on how to improve their language skills and understanding of economic concepts.

In the context of teaching English to agricultural economics students, feedback methods can include:

- Written Feedback: Providing detailed comments on assignments helps students understand their mistakes and learn from them. This feedback should focus on both language use and content relevance.

- Verbal Feedback: Engaging in one-on-one discussions with students about their performance can clarify misunderstandings and motivate them to improve.

- Rubrics: Utilizing clear rubrics for assignments and assessments helps students understand the criteria for success and provides structured feedback on their performance [2].

Conclusion. In teaching English to agricultural economics students, the integration of diverse assessment and feedback methods is essential for fostering language proficiency and professional competence. By employing formative and summative assessments, encouraging peer evaluation, and providing constructive feedback, teachers can create a dynamic learning environment that prepares students for success in the global economic landscape. As the demand for effective communication in English continues to grow, the role of assessment and feedback in language education will remain a critical focus for teachers in the field of economics.

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