

**INSTRUCTIONAL STRATEGIES LEARNING TASKS AND  
ASSESSMENT-BASED INSTRUCTIONAL STRATEGIES**

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***Abstract:** It is important to have the learning objectives in mind because those should drive the development and implementation of all activities in the classroom. Quality questions are inquiries that the teacher plans to direct to the students throughout the lesson. Sometimes these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than simple memorization and comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets.*

***Аннотация.** Важно помнить о целях обучения, поскольку они должны стимулировать разработку и реализацию всех видов деятельности в классе. Качественные вопросы – это вопросы, которые учитель планирует задавать учащимся в ходе урока. Иногда эти вопросы носят риторический характер, но чаще всего они призваны помочь ученику мыслить на более высоком уровне, чем простое запоминание и понимание. Важно разработать план оценки, чтобы определить, достиг ли класс своих целей.*

***Annotatsiya.** O'quv maqsadlarini yodda tutish juda muhim, chunki ular sinfdagi barcha tadbirlarni ishlab chiqish va amalga oshirishga yordam berishi kerak. Sifatli savollar - bu o'qituvchi dars davomida talabalarga yo'naltirishni*

*rejalashtirgan so'rovlardir. Ba'zan bu savollar ritorik xarakterga ega, lekin ko'pincha ular o'quvchiga oddiy yodlash va tushunishdan ko'ra yuqori darajada fikrlashga yordam berish uchun mo'ljallangan. Sinf o'z maqsadlariga erishganligini aniqlash uchun baholash rejasini ishlab chiqish muhimdir.*

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This instructional strategy lets students record their thoughts, feelings, and reflections on a variety of topics. Journal entries could refer to something discussed in your lecture, or they can allow students to reflect on a relevant newspaper article or piece of media they came across. Journals can also be used for getting students to think critically about the course material and how it can be applied to the real world. This activity lets students make predictions, brainstorm ideas, connect ideas, and even identify solutions to problems presented in class. You might consider using the following prompts in advance of a journaling assignment to promote higher-level thinking. At the start of a lesson, you might ask, What questions do you have from yesterday? During the middle of a lesson, ask, What do you want to know more about? At the end of your lesson, ask, How could you use these findings outside of class? Encourage students to note any thoughts that come to mind at these three points. At the end of the semester, their journal can form the foundation of a more comprehensive study guide. Pose a question about the day's teaching, and give students a moment to reflect before writing down their answer on their own or in pairs. The responses can provide valuable insight into student comprehension of the material. Minute papers can be presented in some ways, but the easiest is a ticket out, whereby educators wrap up class a few minutes early. (We saw this earlier in our instructional strategies list, under exit ticket). They then ask students to answer what the most important thing they learned today was and what questions they still have. The first question requires students to think quickly, recall class material, decide on the main points, and put it into their own words. For the second, they must think

further about what they've understood thus far. Teachers can use the responses to determine how well students understand the material. Minute papers can also help students understand where their own learning gaps are. Once this is realized, both students and teachers can identify and address weaknesses. The muddiest point is another active learning instructional strategy. This activity asks students to use index cards (or an app), to anonymously submit what part(s) of the course material they're having the most difficulty with. Educators can then use the responses to determine where extra instruction is needed and adjust lessons accordingly. Alternatively, these topics can be addressed during student review sessions. Ask students to identify topics they feel they need clarification on and consolidate these into a list. Then get each student to select a term from the list they feel they can explain to the rest of the class. Cross it off the list, and move on to the next. By the end, it will be easy to see which concepts students are having the most issues with by process of elimination. And if terms haven't been selected, they are being avoided for a reason. Naturally, students will pick the terms they are most comfortable with. Use that information to devise more instructor-led sessions on the concepts that most students are confused about, or that require more clarification, to eventually complete the entire list. Hand out blank index cards or a pre-designed worksheet at the end of a class session and ask students to use them to submit a response to a question about the day's lesson. Alternatively, ask students to submit a discussion board response. The reflection prompt could be simple, like asking what they learned, or what they found the most interesting. Or, you can make your prompt more application-based, like asking them to connect what they learned to a real-life situation, or telling them to explain why what they learned is important. The purpose of reflection is to encourage students to consider what they have learned. Educators can uncover this through snapshot assessment which can be used to provide both students and teachers with a shared understanding of what they can already do and where there may be gaps in their learning. Finally, teachers must think about how the learner can achieve their aims, and what steps they need to take to get there. Through this collection of evidence, educators can be responsive and reactive, adapting their high-quality teaching to best

suit learners needs. In general, there are various ways to run assessments and different ways to adapt them to class time. These include: asking certain groups of students to only complete specific parts of a test, allowing students to respond orally versus in writing, or asking students to demonstrate what they've learned in a more hands-on way, like building something or drawing a diagram. The most critical thing to remember with assessments is to try and stay focused on evaluating the concept that's most important for the student to grasp. This might mean your assessments have to be more practical. Asking a student to put the learning to work and actually do something can be a far better indicator of what they know than simple written or oral answers. One tip is to include test or quiz questions that vary in complexity, and focus on different aspects of a concept. You could include one question mandatory for responding, but allow students to choose which ones they want to answer among the remaining ones. Sequence the key learning tasks for daily instruction. Consider how you will build connections from prior knowledge to new knowledge. Include how you will help students make connections identify the language demands embedded in the lesson. Consider how you will help students at different academic and language proficiency levels develop this academic language. Consider how you will support students with specific learning needs. Activating Strategies may include Capture students interest; hook. Review prior knowledge. Tell students what it is they are expected to know or be able to do (Today we will) Introduce the lesson. Communicate the purpose of the lesson. Homework checks, attendance and other housekeeping duties do not constitute an opening. Teaching Strategies may include: Present content, skills, and strategies. Describe the selected teaching methods, instructional procedures, and learning activities which are appropriate for the students and that are aligned with the objective(s). Model the skill or strategy. (Go through the process and explain what is expected.) Check for understanding. Provide guided practice. (Use strategies to insure that students practice desired behavior; teacher is readily available; teacher should be monitoring groups and providing feedback. Include critical questions that you will ask.

Like a number of other instructional strategies in this list, it also gives the

teacher an idea of where students stand on a topic or issue so they can use this information to help better prepare for the next lesson. The added benefit is that having students express these thoughts on paper can result in better memory retention. To drive this strategy in higher education, Top Hats interactive discussions make it easy for students to reflect on what was covered in class. Allow students to discuss concepts with their peers, with the ability to grade discussions as desired. A well-crafted lesson plan is a valuable resource that benefits both students and instructors, promoting a positive and productive learning environment. This lesson plan aims to provide students with a thorough understanding of the topic through engaging activities and resources. By incorporating various teaching strategies and assessments, we hope to cater to different learning styles and ensure that every student can successfully grasp the concepts. It is our goal that by the end of this lesson, students will have a solid foundation in the subject matter and be able to apply their knowledge in real-life situations. We look forward to seeing the growth and progress of our students as they engage with this lesson plan.

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