

# THE VARIETIES OF GIVING CONSTRUCTIVE FEEDBACK IN ENGLISH LESSONS

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## Abstract

The most common type of feedback given by most teachers in most classrooms is corrective feedback, which focuses on learners' errors.

## Key words:

Feedback, thinking, constructive, evaluation.

Feedback is highly personal and can either make or break a situation. Receiving effective feedback is the factor that has the most impact on a teacher's progress. This can also be applied to a teachers' professional development (PD), making it one of the most important aspects of PD. So, to get the most out of observation feedback, observer should always be looking for better ways to give it, whether formally or informally. **Feedback promotes personal and professional growth.** Feedback is about listening actively, taking the time to analyze, and then thinking of the best possible solution to perform better. It provides positive criticism and allows to see what everyone can change to improve their focus and results. It brings people together and creates a healthy communication flow. For a teacher, it's extremely important to give feedback in the right way. While it is a powerful practice that creates a visible positive effect, it can also hurt people, lower their self-esteem or make them feel underappreciated.

To do this right, plan your approach in advance. Take into account some simple advice on what to do and what not to do when providing feedback and receiving it. Constructive feedback is supportive feedback given to [individuals](#) to help identify solutions to areas of weakness they may have. Therefore, it comes with positive intentions and is used as a supportive [communication tool](#) to address specific issues or concerns. **Constructive feedback** is a robust tool for creating healthy environment, boosting productivity and engagement, and achieving better results. Feedback plays the crucial role **in education and learning** by helping adopt new knowledge sooner and avoid repetitive mistakes. **Constructive feedback motivates teachers** and boosts their performance. A friendly approach works well here. Observer can not only help others see what they might be doing wrong, but allow them to use this as a piece of advice, not judgment. It make them feel like they believe in them and just want to help them reach the project's goal sooner. That will make them even more motivated to do a good job. Purpose of Constructive Feedback: The purpose of constructive feedback is to give feedback to an individual in a way that will lead to improvements or corrections. This is important, as it enhances [personal and professional growth](#) in individuals. For example, constructive feedback can: improve teacher morale. Reduce confusion regarding expectations and current

performance. Provide a new perspective and give valuable insight to the person receiving feedback. Positively impact an individual's behavior. Making Feedback Constructive. It is important to be able to differentiate between constructive feedback and destructive feedback. Destructive feedback points at faults and is a direct attack on the individual. In destructive feedback, no practical advice or supportive feedback is given. Examples of destructive feedback include: "You're wrong." "That is not how you do things around here." "You have no idea what you are doing." Here are some tips for making feedback constructive: 1. Focus on observation and not inference. Constructive feedback should relate to what observer can see or hear about that person's behavior rather than making assumptions and interpretations. 2. Focus on behavior and not the individual. Constructive feedback should be about what the individual did rather than who the individual is. 3. Focus on things that can be changed. Constructive feedback should be about things that a person can change and improve on rather than on something that is out of his/her control. 4. Provide recommendations and solutions. Constructive feedback should include a specific solution or recommendation. Examples of Constructive Feedback Consider the following examples of giving constructive feedback: How to Give Constructive Feedback. Here are five steps for giving constructive feedback: 1. State the purpose of feedback. State what teacher will be talking about and why it is important. 2. Describe what teacher have observed and your reaction. Clearly identify the action or event and how it makes teacher or other members feel. 3. Give the individual an opportunity to respond. After teacher have stated the purpose, importance, observation, and your reaction, ask the person what they think about it. 4. Offer specific suggestions or solutions. After you hear the individual out, give input as to how the situation can be improved. 5. Summarize everything discussed. Summarize everything that was discussed to avoid any misunderstandings. Also, summarizing helps ensure that the constructive feedback was communicated efficiently.

Feedback helps to bridge the gap between a student's abilities and potential. Specifically, feedback helps to: create a positive classroom environment. When progress is rewarded, goals are explicit and concrete steps are laid out for improvement, students will be motivated to succeed. This results in a learning-friendly classroom environment and is accomplished by giving students encouraging, forward-focused feedback. This type of feedback [motivates](#) teachers by making the "next level" much more tangible to them and showing them what steps they need to take to get there—and encouraging them. A grade on a worksheet or activity might help pupils see where they are at, but it does not show them how to grow. Helpful feedback goes beyond evaluation and gives useful information for improvement. It also makes class about learning rather than just getting results. This encourages students to become lifelong learners who value continual improvement over momentary "perfection." Go beyond grades. Students' skills will eventually be judged. There is always a quiz or exam lurking around the corner. But helping them succeed at these assessments requires a lot more than just grading. A grade on a worksheet or activity might help pupils see where they are at, but it does not show them how to grow. Helpful feedback goes beyond evaluation and gives useful information for improvement. It also makes class about learning rather than just getting results. This encourages students

to become lifelong learners who value continual improvement over momentary “perfection.”

Accelerate learning. It is this mindset of improvement that ultimately empowers pupils to succeed. If a student gets a low mark on a paper, they might feel deflated or question their intelligence. But by showing them how to do better in the future, you will empower them to move forward and take clear steps toward improvement.

**Reference:**

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