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ENCOURAGING 9TH-GRADE LEARNERS’ MOTIVATION TO STUDY THROUGH ASSESSMENT TECHNOLOGIES

Student: Narziyeva Diyora Ziyodullo qizi
Student of UZSWLU
English philology faculty
Email: narziyevadiyora23@gmail.com

Abstract. This article examines how assessment technologies can encourage the motivation of 9th-grade learners to study. Digital assessment tools can make classroom activities more interactive, engaging, and understandable for adolescents. Formative assessment provides learners with timely feedback and helps them recognize their strengths and areas for improvement. Technologies such as online quizzes, Kahoot!, and Quizizz can introduce elements of gamification and increase active participation. At the same time, technology should be used together with supportive teacher feedback and meaningful learning tasks rather than as a replacement for effective teaching.

Key words: digital assessment, feedback, gamification, technology, quizzes, formative assessment.

INTRODUCTION

Motivation is one of the most important factors influencing students’ participation and achievement in the learning process. For 9th-grade learners, maintaining motivation can be challenging because students may experience changes in their interests, confidence, social relationships, and academic expectations. Therefore, teachers need assessment practices that do more than simply measure achievement. Assessment should also help learners understand their progress and encourage them to continue learning. The development of educational technology has created new opportunities for making assessment more engaging. Digital quizzes, interactive tasks, immediate feedback, and game-based assessment can provide students with a more active learning experience. When learners

receive clear feedback and have opportunities to correct their mistakes, they can develop a stronger sense of progress and responsibility for their learning.

Assessment has traditionally been associated with tests, grades, and examinations. However, modern approaches emphasize the role of assessment as part of the learning process. Formative assessment allows teachers to collect information about students’ understanding during instruction and use this information to provide appropriate support. According to Cauley and McMillan (2010), formative assessment can support both student motivation and academic achievement when learners receive useful information about their performance. Assessment technologies can make formative assessment faster and more interactive. Online platforms allow teachers to create quizzes, collect answers, identify common difficulties, and provide feedback immediately. For 9th-grade learners, this immediate response can be motivating because students can see the results of their efforts without waiting for a long period. Digital tools may also allow teachers to vary assessment activities and address different learning preferences.

Gamification is another important feature of technology-based assessment. Game-like elements such as points, levels, rankings, badges, and time limits can make routine assessment activities more attractive. Research on gamification indicates that appropriately designed game-based activities can increase learners’ motivation and engagement. For example, Quizizz and Kahoot! can transform short quizzes into interactive classroom activities in which students actively participate.However, technology alone cannot guarantee high motivation. If digital assessment is used too frequently or only to create competition, some learners may feel anxious or discouraged. Teachers should therefore consider learners’ abilities, individual differences, and emotional needs when selecting assessment technologies. The main purpose should remain learning and improvement rather than simply obtaining the highest score. Teacher feedback is also essential. Effective feedback should be clear, supportive, and connected to specific learning goals. Instead of only showing whether an answer is correct or incorrect, digital assessment can be used to explain mistakes and suggest ways to improve. Self-assessment can further encourage learners to reflect on their own progress. When students understand what they can already

do and what they need to improve, they are more likely to become active participants in their learning. In secondary-school English language learning, assessment technologies can be particularly useful for vocabulary, grammar, reading, and listening activities. Short online quizzes can be used at the beginning or end of a lesson to check understanding. Teachers can also combine digital tasks with pair work, discussion, and traditional classroom activities. This balanced approach can help maintain interaction while benefiting from the speed and flexibility of digital assessment.

CONCLUSION

Assessment technologies can play an important role in encouraging the motivation of 9th-grade learners. Formative assessment, immediate feedback, online quizzes, and gamified activities can make assessment more interactive and can help students recognize their progress. Nevertheless, technology should not replace the teacher’s role or meaningful communication in the classroom. The most effective approach is to combine digital assessment with supportive feedback, self-assessment, collaboration, and clear learning objectives. When technology is selected according to learners’ needs and used for meaningful educational purposes, it can contribute to greater engagement and a more positive attitude toward learning. Therefore, assessment technologies should be viewed not simply as tools for measuring achievement, but also as instruments for supporting learners’ motivation and continuous development.

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