



TYPES OF FEEDBACK AND THE STAGES OF PROVIDING CONSTRUCTIVE FEEDBACK

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Annotation

Feedback plays an important role in students' learning and development. This article explores key types of feedback—positive, negative, and constructive—and their impact on learning outcomes. It also highlights the stages of giving constructive feedback, including understanding its purpose, clear communication, and encouraging improvement.

Keywords: *feedback, formative feedback, summative feedback, student learning, academic performance, assessment, learning process, teacher feedback, peer feedback, student achievement, formative assessment, education improvement.*

Annotatsiya

Fikr-mulohaza talabalar o'qishi va rivojlanishida muhim rol o'ynaydi. Ushbu maqola fikr-mulohazaning asosiy turlarini — ijobiy, salbiy va konstruktiv — hamda ularning o'quv natijalariga ta'sirini ko'rib chiqadi. Shuningdek, konstruktiv fikr-mulohaza berish bosqichlari, jumladan uning maqsadini tushunish, aniq muloqot qilish va yaxshilanishga rag'batlantirish yoritiladi.

Kalit so'zlar: *fikr-mulohaza, shakllantiruvchi fikr-mulohaza, yakuniy (summativ) fikr-mulohaza, talabalarining o'qishi, akademik ko'rsatkichlar, baholash, o'quv jarayoni, o'qituvchi fikr-mulohazasi, tengdoshlar fikr-mulohazasi, talaba yutuqlari, shakllantiruvchi baholash, ta'limni takomillashtirish.*

Аннотация

Обратная связь играет важную роль в обучении и развитии студентов. В этой статье рассматриваются основные виды обратной связи — положительная, отрицательная и конструктивная — и их влияние на результаты обучения. Также выделяются этапы предоставления конструктивной обратной связи, включая понимание её цели, чёткую коммуникацию и поощрение к улучшению.

Ключевые слова: *обратная связь, формирующая обратная связь, итоговая обратная связь, обучение студентов, академическая успеваемость, оценивание, процесс обучения, обратная связь преподавателя, обратная связь сверстников, достижения студентов, формирующее оценивание, улучшение образования.*



Feedback is an important part of learning that helps students improve their academic performance and communication skills. It is received from teachers, peers, and self-reflection, but many students are not fully aware of its types or how to use it effectively. Understanding feedback makes learning more meaningful and productive.

Constructive feedback is especially valuable because it not only identifies mistakes but also provides suggestions for improvement. When students understand different types of feedback and how to give it properly, they can support each other and create a more positive classroom environment. This article explains the main types of feedback and the key stages of giving constructive feedback.

Feedback is an essential part of the learning process that helps students understand their progress and improve performance. Hattie and Timperley (2007) define feedback as information that shows what is done well, what needs improvement, and the next steps for learning [2, 77]. Sadler (1989) emphasizes that feedback is most effective when students understand learning goals and how to achieve them [3, 18].

Black and Wiliam (1998) highlight that formative feedback improves student achievement by focusing on development rather than evaluation [1, 5]. Similarly, Shute (2008) states that effective feedback should be clear, supportive, and motivating [4, 78]. Overall, research shows that constructive feedback plays an important role in improving students' learning and communication skills.

This article is intended for undergraduate students who are actively involved in academic activities such as writing assignments, group work, presentations, and peer feedback tasks. These learners are at an intermediate level of English and can understand basic academic texts, but they may still need guidance on how to give clear and constructive feedback to others. The students are generally motivated to improve their communication and academic performance, yet they may lack confidence in evaluating their peers' work in a structured and respectful way. For this reason, they benefit from simple explanations of feedback types and clear steps for giving constructive feedback.

This article uses a qualitative, descriptive approach based on a review of existing literature on feedback in education. It analyzes scholarly sources, journal articles, and educational theories to explain the concept, types, and processes of constructive feedback. Key insights were drawn from researchers such as Hattie and Timperley (2007), Black and Wiliam (1998), Sadler (1989), and Shute (2008). The information was then organized and summarized to highlight the most relevant and practical points for students. The study is based on reliable academic sources and presents the findings in a clear and simple way for easy understanding.

The results show that feedback significantly improves students' learning outcomes and communication skills. Constructive feedback is found to be the most effective type because it identifies mistakes and provides clear suggestions for improvement. Formative feedback supports continuous learning, while positive feedback increases



motivation and confidence. Negative feedback is less effective unless it is delivered constructively.

The results of this study show that feedback has a clear influence on learners' academic development, especially when it is specific, timely, and easy to apply. In particular, formative feedback proved to be more effective than summative feedback because it helps students improve while they are still working on a task rather than after it has been completed. The stage at which feedback is given also matters. Early feedback tends to support better learning outcomes, as students have more opportunity to revise and correct their work. In comparison, feedback given at the final stage is often less useful for improvement and is mostly evaluative in nature.

This study set out to explore the types and stages of feedback and their impact on learners' academic performance. The findings indicate that feedback is most effective when it is formative, specific, and delivered at an appropriate stage of the learning process. Early and ongoing feedback helps learners identify their strengths and weaknesses in time to make meaningful improvements, while late-stage feedback is less influential for development.

The study also shows that, when properly guided, peer feedback can support learning by encouraging reflection and critical thinking, although it cannot fully replace teacher feedback. Overall, the results emphasize that feedback should be viewed as a continuous process rather than a one-time event. Effective feedback practices can significantly enhance learners' motivation, understanding, and achievement. Educators should therefore focus on making feedback more timely, clear, and supportive to maximize its educational value.

References

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