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ASSESSING ESP LEARNERS' ATTITUDES ON VISUALS

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Abstract. At present new innovative technology covers all spheres of life, especially in education system of our country as it promotes language learners increasing communicative competences in their specialization. Profession-oriented terminology such as engineering, depicted on visuals are not easy to translate, remember and analyze, therefore, we need some techniques in order to follow uttered speeches and actions with subtitles or without. This paper deals with the issues concerning relevant techniques enabling learners understanding technical English (terminology) via visuals.

Keywords: innovative methods, ESP, visuals, engineering terminology

Introduction

Language learning is a long process, requiring learners to read more and write more, and speak more to practice gained language with experts, or native speakers, understanding visual aids. However, language learning starting acquisition vocabularies which are considered as a main resource for gaining linguistic skills such as reading, writing, speaking, and listening. Terminology is a well-established discipline with seminal works such as those of Arntz [2]. Besides, the engineering students often encounter difficulties in understanding disciplinary textbooks and manuals in English. Additionally, Some studies Akbarian [3], Fengxiang [5]; Widodo [8] show that vocabulary is one of the contributing factors in text comprehension. To enable ESP learners to possess disciplinary vocabulary in an interactive and engaging way, they have to practice relevant specialized vocabulary by integrating with the use of videos which includes all information about subject matter in FL. Moreover, we intended to know the perceptions of students according to their vocabulary acquisition in ESP classes; therefore, we decided to carry out a survey with them, having organized an

interview, giving questions in order to assess target needs in increasing vocabulary in learning terminology. As a result, findings were indicated in the below-mentioned.

Terminology in audiovisual translation

In fact, vocabulary of relevant profession is considered as a main source to gain all four linguistic skills in language learning but those using in ESP classes, cannot be occur in our daily life speech or writing. One of the helpful tool is visuals which involves ESP learners to introduce to real work environment to see and learn conversation of experts in FL, instruments they use, consequently, translation of their speech in L1 make them recall prior experience and background knowledge, that's why, watching visuals not only gives engineering students more data but also increase their knowledge in vocabulary. Agost [1] presents language variety as a translation problem and, specifically regarding the field, states that audiovisual translators have to face an infinite array of topics, legal terminology in TV series being a good example. In addition, to acquire sufficient vocabulary is one of the major goals in learning English as an additional language [8]. Vocabulary plays an important role in foreign language studying as it covers all the vocabularies students have to know, express their views and communicate effectively, and learn about new concepts [7]. Similarly, Widodo [9] contends that "vocabulary plays a crucial role in language fluency development and knowledge building." He adds that there are three crucial components of students' success in EFL learning: productivity, meaning making, and word quantity. In a content-based EFL instruction context, students should be provided with a range of general academic and content-based words, which in turn assist them in developing language proficiency. Furthermore, vocabulary is essential for the success of language learners' comprehension [6,10]. This implies that acquiring proficient vocabulary contributes to learners' acquisition and creation of knowledge.

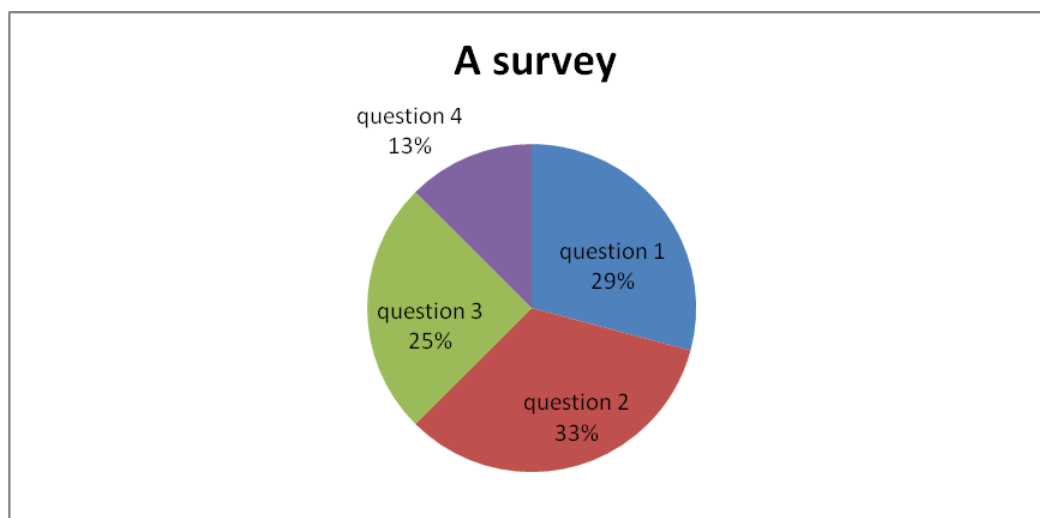
The acquisition of both academic vocabulary and technical English vocabulary is gradual in nature. Mc Carthy [11] points out that "no matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to

express a wider range of meanings, communication in an FL just cannot happen in any meaningful way.” In other words, students’ word knowledge is connected to academic success as students who have rich vocabularies can comprehend new ideas and concepts more quickly than students with limited vocabularies, which enrich students with disciplinary vocabulary and engage with making via video viewing.

Research methods

In learning and teaching language, terminology or disciplinary vocabulary is fundamental as it is initial source enable learners cope with linguistic skills such as reading, writing, listening and speaking. Without knowledge of terminology we cannot understand visual elements in FL and speech patterns. Terminology of visual aids is more different than written ones because we may be able to not follow that as we could do with written context. Consequently, we decided to make an experiment on the issues of how well students are be able to understand video data in FL and what are their target needs? A survey based on interview concerned with twenty five students from the Faculty of Technical Engineering, Karshi Engineering-Economic institute, Karshi, Uzbekistan. We assessed their attitudes, beliefs of ESP learners in acquisition vocabularies via visuals. The questionnaire was close-ended and respondents stated their views differently:

Research Findings



1. Seven of participants were sure that: visuals are essential to acquire all information in specialty in FL, however;
2. Six of respondents expressed their views that it is difficult to understand visuals without background knowledge and sufficient vocabularies;
3. Eight of them responded that learning technical English via visuals even more difficult as it requires them initial knowledge in grammar and dictionary to use, and even hard to follow the speech because we are not native-speakers.
4. Three of students were very sure that they need to watch video data in F1 before listening to visuals in FL in order to fully comprehend it.

Conclusion and recommendations

In learning English for Specific Purposes, technical vocabulary is a main resource for learners to comprehend, write, read, and speak all in specialty in English. Practitioners who want to improve the horizons of vocabulary of their students should teach technical or disciplinary vocabulary. Interweaving subject matters and English language teaching can be highly motivating for students because students are able to apply what they learn in their English classes to their field of study [8].

In the area of agriculture engineering, for instance, students need to know how extensive disciplinary vocabulary might be, how often these words occur in text and how teachers and learners should deal with them. Additionally the ESP classes should be designed according to the target needs of learners. The students have to be assessed according to how well they can perceive the knowledge in ESP classes because sentences are often in passive voice rather than active voice that's why, their grammar knowledge also must be developed simultaneously vocabulary knowledge. Besides, we made an experimental teaching with target group of students, invited them for an interview, giving questions in order to assess target needs in increasing vocabulary in learning terminology. As a result, findings showed that visual aids are important in comprehending and increasing specific vocabulary in technical English but not easy to

follow the speech of experts uttering in target place and they need to have prior experience and knowledge in that field of. According to assessment, students must watch more videos in order to fully competent with language use.

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ONLINE TOOLS IN ASSESSMENT PRACTICES AND THEIR IMPACT ON LEARNER INVOLVEMENT

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Annotation: This article deals with online tools that are implemented in distance learning to engage learners, the objectives and advantages of the tools. They are handy in assessing their comprehension via technology and get instant feedback.

Keywords: engage, digital, authentic, objective, module, assessment, feedback, objectives.

Being part of a DPAP 2020 project I have learned some learner engagement online tools that I would like to share with you. One of them is *collaborative glossary* on Moodle platform where learners write the metalanguages that are new for them or essential related to the topic. I teach methodology module at university and my students have some challenges in getting the concept of the key words. If we apply this Google doc for glossary it will be beneficial both for my students and me as a teacher. Why it will be useful for me too. I will check their comprehension of the terms and provide feed-back, examples and it really will be collaborative and engaging. Students will have to read the articles before adding their metalanguage to refer and their own definitions. Getting feedback from their teacher will lead them to the right path and consume the topic.

The second approach to online teaching that I have tried is *authentic learning*. In the digital era online learning is becoming more and more demanding and delegating authentic learning tasks on e-learning platforms will engage students. Advantages of the authentic learning are developing transferable skills like problem solving, leadership, collaboration, critical thinking that are crucial in real life. I have assigned my students to take an interview via video calls to find their partners language learning experiences, analyze their speaking skills. Then they check their peers' writing task and analyze, give feedback. At the end they will give advice what areas of language skills their peers need to improve with exact strategies, techniques and sources. Students report orally on their observations in *Flipgrid* video discussion boards.

Edpuzzle. Advantages of this application are: ready videos to add some interactive content, a wide range of free sources, user-friendly easy to follow tools. Drawbacks of this app, may be mine are: lack of experience with this tool, difficulty in scaffolding by cutting into small parts. Here is the link of my material.

<https://edpuzzle.com/media/6018d0907037d64291e9b7ee>

I have designed 3 instructional tasks based on the pre-existing video. They are multiple choice questions, open-ended questions and home task.

Objectives for multiple choice questions: to pick out important features and information via guiding questions;

Objectives for open-ended questions: to apply cognitive load in a meaningful way; to analyze and reflect on their own learning experiences. I have concluded that applying materials in a meaningful way taking into consideration students' attention. This can be accomplished by using techniques like: segmenting (cutting info into small pieces), signaling (highlighting main points with symbols, colors, cueing), weeding (eliminating extraneous info, complex background).[1, p. 3]

Learners will be involved actively by packaging video with interactive questions, using guiding questions;

Instructor's notes facilitate learners to pick out important information, focus on similarities and differences of concepts.

Kahoot is another online tool that learners will be interested and involved in to accomplish the task. I have designed a multiple choice test on methodology to assess my learners. Here is the link:

<https://create.kahoot.it/creator/d38c5fc7-5245-4b4d-9921-755581bbd7a7>

Objectives of this task are:

1. students will revise and retrieve the previous topics;
2. students will self-assess and check their comprehension;
3. students reflect on the inputs of the course.

Conclusion

Key takeaways from the course that lead me to choose these online tools are:
According to Bloom's taxonomy, students reflect on the following outcomes:

1. Remembering: identifying, remembering, listing, retrieving, naming;(type of task: self-assess tests)
2. Understanding: categorizing, classifying. (type of task: self-assess tests)

Types of Sequencing:

The Iterative Pattern: Repeating the Same Assignment, Varying it by Topic

The teacher guides learners to revise the home tasks they skipped due to poor net connection, or lack of time, or irresponsibility through repeating the same topics but varying them by different assignments. The designed task will help those students to catch up with the group and get some points to show their results.

Recommendations to my colleagues:

1. Design online tasks keeping in mind the aim and objectives of the lesson, or module;
2. Don't be allured by multifunctional online tools, instead take your learners' level, LL and ICT competence, sociocultural aspects too;
3. Scaffold your task from easy to complex to build their skills and confidence;
4. Give them chance to complete their tasks by varying the tasks due to their strengths and interests.

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ASSESSMENT IN AVIATION

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Annotation. This paper contains the explanation of the assessment process of the high-stake test for pilots and ATCOS (air traffic controllers) in Uzbekistan. Aviation Training center of Uzbekistan Airways developed and implemented ELPAT (English Language Proficiency Aviation Test) to assess English language proficiency as an integral component to ensure flight safety. The testing system provides opportunities to give valid and reliable assessment in accordance with ICAO (International Civil Aviation Organization) requirements. The paper demonstrates not only the technology how the assessment conducted but also explains the background of the assessment in aviation and the raters(evaluators).

Keywords: aviation, pilots, air traffic controllers, ELPAT test, ICAO, assessment, raters, English language proficiency.

Introduction

Since the beginning of the research initiated in China in 1960s ESP developed with the high rates all over the world. The motivating factors for this growth were the necessity of the professional development and globalization. English is a lingua franca (EFL) worldwide. It became required for many occupations, whereas conscious command of professional knowledge in English is mandatory for some professions. In aviation as a branch of ESP, English is the medium of communication since the beginning of international flight history. Nowadays, even for local flights Uzbek pilots use English to communicate with Uzbek ATCOs (air traffic controllers).

Training is an integral part of aviators' professional path. Aviation Training Center of Uzbekistan Airways is the leading enterprise to meet training needs of aviation sector in Uzbekistan. The approach for training serves as a guarantee of flight safety and qualification of aviation personnel. This paper covers assessment for pilots and ATCOs in compliance with ICAO English language proficiency requirements, which is only a small part of the whole picture of training and assessment activities in Aviation Training Center of Uzbekistan Airways. The assessment process mechanism introduced in details to demonstrate practical approach based on test validity and reliability. Training and assessment aims on providing flight safety and in turn ensures human lives safeguarding.

Pilots and ATCOs

There is a big difference between how travelers see the flight and how actually the flight looks like. Pilots do not blindly fly the airplane to its destination. Language is a completely inseparable element with safety for pilots and ATCOs. There is continuous communication between the flight crew and controllers during the whole flight. Pilots contact air traffic controllers of the country they overfly. Thus, during the flight to the US, 10 different ground stations are called to be aware of the situation in the sky. Radiotelephony is the “language” spoken during the flight in communication between pilots and ATCOs. According to Shawcross (2011), the core of radiotelephony is ICAO standard phraseology. The other side of the coin is a plain language. Bearing in mind the fact, that language proficiency erodes over the time; aviators pass recurrent trainings every three years. Moreover, to enhance life-long learning and ensure adequate interactions between “ground and air” ICAO implemented language proficiency requirements. Pilots and controllers should utilize plain language in non-standard situations both expeditiously and meaningfully.

ATCOs and pilots in Uzbekistan aged from 20 till 60 years old. The majority of those, who studied at school in the Soviet era, started to learn English in civil aviation academy or college. Young generation studied English at school and then continued in higher educational settings. Nowadays, all of them take recurrent trainings, which help them enhance language skills. Moreover, every specialist has to take high-stake testing periodically depending on proficiency level and age is not taken into consideration. Despite the fact that during lockdown, the testing was terminated, last year all the candidates took language proficiency tests and prolonged approval to fly/operate internationally. It is pleasure to see that many of aviators get better results year by year. According to last year analysis, overall results of pilots increased by 10%, when the controller’s results improved by 5 %.

ICAO requirements

Uzbekistan became the member of International Civil Aviation Organization (ICAO) in 1992. It means that all the requirements issued by ICAO are subjects of

implementation and legal basis. In 2005 ICAO published language proficiency requirements stating that "... pilots, air traffic controllers and aeronautical station operators shall demonstrate the ability to speak and understand the language used for radiotelephony communications...." (ICAO Annex 1 /1.2.9). Based on that, the President of the Republic of Uzbekistan signed a Decree to implement the ICAO requirement and to develop a roadmap to comply with the international rules. This legal basis required to find qualified specialists, testing system, and the institution to assess English language proficiency and ensure legal enforcement.

Nowadays, there are internationally certified examiners and state raters to evaluate language proficiency of pilots, air traffic controllers and aeronautical station operators in Aviation Training Center of Uzbekistan Airways in Tashkent. More than 3000 tests have been conducted since 2005, about 20 interviews each month. State raters-examiners pass recurrent trainings in international training centers and approve their qualification and skills. Furthermore, they have membership in ICAO Language Proficiency Requirement Implementation (LPRI) Task Force group, representing the needs and realia of Uzbekistan in terms of safety-critical language proficiency.

The analysis of the language factor and air crash investigations revealed the necessity of the valid, reliable, and practical testing system to assess English language proficiency. In 2005 ICAO issued Document 9835 "Manual on implementation of language proficiency requirements" in order to harmonize the approach to test development and delivery along with the assessment procedures. The document includes the analytic rubric and holistic descriptors, lexical domains for evaluation purposes. English language proficiency ICAO rating scale ranging from 1 to 6 incorporates six elements: pronunciation, structure, vocabulary, fluency, comprehension, and interactions. These elements should alike be reflected in testing system providing opportunities for the test taker to demonstrate language proficiency.

ELPAT test

There are several factors making the test exceptionally high stakes testing, such as the impact on individual and organization, safety of passengers, etc. That is the reason why careful choice of the test and compliance with best practices is vital. Uzbekistan approved English Language Proficiency Aviation Test (ELPAT test) to evaluate English language proficiency for pilots and ATCOs. The testing system utilized in Uzbekistan represents semi-direct format. It consists of four parts and provides opportunities to demonstrate language proficiency when discussing common, concrete and work-related topics and listening to authentic non-standard situations and radio exchange in aviation context.

Linguistic experts with professional background in language testing and assessment and test design had developed ELPAT test. The test passed trialing process, adaptation procedure and final certification and approval. Local peculiarities and raters' experience, subject-matter experts influenced the test adaptation process. Some tasks have been modified according to the needs of target audience keeping in mind international training experience.

Fundamental test considerations include validity, reliability, and practicality. Validity is the most complex criterion of the test (Brown, 2010). The test is valid as the assessment process of the test-taker's language performance is evidenced and could prove the scoring. Moreover, test description can be found at Aviation Training center official website (www.aviatraining.uz), thereby making the test face valid. The test format reflects all elements of the ICAO rating scale. Reliability of the test is ensured by trialing period, when difficulty and complexity of every test variant has been analyzed and compared. Test practicality refers to the easiness to conduct the test and deliver results. The test is practical, because it "can be completed by the test-taker within appropriate time constraints" (Brown, 2010). ELPAT test does not require any specific resources and funds to deliver.

Assessment process

The multi-level rating concept is applied for assessment. The examiner does the first evaluation, followed by the second rater. The rater's decision is crucial as he/she has documented evidence in form of matrix. However, if there is a disagreement between an examiner and a rater, the third person-rater evaluates the recording again by using matrix and it's a final decision. The rater does not know the test taker, as the recording is saved using coding system with no personal information or test dates. The individual parts of the exam are assessed according to ICAO rating scale's six profiles of language proficiency. The lowest ICAO English level is the final level, not the overall score because every component of the scales ensures flight safety.

In order to ensure the validity of the test results, ELPAT test raters use rating matrix, which provide evidence and makes the calculations easier. Every response of the test-taker is assessed according to ICAO language proficiency scale elements and descriptors. Overall number of appropriate and inappropriate responses is calculated and evaluated. All the errors are recorded and assessed referring their pragmatic and situational appropriateness.

Conclusion

The applied approach in Aviation Training Center of Uzbekistan Airways proves high standards and qualifications of both the materials and personnel. Due to high stakes, spontaneous and natural use of language in work-related situations should be elicited and assessed according to ICAO language proficiency rating scale. However, it is known that language proficiency is considerably reduced in stressful situations, especially in those where time is an essential factor. ELPAT test provides opportunities for effective communications and spontaneous interactions. The test is based on fundamental principles of language testing. Assessment is performed openly and consciously in compliance with the state and international standards.

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COMPREHENSIVE ASSESSMENT AS A MOTIVATION: MISTAKES, FEEDBACK AND STUDENTS' SUCCESS

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Annotation. The article represents the importance of assessment, the features of the main types of control (diagnostic, training, final), as well as some varieties. The stages of assessment are presented, including the actual monitoring, feedback and corrective measures. The characteristic of effective feedback is given, its functions are listed. Mistake is considered as an inevitable component of the educational process, its positive significance for learning is analyzed.

Keywords: assessment, to evaluate, learning, process, mistake, student, effective.

Assessment in the context is one of the important dimensions of learning, one of the determining factors of institutional learning. What is to evaluate? Here are some answers given by colleague teachers. To evaluate is to "motivate", "train", "develop", "empower", "To observe progress", "a necessary step", "to validate the evolution", "the opportunity of an exchange ". To evaluate is to take account of the level of individuals (of the functioning of a reading model, the effects of innovative practices ...). It is necessary to have valid tools. Evaluation is far from a simple concept to which could apply simple rules. To evaluate is to pass judgment on value and situate an evaluable object on a determined value scale. The object that will be evaluated must first be defined as well as its components. This assessment will be done using tools that have been developed to take into account the previously defined elements. Some notes about main types of assessment: **diagnostic evaluation** can be used to determine the starting point for a given course, and on the other hand to determine and explain the causes of

poor learning. This assessment makes it possible to determine the presence or absence of skills deemed necessary to approach the learning of a new teaching unit; **formative evaluation** is also an assessment which allows the learner to assess for himself what he knows, what he does not know and, in that sense, it is a path to self-assessment; **summative evaluation** makes it possible to provide a balance sheet that situates the learner in relation to a standard or established criteria; to take decisions to obtain a diploma, move to a higher class through example; to situate learners in relation to each other, within a or several groups.

Let us cite other existing types of evaluation which the teacher can make use of during the teaching-learning process.

Normative evaluation

It permits to situate an individual in relation to a norm, constituted by the performance of a benchmark group. It therefore reflects the results of learning in terms of comparison with the results of other students in the class and thus makes it possible to situate each student in relation to the average of his group; it is this average that represents the norm for the group in question.

Criteria evaluation

In this case, a student's performance is assessed against the goal fixed. It indicates whether a student is competent. It locates the performance of a student against target performance. In this perspective of evaluation, the results are not presented in quantitative form, but the interest is mainly on the demonstration of acquired skills or abilities.

Formative evaluation

Assessment which, depending on the idea that only the student can really regulate its learning activity, and taking into account the importance of the representation of the goals to be achieved, aims: the appropriation by the students of the criteria teacher evaluation; self-management of errors; process control anticipation and action planning. A series of variables can influence a safe and objective assessment.

Favoritism: Some learners refer pictures to teachers rewarding themselves, which places them in the rank of "favorites" or "darlings" and allows them an evaluation that conforms to this status and are therefore overvalued. Other learners are often disadvantaged.

Fatigue: the correction conditions and the state of the influential assessor heavily on a fair and equitable valuation. We undoubtedly correct more fairly well in the morning sitting at a work table than in the evening late after great efforts made during the day. The contrast effect: an average copy suffers from being corrected right after excellent production. If it had been corrected right after a very poor copy, odds are it would have scored higher. The effect of the order: we are usually more severe at the end of a series of copies only at the beginning. The opposite can also happen. The contamination effect: a good academic record does not buy a copy low; however, it affects a good copy. The halo effect: when spoken, a sympathetic student who has good verbalization and a positive personality is, in many situations, better rated than an introvert and shy. Likewise careful written work, even if its content leaves something to be desired, makes a better impression than a good job poorly presented. The "shock" effect: It comes in two variations. The negative: the same fault often committed in copying greatly reduces the value of the production of the learner. The positive: a smart idea in a poor copy can ensure the learner's average.

The assessment is due to the fact that not all learning actions are complementary if there is any feedback. This is a step with several objectives. It relates to First of all, the learner's path aims at the progression of learning. Assures the passage to another stage of learning and allows the implementation of correction, reinforcement, enrichment, complementary activities. It also aims to rule on the achievements during the establishment of the balance sheets. passage to higher levels.

To be effective, **feedback should:**

- provide students with information that confirms them or not in the completion of the task;

- express a comparison between the current achievement, the orientation of the task and expected results;
- be as immediate as possible, understandable and directly usable for the student;
- be expressed in descriptive and positive language;
- be commented on so that students have the opportunity to discuss and to consult the teacher;
- offer a diagnosis and recommendations specific to what is observed;
- allow students to perceive tangible effects of their efforts.

It must be rewarding and encouraging, opening the door to acquisition gradual self-confidence; enlightening by an awareness obstacles and successes (by teachers but also by students); trainer by allowing certain obstacles to be overcome and progress in construction of his own person; understood by everyone: everyone (without forgetting students and parents) having to be able to interpret what it is telling us.

Here we find the concept of error correction and its importance in learning. In the new didactic vision, error is considered as a sign of need. Demonstrating the value of the error is very simple, learning appetite comes when a human is in need of it, and it's good when learner makes a mistake that he can change so, learn! The error must therefore have a positive status in a learning process.

Mistake is also one of the fundamental components of the learning process and requires remedial action. Remediation is the final and arguably most important step in the **assessment-diagnosis-remediation process**. In didactics, remediation is a process that aims to place of activities that help learners to master concepts and improve at following a formative evaluation activity located at the end of a learning process. To remedy is to build the light of the shortcomings which identified the causes and sources, an intervention mechanism that can fill these gaps. Evaluation is, therefore, a complex process closely linked to training intentions. With the evolution of methodologies and pedagogy, the teacher's place has changed a lot. It is necessary to adapt the content of the course by according to the language needs of the learners. It is up to the teacher to

create the link between his experience and the reality of the learner, to propose activities that motivate and allow learners to progress.

Assessment can help relate the way in which learners were trained to the choice of assessment tool. The variation in learning activities is an indisputable motivator. They stimulate learners' curiosity and their desire to learn the language.

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ISSUES OF ASSESSMENT OF CHILDREN WITH DISABILITIES

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Annotation. Obtaining education by persons with disabilities is one of the main and inalienable conditions for their successful socialization, ensuring their full participation in the life of society, effective self-realization in various types of professional and social activities. In order to obtain an access to quality education changes in curriculum and assessment accommodations are vital. The current paper looks at difficulties faced while assessing learners with special needs. The paper outlines limitations and provides further recommendations to address the challenges in implementing assessment accommodations.

Keywords: assessment, accommodation, disabled children, disabled students, challenges, inclusive education, students with special needs.

The democratic transformations taking place in Uzbekistan, the process of joining the world economic community, have led to a change in the attitude of society towards the problems of people with disabilities, and increased people's awareness to

the need for wider integration of people with disabilities into society. The global trend in the field of social policy at the end of the 20th century was to promote integration of disabled children in education and combat various manifestations of segregation. In school education, the changes were embodied in the development of conceptual provisions in curriculum that create conditions for ensuring real equality in the development of children with health disabilities of various levels. The Dakar Framework for Action for Education for All was signed by government of Uzbekistan. In 2003 the National Action Plan for Education for All, that outlines the information on special education was developed and published. As part of the plan, the Government of Uzbekistan recognizes the importance and necessity to switch from segregated approach to SNE (special need education) but the process of drafting and implementing the policies on special needs education is slow (ADB Grant Assistance Report, 2006). In this document, the priority task of educational policy was the creation of an inclusive education. At present, in education field in the world, the term “integration” - unification into one whole, is being replaced by the term “inclusion” (Mittler, 2006; Walsh, Rutherford and Sears, 2010). Integration presupposes the adaptation of the child to the requirements of the system, while inclusion is the adaptation of the system to the needs of the child. Based on this, by inclusive education it is meant a broader process of integration, which implies the availability of education for all and the development of general education in terms of adaptation to the different needs of all children.

Assessing learners with special needs is pivotal in fair school settings. Masters and Adams acknowledge the necessity to address the needs of every child despite any social or personal circumstances (2018). With this in mind, it is important to design a proper assessment to students with special needs to ensure that they are not left behind. Accommodation or alteration of the assignments and general tests is one of the ways to check learning of students with disabilities. A vast range of pedagogical methods should be applied while teaching and assessing students with special needs (Bourke and Mentis, 2014). As education system is shifted from segregation role model to

inclusivity, educational institutions have to assure that needs of students with impairments are met and their learning progress is assessed. Educators have to ensure that different assignments are designed to check the knowledge of students with various impairments. To exemplify, a study which was carried out in 2010 in New Zealand found that there are 24 assessment approaches applied to cater the needs of students with disabilities (Bourke, Mentis, and Todd, 2010; Bourke and Mentis, 2014). In order to do so, certain provisions regulating the assessment of students with disabilities should be formulated, signed and ratified. ‘Consequently, in order for students with disabilities to be fully emerged in quality education, they must have substantial opportunities to learn the content and have appropriate accommodations to fully participate in assessment (Bourke, Mentis, and Todd, 2010; Bourke and Mentis, 2014). These two factors are important to consider in order to track a child’s yearly progress which needs to be assessed by large scale assessments. This paper will look at the practice of assessment accommodations and its controversial aspects. According to Masters (2014) the primary aim of assessment is to realise what aspect of learning is comprehended by student and to what extend. “Assessment accommodations are defined as alterations made in the assessment format or in the student’s response. Change in student’s response, format, setting of the exam, extended timing of the assessment are considered to be some examples of accommodation changes” (Elliott et al, 2002). It is important to note that key factor to success of the student with disabilities is the right choice of accommodation. “Appropriate accommodation strategies should be individualized to meet the exceptional learner’s needs and not generically applied to all special education students” (Rieck and Dugger Wadsworth, 2005) while Weinfeld et al (2002) defined key principles in implementation of the right assessment tool accommodations. It is true to note that it is important to measure the progress of the student in learning, not his/her disability.

Difficulties faced in implementing assessment accommodations:

1. Thurlow et al (2005) claim that in the United States accommodation policies differ widely by state and while some states allow certain policies in their education system, other states reject the use of these accommodations in assessment. Fuchs and Fuchs (2001) confirm that various policies and regulations are used allowing certain accommodations and the assessment format across the USA.
2. Another controversy in applying accommodations in assessment regards the fairness of approach of using accommodation policies towards disabled student. This concern is mainly expressed by general public and general education teachers and students. Controversy might originate from poor knowledge of the purpose and nature of accommodations by general teachers. Polloway et al (2003) is in line with above stated and raise a concern why accommodations should be applied towards disabled children while abled children are limited to exercise this right. That's why some states allow the application of accommodations for all group of students (Thurlow et al., 2005).
3. Classroom assessments: According to Hussu and Strle (2010) the major issue is faced by educators is assessing written tests and oral examination for children with special needs. Some alterations made include enlarging the font of the text, providing students with more time to do the test, deleting or substituting difficult assignment with an easy alternative.
4. Accommodations made to address the needs of impairment students are aimed to change the content of assessment task, but the assessment criteria are not changed and, in most cases, do not attribute to fairness and transparency of assessment of the student with disabilities. Learning of all students is the most feature that needs to be measured (Douglas et al., 2016).

Limitations

Due to the limited timeframe, this paper is mainly based on secondary research. To be specific, in-depth research on country-specific policies could not be conducted

within the available time due to the lack of available literature and data on education of children with disabilities. Further, data on education of children with disabilities is difficult to find. Despite several documents signed by the President of Uzbekistan, to exemplify a few, the degree dated from December 1, 2017 “On measures to fundamentally improve the state support for persons with disabilities” which provides the preferential rights and applies positive discrimination to individual minorities on the basis of disabilities, little has been done in this field to address the needs of disabled children. In most cases education of children with disabilities is still carried out mainly in boarding schools, which leads to the social isolation of these children and the elimination of parents from their upbringing. As a result, graduates of boarding schools are experiencing difficulties in further integration into society. At the same time, a few children with I and II disability group can study in general education institutions. Taking into account the global approach to teaching children with disabilities together with abled peers, in Uzbekistan in recent years the process of their integration and assessing their performance in the general educational environment has been intensifying. While it is a major step ahead, the focus is given on physical placement of the child rather than on the curriculum (Bowen, S. K. and Rude, 2006).

Recommendations

1. Although accommodation in assessment and score assessment are widely used in many countries, the actual effectiveness of accommodations applied for disabled children needs to be researched more extensively.
2. The overall use of accommodations for students with disabilities and for the general population of students in public schools needs to be re-evaluated in terms of fairness for all students.
3. As it was mentioned earlier, different countries employ different accommodation tools. Consistency in accommodations’ use and the consistency in designing assessment criteria should be ensured based on annual progress of disabled students.

4. Teachers should be aware and use pedagogical skills and methods to teach and assess students with special needs.
5. Strong professional learning communities should serve as a platform of discussion for educators who work with disabled students to exchange experience and practice (Woodcock and Woolfson, 2018).
6. Fairness in assessment should be ensured for both abled and disabled students.
7. Moreover, schools have to see the parents of students with disabilities to learn what form of accommodations should be needed to access the learning of their child.
8. Funding: Funding should be provided by government and donors so educational establishments are to promote the education of disabled children and strengthen teachers' pedagogical skills.

Conclusion

Assessing students with special needs is an acute and controversial topic of discussion. Fair and consistent assessment of students with impairments could be improved by implementing long-term policies and cooperation of main actors. The changes in the provision of policies and reforms are required to guarantee the access to quality education for children with disabilities. Additionally, pedagogical skills of teachers who educate students with special needs should be improved by creating professional learning communities that would serve as a platform of discussion for educators who work with disabled students to exchange experience and practice. It is important to note that full inclusion is possible only when all actors work together to ensure that the right assessment methods are applied and access to quality education is provided to children with special needs.

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TO MODIFY OR NOT TO MODIFY (WHAT TO CHOOSE ASSESSMENT MODIFICATION OR ACCOMMODATION)

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Abstract. The main scope of the paper is to show the difference between what is test modification and test accommodation, by presenting some test samples from real life. Moreover, to show the light that these to linguistic terminologies are not the same and cannot be used the same way. One more question that will be addressed in this thesis is what could be more prolific to the learner test modification or test accommodation.

Keywords: test, changes, rubric, test development, grading system

Introduction

Assessment modification became really well-known terminology in the language teaching. However, in most cases we misunderstand and misuse it, by modifying our tests or assignments. The terminology of assessment modification was used for the first time in the language teaching when disabled students were studying in public schools and they did not have chance to accomplish the task at the same rate as average children (Schunk, Cox1986). As a result, it was decided that learners should be given modified tests which will be a bit easier than other tests. Later as teaching policy has changed at the beginning of the 20th century it was decided that assessment accommodation is over assessment modification and there are certain factors and aspects for this reason. The following thesis is focusing on two main questions:

1. What is the difference between assessment modification and assessment accommodation? And why should they not be interchanged?
2. What is more beneficial for the language learner while he/she is tested in order to learn more and gain the highest score?

Assessment modification

Assessment modification is a change in course that support learners to pass test successfully by taking into account their health, social, and cognitive condition. These changes are (testproject):

Giving extra time,
Avoiding essays and pop quizzes,
Prefer matching activities,
Giving longer timing,

Tape recorded materials,
Using larger letters,
Grade content vs. mechanic,
Provide extra scaffolding.

There are a lot of other changes that can be used for test modification and make it much easier for test taker, however, the most important aspects are changes that could be done in course objective. So, it means that teacher may change what student needs to master. One more crucial moment teacher might adapt the rubric and change it to the needs of the student as a result grade of the student might be much way higher as it is expected.

Assessment accommodation

Assessment accommodation is a way of adopting course and a testing system in order to make it more comfortable and reliable for all children (Afflerbach, 2017). At the beginning it was used for making changes for not skillfully designed tests, however, later, when both healthy and children with imparities studied together their assessment started to be modified as a result all test in most cases these days before being given to student are adopted in certain way. There are some examples of test accommodations (smartkidsorg):

Open book testing
Oral testing
Untimed tests
Accepting short answers
Usage of calculator
Long term projects

Extra credit options
Providing study guide prior the test
Extra credit options
Reading tests and directions to students
and others.

The most important moment that while accommodating test it is not allowed to change course objectives it means student must be taught the same way as other learners. Rubric should not be changed and material that will be given to students will be the same, However. the way how he should be assessed could be slightly adopted in order to make the result more positive.

Moving to the first question: what is difference between assessment modification or assessment accommodation? I would like to add some clarifications. Unfortunately, these days in the language teaching context this terminology is interchanged. For example, at Webster university there is an assignment where students need to accommodate test however it is called “test modification”. Until reading the book by Butler and Stevens (1997). “Accommodation strategies for English language learners on large-scale assessments: Student characteristics and other considerations”, I did not see the difference as well however later I realized that test modification means to adapt the course to the learner to facilitate objective and assignment as a result his final objectives will be slightly different from the rest. However, test accommodation focuses specifically on the assignment itself and as a result some mechanical aspects of test could be different however, what is going to be tested will be the same.

Modification vs. Accommodation

It is widely known that all teachers and students want to achieve high score and get the highest grade but is it all what we need. According to Elliot test modification it is something that can give you “good” score but is it something that we really need? As it was mentioned above your course objectives are going to be different from something that you should have been originally tested and it means that your score is probably “good”, but knowledge that you get is much lower and quality of it is not as good as it is hoped. So, taking it all into account it is widely considered that it is better to change format of the test like time, and shift and accommodate it rather than modify and change content. By changing content, the core of the tests is changed as well. As a

result, testing factors such as reliability and validity are suffering. Therefore, the most eminent scholars of language assessment consider test accommodation over modification as after modification skills are going to be the same and after modification, they are different (Abedi, 2002).

Conclusion

Assessment modification and assessment accommodation two terminologies that are really similar in language teaching. These days these two phrases are confused and misused in teaching sphere as a result it is possible to notice perplexed conditions in language teaching. However, test modification is basically focusing on simplifying the context and test accommodation directs on saving the skills and changing the test format by facilitating some aspects of test.

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ALIGNING LEARNING OUTCOMES, INSTRUCTION AND ASSESSMENT IN ACADEMIC ENGLISH MODULE

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Annotation. Misalignment of instruction and assessment creates many issues for teachers. To address this challenge it is recommended to use the Constructive Alignment model developed by Professor John B. Biggs when designing curriculum. In the presentation, I am going to exemplify Constructive Alignment model used to align learning outcomes, instruction and assessment in Academic English (AE) module. The stages in developing an alignment plan will be shared. Once the alignment model and plan were implemented into AE curriculum design, an effective teaching system was set which enabled teachers to engage their students into meaningful learning, consequently, increasing their motivation to learn.

Keywords: Academic English, Assessment, Constructive Alignment, Curriculum Design, Learning Outcomes

Assessment in language teaching has been discussed widely but still there are aspects of assessment which need deeper exploration. One of such aspects is alignment of assessment and instruction in teaching Academic English. In this article I am going to exemplify how Academic English, a year-long core module taught for about 1,500 first-year students at WIUT, has been developing the relationship between assessments (summative and formative) and classroom practice.

You may ask why I used word “developing” in continues form, my answer is very simple. Over the years Academic English module has been evolving and adjusting to students’ needs because the demands of our reality are changing and they push language educators to address those posing challenges, for example, to develop not only language skills but also other transferable skills, which make students successful upon graduation. That is why to ensure the quality of our teaching and learning annually we have institutional evaluation which is done by students, internal and external assessment experts.

Once feedback is ready, our department gathers together and starts looking for actions that are needed to improve teaching and assessment. Feedback is very important because based on specified students' needs we adjust our teaching materials and assessment (summative as well as formative) (see Figure 1).

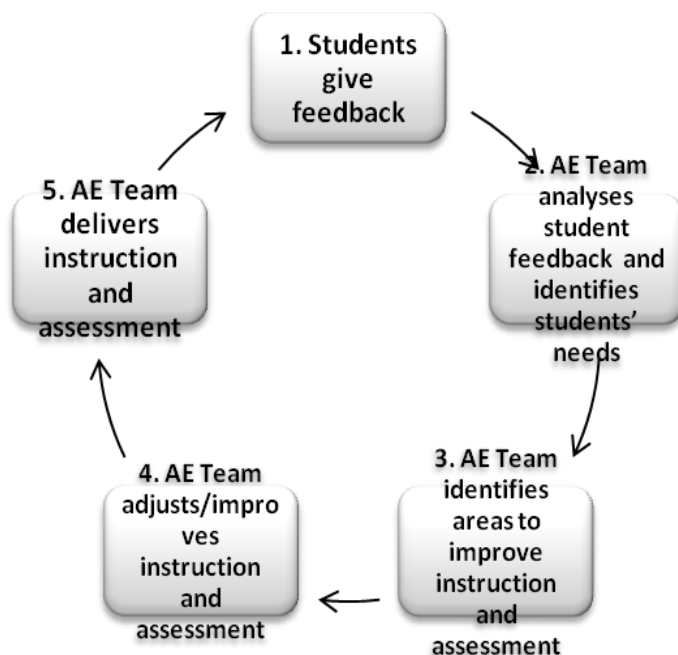


Figure 1 Feedback cycle

In a nutshell, due to feedback Academic English module has been constantly developing its instruction and assessment; knowing the reasons for the change I will turn to sharing some insights on what has been done in detail.

However, feedback cycle was not completed as needed in previous years. The team received feedback but it skipped stages 2 and 3, as a result, assessment targeted LOs for the module and instruction were somehow separated from addressing student needs. Moreover, the alignment between instruction and assessment was not strong enough. When teachers started developing lessons for the semester they were given an academic calendar and topics for the units to be developed (see Table 1). Teachers had “freedom” to design instruction focusing on development of academic language (academic style for public speaking and argumentative writing; active listening, critical reading), study skills (note-taking, time-management, planning, getting organized) and transferable skills (digital literacy, research, problem solving, team-working, meta-cognitive) around

certain topics. However, in many cases there were overlaps in developing similar class activities, and there was a lack of formative assessment. These limitations in instruction and assessment were indicated in student feedback; however, they were not addressed timely causing student dissatisfaction.

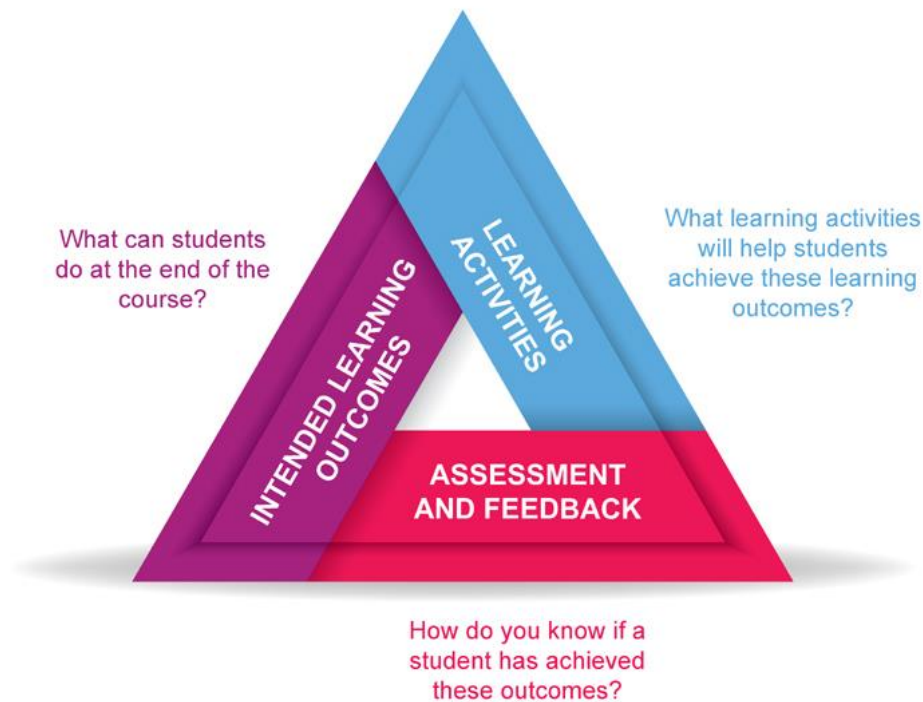
Table 1 A sample of an academic calendar

WESTMINSTER INTERNATIONAL UNIVERSITY IN TASHKENT CERTIFICATE OF INTERNATIONAL FOUNDATION STUDIES ACADEMIC ENGLISH MODULE TEACHING CALENDAR			
SEMESTER I			
Week	TW	Seminar	Seminar Topic
Sep 16-20	TW 1	1	Introduction to AE: Essence and Importance/ Academic Writing Style Introduction to CW1
		2	Introduction to academic culture –information literacy Referencing and attributing sources –digital literacy *
Sep 23-27	TW 2	3	Summary response writing
		4	Summary response writing
Sep 30 -Oct 4	TW 3	5	Technology
		6	Reading: discussion, related grammar* and vocabulary*
Oct 7-11	TW 4	7	Listening: discussion, related grammar* and vocabulary* Summary response writing based on reading and listening with the peer summative assessment Reflection*
		8	Blog writing
Oct 14-18	TW 5	9	Gender Issues
		10	Reading: discussion, related grammar* and vocabulary*
Oct 21-25	TW 6	11	Listening: discussion, related grammar* and vocabulary*

After long discussions and reading literature on assessment and curricular design, we decided to address the gaps in our teaching and assessment practice using Biggs's (1996) constructive alignment (CA) principle because it clearly guides educators in creating an effective teaching system. Let me briefly explain Biggs's constructive alignment. In table 2 there are three key components in instructional design: intended learning outcomes, teaching/learning activities, and assessment tasks; these components are linked logically to each other (see Table 2). Biggs (1996) suggests to begin instructional design by defining intended learning outcomes (ILOs)/standards/performance indicators and posing a question "What can students do at the end of the course?"; the next step is choosing teaching/learning activities leading

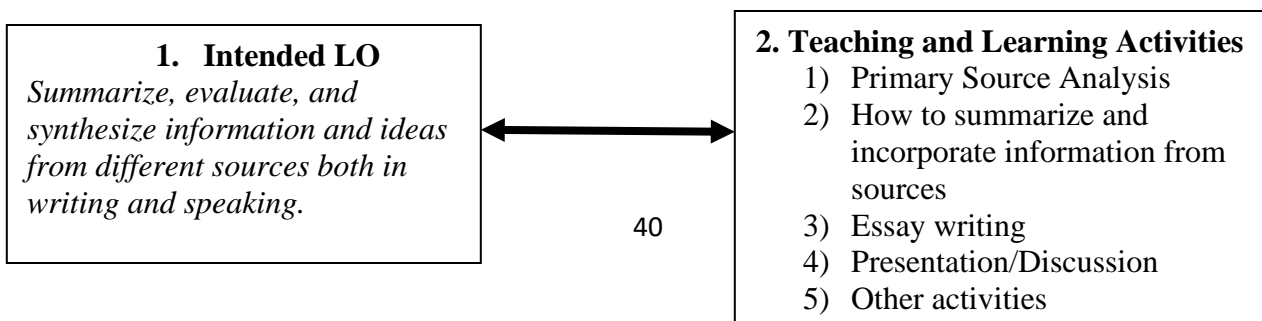
to those ILOs; the question “What learning activities will help students to achieve these LOs?” needs to be addressed at this point. Finally, one should ask another important question “How do I know if students achieved those outcomes?” and start designing assessment to see how well actual LO match what was intended (Biggs, 1996).

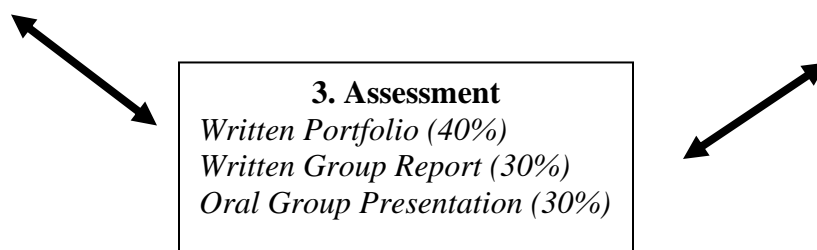
Table 2 Constructive Alignment



The image is taken from Nanyang Technological University (2019).

To implement Constructive Alignment model in improving our AE module, we followed several steps. We started evaluating LOs, instruction and a year-long assessment strategy on a macro level. We redefined intended learning outcomes (ILOs) that we intended our students to learn. We analyzed both teaching activities and assessment tasks and, finally, we aligned them to ILOs. An example of constructive alignment of one ILO with instruction and assessment is illustrated below:





After building alignment among assessment, instruction and LOs on a macro level, we started curricula design by aligning the LOs, the teaching methods/activities, the assessment tasks for 12 teaching weeks/one semester. We created a table which contained information for each teaching weeks, LOs (a macro level – module LOs/ standards and a micro level – LOs for each lesson), activities, assessment method, who provides feedback, materials to prepare. Table 3 illustrates how we have managed to align ILOs, activities, assessment tasks, feedback and needed materials for each lesson for two teaching weeks.

Table 3 Alignment plan for two teaching weeks

Weeks/LOs	Activities	Assessment Method	Who provides Feedback?	Material to Prepare
Week 1 <u>LO1 differentiate academic from non-academic language</u>	Mini-lecture: Introduction to AE: Essence and Importance/ Academic Writing Style Introduction to CW1	Scavenger hunt	Peer	Questions (for the handout) Feedback: Answers
	Mini-lecture: Academic Honesty and Referencing	Quiz	Automated	Quizizz.com
	Practicing Referencing	Group Peer Review	Peer	Different academic sources (online and printed) Guidelines/Rubric
	Features of Academic Style - reading academic and non-acad. texts	Individual Concept maps Academic vs Non Academic	Peer and Teacher	Texts Rubric
Week 2 <u>LO2 Summarize, evaluate, and synthesize information and ideas from different sources both in writing and speaking.</u>	Summary Response writing Part 1 Intro	Quiz	Automated	Quizizz.com
	Summary Response writing Part 2 Sample analysis	Group Peer Review	Peer and Teacher	Checklist
	Summary Practice: Listening to lecture	1. Comprehension check 2. Outline of the lecture 3. Group Peer Review	1. Teacher 2. Peer and Teacher 3. Peer	1. Questions 2. Outline of the lecture 3. Sample of the Summary Rubric

When developing an alignment plan, it is important to keep in mind macro and micro levels. What I mean is that from the alignment plan it should be visible how formative assessment (tasks and feedback) and teaching activities (materials) used in each lesson contribute to the achievement of the ILOs that are targeted in summative assessment.

For example, in the first semester summative assessment for our students is a written portfolio and it is targeted to the achievement of three out of five main LOs of the module; these main LOs (a macro level) serve as a platform to develop ILOs for specific lessons (a micro level) that are aimed at developing needed skills and content knowledge. When ILOs (a micro level) and topics are specified and given in the alignment plan, teachers start looking for materials and resources to develop lesson. Once relevant materials are found and incorporated into activities, teachers develop formative assessment and decide who will provide feedback (a teacher or a student). Also, the planning table shows teachers what assessment tools and resources are needed to consider for further preparation. However, it is important to note that alignment planning is time consuming process but once it is developed teachers have all needed instruments and information to teach effectively.

In conclusion, following Constructive Alignment model in curriculum design creates an effective teaching system. An alignment plan on macro and micro levels helps educators to see how formative assessment (tasks and feedback) and teaching activities used in each lesson contribute to the achievement of the ILOs and alignment to summative assessment. An appropriately organized alignment plan (ILOs, topics/activities, assessment tasks, feedback and needed materials for each lesson) helps educators to avoid duplication (of activities, materials, assessment tools). Overall, we may assume that such thorough preparation and alignment of LOs, instruction and assessment might increase student engagement and motivation to learn.

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ASSESSMENT AND ITS ROLE TO IMPROVE STUDENTS' WRITING: CRITICAL ANALYSIS OF MATERIALS

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Annotation. This article illustrates the role of assessment in the improvement of students' writing skill in higher education. It highlights the significance of making curriculum, syllabus and teaching materials transparent so that students benefited from them. Language teachers' assessment literacy is considered as key factor in designing lessons which will really support student learning and encourage them to study well. Finally, the author concludes with the findings drawn from the analysis of the state educational standards, curriculum, syllabus, teaching materials and recommends further actions to take.

Keywords: EFL, writing skill, assessment, assessment literacy

Teaching a foreign language has been a primary concern to educators for ages. Many confirm that it is not a simple process and it requires clear planning and good preparation. It may not always work though good preparation was implemented. The difficulties and challenges vary from primary education to higher education. The term "teaching" is very wide and many topic areas emerge from it. One of the controversial and challenging aspects of EFL teaching is writing skill. Students' writing and assessing it in tertiary education has not been studied well in Uzbekistan. Recent research studies indicate that graduates of state universities lack the skill of writing good structured compositions and this is believed to cause issues in their future work places.

There are many assumptions of poor student writing performance. One of the factors might be lack of appropriate, well-designed writing course books. Most students are usually in search of materials to improve their writing skill. Some teachers use old

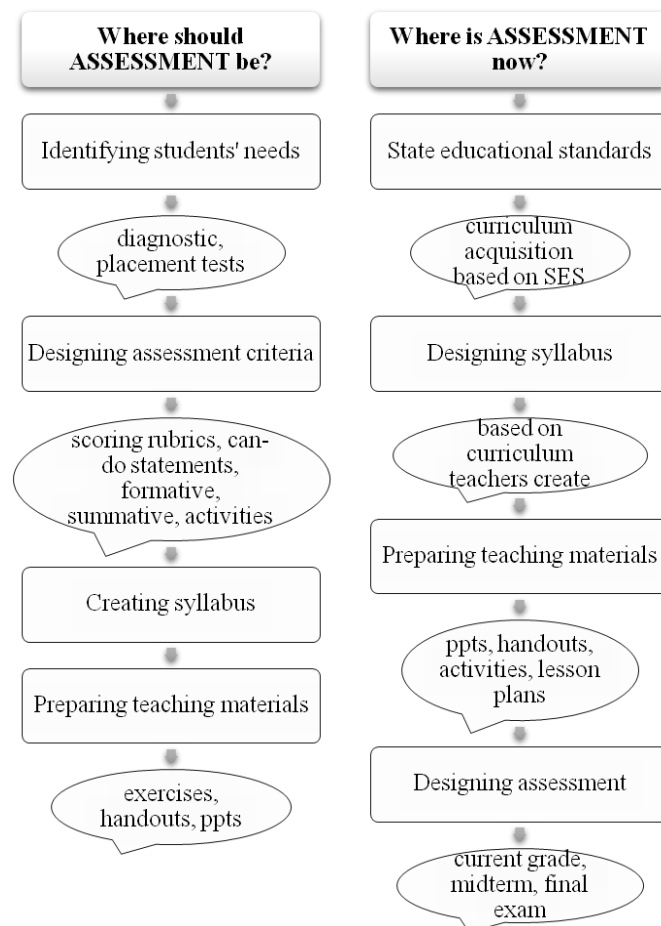
materials without updates to the books that have been used the previous academic year. Another reason can be the syllabus which needs some updating in terms of new topics, activities, assessment system and course materials. Syllabus might lack necessary information about the framework of assessing writing skill of students. They are not ready or they need restructuring or they need to update their content to make it competitive with other developed nations' frameworks. Xodjaniyazova [2, 84] states that in the era of trade economy and tough competition, objective assessment and self-assessment of the knowledge is the guarantee for success.

Finally, the most important one is assessment literacy of Uzbek language teachers and the knowledge of using necessary tools to assess students' written work and eventually improve. The recent research project "Exploring EFL Teachers Assessment literacy in Uzbekistan" revealed that there is a huge need for raising the assessment literacy of English language teachers [4, 7]. According to Guskey "grading is one of a teacher's greatest challenges and most important professional responsibilities" [5, 63]. In other words, assessment, on the one hand, is challenging and it is teachers' duty to excel at it. Despite the importance of this action, teachers receive little if any formal training in grading practices and the effectiveness of various grading methods [5, 63]. That is to say, teachers tend to get little assessment training or some of them do not have any training.

Assessment is always present in the teaching process, but the problem lies in the question whether teachers possess the knowledge and skills of teaching, assessing, measuring, and evaluating properly. The areas in which most teachers struggle is assessment of English learners and particularly the students who have always struggled to write well. There are different perceptions among students and teachers about the knowledge of students' writing skill. For example, university students in the UK rated their writing ability very good versus teachers who did not indicate such a confidence [3, 12]. At Kuveit University, over 60% of faculty perceived students to have inadequate writing skills versus students who were not aware of the level of proficiency

that was expected of them [1, 78]. However, in the study by Bacha, students and their instructors had different perceptions of acceptable essay writing [6, 9]. These findings demonstrate that there is a huge need to find a solution to assessing students writing and balance the expectations of students and teachers about assessment. It is clear how assessment matters, when there is discrimination in expectations. Especially, writing aspect of English tends to be one of the most challenging skills for all students learning English.

In order to improve students' writing skill, it is necessary to find out where assessment is now and where it should be. Is it really important to place assessment in the right order (Look at picture-1)? The picture provides an analysis of the state educational standards, curriculum and syllabus in public universities of Uzbekistan.



Picture-1. Comparison and order of the current and recommended assessment practices in higher education

It is obvious from the picture that assessment can be found in different positions depending on the system of education. On the left column, assessment is placed near the beginning because prior to starting a new course, students are given diagnostic or placement tests in order to identify their strengths and weaknesses and then they are placed into groups according to their proficiency levels. In simple terms, first course objectives and assessment criteria are determined which are followed by creating syllabus, preparing course materials. On the other hand, assessment is placed at the end of the course on the right column, which explains the current teaching system and assessment method in public universities of Uzbekistan. We consider this way of assessing students wrong due to the fact that assessment tasks, criteria should be first designed and other teaching materials should be designed based on the assessment. It is argued that course objectives should reflect assessment practices in the classroom. Students should be explained and introduced with assessment criteria of the course at the very beginning of the academic year.

Conclusion

The analysis of State Educational Standards, syllabus and other teaching materials indicate that writing skill of English has been isolated from other skills due to different factors. They include: insufficient number of hours given to learn a foreign language; shortage of teachers who are good at writing skill or having no prior knowledge of writing; more emphasis put on communicative competence; outdated syllabus, materials which have not been updated for a long time; irrelevant or inappropriate selection of course books.

It is noteworthy that fostering English learning in universities where English is not primary, is today's requirement since students need to enter into business communication with colleagues. Through teaching English, other important values are taught as well such as national values, love for motherland, loyalty, and respect cultural heritage.

1. There is no any assessment criteria to evaluate writing skill of the first- and second-year students. Writing skill of students needs to be assessed on particular criteria established at the very beginning of the course. The assessment criteria provided in the syllabus are on a surface level which means there is no description of each criterion and level of performance.

2. Students are not provided with assessment criteria for their mid-term, and final examinations. If learners can see what teachers are expecting from them in their performance, they can work on those expectations. The learning objectives in the syllabus are not followed by assessment criteria and students cannot expect their grades.

3. Teachers mostly rely on their prior knowledge of assessment practices to evaluate their students' written work. More assessment trainings on assessing writing skill can help teachers to be assessment literate.

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THE ASPECTS OF MOBILE-ASSISTED LANGUAGE LEARNING

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Abstract. This article is devoted to the development of an effective model for the mobile learning integration as a new technology generation for the 21st century in

teaching foreign languages for the development of listening and speaking skills. A successful integration model is understood as an interactive learning environment based on mobile applications that define the principles of organizing the educational process and includes three components: content, functional and evaluative.

Key words: mobile applications, MALL, learning English, self-study, assessment.

The main characteristics of mobile learning (m-learning) are recognized as the potential for the learning process to be personalized, spontaneous, informal and ubiquitous. While learning with mobile phones can take longer than computers, students feel a greater sense of freedom in time and space so that they can take advantage of the free time to learn a second language wherever they are.

Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning. Unlike in the classroom, in MALL, there is no need for pupils to sit in the classroom or at the computer to receive educational material. In fact, MALL can be considered an ideal language learning solution without barriers in terms of time and place.

In this article, we will look at some applications of m-learning, as well as some examples through their various aspects, we will analyze demonstrate the benefits of using mobile phones in learning English as a second language for learners, as well as teachers. The areas of language-based mobile learning discussed in this article are vocabulary, listening comprehension, grammar, phonetics, and reading comprehension.

The integration of mobile technologies into teaching foreign languages is analyzed by T.Georgiev, E.Georgieva, V.Kuklev, J.Attewell, I.Golitsyna, J.Colley, A. DeGani, and other researchers. They believe in the effectiveness of MALL in the teaching process in the classroom, for self-study, and find a lot of benefits in assessment the foreign language skills via mobile devices. [1-6]

The handheld technologies include mobile phones, MP3/MP4 players (e.g., iPods), iPod Touch, netbooks, gaming devices (i.e., Nintendo DS and Sony PSP), etc. Positive reactions from learners demonstrate that the use of mobile applications has great impact on their learning. Some of teachers report that “learners in outreach centers or work-

based environments feel better supported” and mobile applications transform teaching and learning foreign languages. The mobile apps open a world of new possibilities. [1]

The main didactic properties of mobile technologies are interactivity, information content, clarity, autonomy, ease of use, as well as instant access and feedback. These didactic properties determine the feasibility and effectiveness of the integration of mobile technologies and applications for:

- development of communicative, socio-cultural and information and communication competencies of learners;
- organization of independent and classroom work;
- organization of individual and group work;
- providing feedback;
- visualization of materials;
- carrying out tasks of traditional and new formats for the development of learners’ English language skills;
- implementation of formative assessment as a component of current control for the formation of learners’ English language skills. [2,3]

The mobile learning is impossible without use of mobile devices. The mobile devices are different in abilities. The most common ability is their mobility and possibility of wireless connection. The educational mobile devices can be divided into:

NoteBook computers,

Tablet PC,

Personal Digital Assistant (PDA),

Cellular phones,

Smart Phones. [4]

With the help of mobile applications “*Learn English with Kids’ English*” and “*Let’s learn English together*” created by the specialists of the Innovation Center, a learner can independently study English. They can be used as a complementary exercise guide for English learners as beginners. The program works stably. There is a version

for Android. Internet connection is required only for free downloading the mobile applications from the Play Market to a mobile device.

The tasks in the apps are divided into sections corresponding to the subjects of learning English in elementary school. What's great about the mentioned applications? Here grammar, vocabulary, reading, and listening are trained.

The mobile applications “Learn English with Kids’ English” and “Let’s learn English together” are designed not only for use in English classes in elementary schools of Uzbekistan, but also for the development of self-study and self-assessment skills of elementary school learners. One of the principles of language skills and self-assessment development is the ability to progress through the applications’ exercises after completing the previous level. The mastery of the active vocabulary and listening skill development is checked and encouraged with the words "Good job", "You are great" after learner’s choice of the appropriate and correct word and phrase for the given picture or short story.

Foreign language learners do need the constant support of the teacher in assessing their success. [5] We believe that support, praise and endorsement for a well-done job are undeniably effective tools for teachers in keeping the learners motivated and interested in learning English.

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AUTHENTIC ASSESSMENT IN TEACHING TOLERANCE IN THE PROCESS OF FOREIGN LANGUAGE ACQUISITION

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Annotation. This article considers assessing tolerance in students when teaching foreign languages in an authentic way. In addition, it gives useful methods for assessment students' tolerance formation.

Keywords: assessment, traditional assessment, authentic assessment, tolerance, teaching tolerance, a foreign language acquisition.

The traditional assessment system at the university in the form of tests and exams has significant drawbacks, namely in that it reflects mainly control the quality of the result of education. In addition, it contains a large proportion of subjectivity, which often gives rise to conflict situations, significantly reduces motivation learning, causes its shift from achievement motives to failure avoidance motives; is lost pedagogical potential of assessment, etc.

Authentic grading is a kind assessment, used in practice-oriented education and providing assessment of the formation of the skills and abilities of students in the conditions of placing them in a situation as close as possible to real life - everyday or professional.

In competence-based learning, authentic assessment aims at identification of the levels of competence formation [1, p. 153].

A tolerant educational environment in a given classroom is the basis of a tolerant educational system of the school as a whole and is based on principles of humanization, integration, cultural consistency, variability and flexibility.

Tolerant culture is multidimensional, and build educational space is necessary taking into account at least three components – readiness the administration of the

educational institution to assist teachers, introducing into the culture of the school of pedagogy of tolerance, tolerance teachers. [2, p.277]

Both external and internal (general level of tolerance, ethnic and social tolerance, as well as communicative tolerance as a lack of intolerance in dealing with other people) and perception students of the educational environment as a tolerant system.

Tolerance is defined as tolerance for other people's opinions, beliefs, and behavior. This personality trait is opposite to bias, racial and religious intolerance, stereotypes of perception of representatives of certain social groups. The property of tolerance should be inherent in employees whose activities are associated with the influence on the behavior, fate, life of other people. Tolerance is the key to objectivity in decision-making, in the perception of people and situations.

Preparing students for intercultural communication involves the formation of a number of personal qualities, including tolerance. The content of education of these personality traits is actively developed by modern scientists. For example, E. I. Passov considers the following aspects to be the main content of education:

1. fostering a sense of patriotism, a desire to represent your country with dignity, and a willingness to protect it;
2. fostering an understanding of the historical role of the people (the country of the language being studied) in international life, respect and kindness for the country and its people, its history and traditions, etc.;
3. fostering a belief in the benefits of universal values;
4. education of the correct attitude to true and imaginary values [3, p. 18].

The formation of intercultural tolerance when teaching a foreign language as a means of intercultural communication is possible only when the training is close to real communication. Students should be taught tolerant communicative behavior, which is associated with the formation of politeness, speech etiquette skills, political correctness and communication culture. This means learning the formulas of polite treatment, namely: the ability to give an emotional assessment (to express joy, pleasure, sympathy,

location, satisfaction, interest, approval, the ability to calm someone), the ability to express consent, encouragement to action, offer help, invitation, acceptance of an invitation, and so on.

Some studies focus on the connection between target language and target culture teaching. As language is a social institution, both shaping and shaped by the society in which it plays an important role. By teaching a language, we inevitably and implicitly are teaching culture.

To determine the tolerance of a certain modality, it is advisable to develop questionnaires and conduct research on the Bogardus scales. "The Bogardus scale is designed to measure national and racial attitudes. Its peculiarity is that each assessment (opinion, position) automatically includes all subsequent ones and excludes all previous ones. [4, p 67]

Methods for determining the personal qualities of employees and the characteristics of the role distribution in the group, the attitude of the employees of the group to each other, are quite diverse, but the following are most often distinguished:

- a method of observation (external), consisting in a deliberate, systematic, purposeful and fixed perception of external manifestations of the human psyche. The method requires significant time, special training and laborious;

- the method of self-observation (introspection) - observation of a person for their own mental manifestations. Usually, the conclusions that a person makes based on self-observation are subjective, inadequate and can be used to analyze self-esteem and to compare with the opinions of others;

- a large group of personality questionnaires, or tests, allowing to determine various properties and qualities of a person, such as temperament, character, intellect, a penchant for creativity, motives of behavior, value orientations, factors influencing behavior, etc. These questionnaires reveal aspects of personality by analyzing and grouping the subject's answers to questions or statements. Answers are usually in the form of a menu, i.e. you need to choose one of the options provided for the answers.

Since the answers are given by the interviewee himself, the data received contains a significant element of subjectivity; the quality of the answers is influenced by the psychological state of the respondent during the survey, and the degree of actual acquaintance with the situation, the behavior in which it is proposed to characterize;

- projective methods based on the conclusions of the psychological spider that the subject consciously or unconsciously transfers, projects his psychological properties, states onto external objects, which is reflected in his interpretation of this or that stimulus material. A professional psychologist, psychoanalyst or psychotherapist is able to recognize behind the associations that stimulus material (blots, pictures, etc.) evokes in the subject, the characteristics of his personality, motives, values, the work of the subconscious. When using these methods, the presence of an experienced professional in the field of psychology is required;

- sociometry - a method of psychological research of interpersonal relationships in a group in order to determine the structure of relationships, roles and statuses of group members, including identifying informal leaders, psychological compatibility. There is a group of tests to determine the socio-psychological climate in the group, attitude to the leader, to the leader, to identify the leadership style;

- methods of questionnaires, interviews, interviews, expert methods that allow obtaining information by answering written or oral questions of a specialist. These methods are widely used in the marketing system, when it is necessary to identify attitudes towards work (for example, "Questionnaire on the available and desired powers"), for various types of sociological research and require the participation of specialists to develop a research program, to organize it, conduct and subsequently interpret the results.[5, p.108]

A separate group is formed by vocational guidance tests: if the use of personality questionnaires at the stage of professional selection or movement of an employee requires a preliminary idea of the required qualities and properties. Personality

questionnaires help to establish the presence of qualities, and then career guidance tests help to determine the field of activity to which the respondent has a disposition.

In conclusion, significant factors in choosing a particular method or test are its validity (compliance with what it is intended for; the test determines exactly what it should) and reliability (the test allows you to get the same results regardless of the number of respondents and the contingent). Many popular tests, simple in content and processing of results, do not pass validity and reliability checks and cannot be used in the field of personnel management.

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ASSESSMENT TECHNIQUES FOR ESP STUDENTS' READING SKILLS

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Annotation. The article "Assessment Techniques for ESP students' reading skills" depicts various types of reading used at ESP lessons as well as the aims and the necessity of using evaluation system for reading skill. As teaching ESP students implies working with texts most of the time of the lesson, the developing students' reading competence becomes vital. This implies the usage of adequate evaluation system for ESP students' reading skills. Moreover, based on ESP materials and taking into account certain reading techniques, such as skimming, scanning, intensive or extensive one, a teacher should choose the best way of evaluating students' foreign language reading competence. Hence, to help teachers in compiling and using appropriate reading tests, some criteria for defining the level of ESP students' reading competence and task

designing are described with the examples of test exercises on the ESP text for psychologists. Methods, described in the article, provide the reader with the information when and how to use assessment materials reached and how far the ESP course was beneficial for them. Everything touched in the article could be fruitful for other ESP teachers and scholars to implement in their further work with their students.

Keywords: ESP lessons, reading skills, evaluation system, testing, assessment, reading tasks

While teaching ESP at universities as in any type of education system there appears a necessity to evaluate students' language skills for various purposes as to identify language level for choosing appropriate teaching materials, to check the level of material perception by the students etc. Therefore, assessment is the system of collection and evaluation of certain information in order to improve students' target language skills and to choose appropriate teaching method. Literate assessment and application of correct testing system helps not only teachers to identify the point where students have stopped but also make students learn while doing various quizzes. According to assessment system, tests compilation is subdivided into standardized evaluation system and the system that is compiled by teachers themselves. First, one is based on the international standards of evaluation, particularly in our country it is CEFR standard adapted to the national context. Despite standardized testing system, there exists a teacher-compiling system that has certain benefits as:

- Teachers have a great awareness of their students' needs.
- Instructors know the learning objectives quite well and they are trying to help their students to achieve.
- They are aware of what students have already experienced in the testing system and what topics they have already covered.
- They observe students while performing the task and discuss their performances;
- Teachers have an experience working with particular students and can compile the tests that are more valid and get reliable results [1].

While designing assessment tasks for checking students' reading comprehension skill a teacher should be aware of some criteria. There should be three types of tasks

taking into consideration types of reading as scanning, skimming, extensive or intensive reading techniques. The first task usually evaluates the general comprehension of the reading passage. The second one assesses more specific parts of the text and it evaluates the content itself as well [8]. The third task verifies the ability to understand detailed text content. The test should be limited in time and designed according to the students' level of a target language. At nonlinguistic universities, but professional oriented ones, English level of first-year students is expected to be B1. At the beginning of a course, it is important to understand what reading level students have and there is the reason why teachers should compile tests to check the real students' language knowledge particular checking reading comprehension skills. The placement reading tests, for example, should be based on the goals and aims teachers are to achieve at the end of the course to make valid and reliable analyses of obtained knowledge. B1 students in reading sections should be able to understand the text on subjects related to their interests contain high frequency every day and vacation-related language. They can recognize significant points in articles on familiar subjects and can easily understand the instructions and understand the description of feelings and wishes.

To assess reading process different techniques can be used as content reading inventory, oral language observations, and student interviews and reading tests compiled by teachers or standardized ones. Instructors can rely on standardizes reading test, they can be paper and pencil test or may be online tests, where students are asked to complete a range or reading tasks. Standardized tests ease teachers' work and it takes less effort to score and evaluate them. Nevertheless, some researchers claim that reading assessment should be grounded in classroom proves. They call these types of tests authentic ones that could be rather advantageous than standardized ones as teachers know weak points of their students and try to improve their knowledge during the learning process. The tasks can be as summarizing what students have read, preparing question to the passage they have read, or writing appropriate solution to the problem described in the text. Robert L. Linn and Norman E. Gronlund in their book

“Measurement and assessment in Teaching” for assessment reading suggest using an *Informal Reading Inventory* - “an individually administered survey designed to help you determine a student's reading instructional needs” [9]. This assessment instrument is used when the instructor needs to have deep information on a student’s reading process or verifying individual particular student’s needs and strength. Informal reading inventories are used to help those students who need special help in reading. The benefits of using IRI at reading classes are there is possibility to get deep understanding about reading ability of each student [6]. Moreover, teachers know the way to collect information about student’s reading skill over the certain period, how to use grade level to assess students, how to evaluate what students need to progress to the next level of reading development. Independent reading inventory evaluates students’ background knowledge, whether they use their background to understand the texts or not. The evaluation can be in the form of questionnaires; language knowledge as terminology, professional phrases, references, and syntax; The evaluation can be in the form of analyses and tasks for understanding the certain information from the text; running records analysis teachers can decode students’ ability to use the words and to check whether they understand the context; any type of test system that reveals students’ ability to use appropriate vocabulary in speaking, reading and writing; to check students’ ability to comprehend at different levels, including independent, instructional levels. All the formal and informal techniques could be used. Informal reading inventory includes set of texts and comprehension checking task ranking in order according to the complexity. As students read the text, they orally answer the questions and summarize the text. A teacher may record their performance. It is suggested to start with easy text and gradually day by day going to more complicated tasks and makes students overcome difficulties build new vocabulary and improve reading comprehension skill as well as speaking one. This type of work helps a teacher to choose particular reading strategy and identify potential students’ needs. After recording all the students’ performance from the easiest up to the most difficult texts,

teacher can analyze students' reading comprehension development. Analyzing all parts of activities, the teacher can identify where the students have weak points and where they benefit from the course. Furthermore, the teacher can analyze how students perceive new vocabulary, whether students understand the words by the content or they use the dictionary [6].

Based on the results of Independent reading inventory an instructor can develop reading strategy that helps students to become more competent in reading (i.e. have more experience in reading and more skillful to perform various reading tasks.). The teacher may discuss in mini-groups students' strong points in reading and suggest them to improve their weak ones. Developing independent reading inventories take some period, but it really makes students develop their reading capabilities. Comprehension is evaluated according to students' ability to answer the questions and to summarize it. Informal reading inventory may contain word list related to each passage and pre-reading activity in the form of "concept" questions.

A variety of Independent reading inventory is a Content Area Reading Inventory (CARI) that is usually consist of three sections and aimed at checking students' reading comprehension and awareness of the topic [6]. Section 1 addresses items concerning the reader's background knowledge and metacognition. Students answer all the questions before they read the text. As they read a brief passage from their subject-matter text, students are to complete the following sections. Section 2 is a text comprehension section. It contains questions according to the content or some terms they need to understand while reading. Section 3 is directed to the reader's ability to respond to some situations containing. Students are expected to communicate with their group mates, and communicate in written form as well. Section 3 can contain some instructions students are to follow.

A sample of a content area-reading inventory:

Teaching ESP students in the field of Psychology the CARI can be compiled on the texts they cover during the course. The ESP text is "What is Psychology?".

Using your background knowledge on the topic “What is Psychology?” and reading experience answer each of the following questions.

1. Define the word “psychology” and provide the examples of any related words or phrases.

2. What is psychology concerned with?

3. What are some of the scientific methods in psychology? And why do we need these methods&

4. How is psychology connected with behavior?

5. What questions can a psychologist ask?

Some tips for compiling and applying CARI at the lessons.

1. Choose a passage from the course book (not more than 4-5 pages); the text should be neither too difficult nor too easy.

2. Plan to write about 25 questions for the inventory Section 1 and section 2 about 10 questions and section 3-5 questions relatively.

3. Compile an answer key for you to check. Making answer key beforehand helps teachers strictly stick to the topic and do not give vague questions.

4. To construct questions for the Section 1 focus on experiences and knowledge that will probably help students to understand text better.

5. Metacognition questions reveal reading-related problems or any challenges and ask students they would react as a response.

6. While designing section 2 questions teacher should take into consideration essential keywords and terms students might not understand or they should learn through the context.

7. Explain the purposes of inventory to your students.
8. Have section 1 completed before students read the text passage. As they read section 2 and after the reading section 3 relatively.
9. Scores from the CARI can be analyzed in different ways, as overall percent of correct responses, or for further teaching and planning the lessons each section separately, to reveal problems students have within every section.

There are some challenges for teachers to compile CARI. One of them is adequately experience in designing this kind of tasks. The assessment can be quite subjective especially in Section 1 and 3 [6].

Oral Language Observation is another authentic form of assessment reading skill aimed at checking the way students are able to express their own opinion on what they have read, or summarize the text. Tasks that can be suggested to be fulfilled by the students in oral language observations are as follows:

- To summarize the important points;
- To repeat certain text directions to your partner;
- To ask each other question according to the text;
- To give your own ideas concerning topic covered in the passage.

Students may be shy to answer in front of the whole group so it is suggested using pair work, or mini-work groups.

Student Interview is a type of assessment in the close-to-authentic atmosphere aimed at checking students' ability to interact with each other and use communicative skills. Students after they read the text should compile a questionnaire according to the context. In the form of a role-play as an example, it can be a newspaper interview. Students go around the class and interview others to check their test comprehension. At my lessons, they should get an interview at least from three students from this group. Problem that is usually arise during this type of assessment is that due to some mistakes students make while compiling questions there could be misunderstanding and as the result wrong answers may be given by interviewees. At my lessons before the interviewers start their job, I check all the questions they compile. In this type of

assessment, you cover the whole group as you evaluate both interviewers and interviewees.

In conclusion, test compiling is a quite challenging process that demands teachers' time, certain test designing experience and the knowledge concerning the test types and the techniques that can be applied during the whole course as reading inventory, oral language observations, and student interviews. Overall, using reliable and valid assessment system helps the learning process become consistent, full and accomplished to make learning process fruitful for both teachers and students.

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ASSESSING RECEPTIVE AND PRODUCTIVE SKILLS

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Annotation. The evaluation of productive and receptive skills was highlighted in the article. There are some strategies that help to ease the process of the assessment of certain types of skills, as every skill demands separate and special attitude.

Keywords: Skill, receptive and productive skills, the English language, reading, writing, speaking and listening, assessment, top-down and bottom-up strategies

A skill is generally determined as an aptitude to prepare something excellently. Study skill is an ability attained with the help of intentional, deliberate, regular practice. Learners reach it and become skilled after wide and extensive effort.

Primarily, the main types of studying skills that are taught in an English language classroom are listening, speaking, reading and writing. These four detached language skills are normally stated to as the receptive and productive skills.

Speaking and writing skills are identified as the productive skills as they necessitate some forms of language productivity, whereas reading and listening skills are acknowledged as the receptive skills. Then again, you can also find the productive skills stated to as the active skills and the receptive skills considered to as the passive skills.

The significant things that is important to mention when coaching receptive skills:

- The goal of mastering these skills is to support the learners progress the essential skills to comprehend and interpret written and spoken materials. Therefore, the educator has to sidestep from focusing on taxing the learners' performance in getting the notion of the texts and aim, as an alternative, at training them to use the listening and reading strategies that allow them to deal with any type of text.
- Individuals read and listen for some purposes. This can be to contract specific information or to get a overall idea of the text. Occasionally, listening and reading are done only for wish as when we read poetry or listen to a podcast.
- The receptive skills are not always passive. While listening or reading learners think that cognitive processing is important. The important activities that occur in the mind while processing a text are top-down and bottom-up [Menezes V. (2011) *Affordances for Language Learning Beyond the Classroom*.100-112].

Language learners can be evaluated in receptive skills and productive skills. Naturally, the communicative skills of speaking and listening understanding are

established at a faster pace than the studying skills of reading and writing. Comprehension is an inner process that listening comprehension and reading comprehension are much more difficult to assess than other areas. In this segment, you will find suggestions for assessing both receptive and productive skills.

Students with lower levels of English language ability can show their understanding of instruction without producing language. As an example, learners can see daily classroom practices and demonstrate their understanding of the routines actively taking part in them. The kinesthetic demonstration of understanding is a respected tool for teachers and students who are in the primary phases of linguistic proficiency.

To assess or test a student's comprehension, educators can ask learners to give non-verbal responses. Questioning students to "indicate" or "illustrate me" the right answers may allow them to prove understanding materially and not verbally.

Learners of English language need good amounts of support to check knowledge through reading. The processes used for teaching how to read in a first language are comparable to the processes used for teaching how to read in a second language. Thus, strategies used to deliver support for English language students are valuable to all learners. Learners must comprehend the purpose for reading; activate applicable preceding knowledge, and emphasis on the significant aspects of the reading to effectively understand the text. This can be achieved with instruction that enthusiastically involves the usage of before, during, and after reading strategies. Furthermore, in order to be bright to comprehend the text, learners need to be acquainted with use of specialized vocabulary.

The text that is appropriate developmentally and linguistically, together with instruction in reading tactics, English language learners must be able to demonstrate their knowledge. Comprehending the abilities of learners in regards to reading understanding helps teachers to aim their education.

English language students begin speaking in order to ease their communication with friends and educators. Interfering from the learners' mother language may impact their pronunciation in English. Mostly issues with pronunciation are addressed when the learner's language is unconceivable. It is the average for second language students to have accents in a target language. The accent is not so hefty as to interfere with communication, it must not be considered when assessing speaking. As the expertise level of the learners increases, the complication and precision of the student's speech increases as well. Students with low levels of proficiency may only be able to echo words or phrases. Teachers can use choice questions and yes/no questions, as they are also effective at this level. learners with midway levels of expertise naturally can speak using simple sentences and then move to more complex ones, while students at the progressive levels of proficiency are able to express their ideas using more complex grammatical structures with higher levels of accurateness.

As the skills and language abilities of students change, teachers can move to enquiring strategies that require increasingly higher amounts of language production on the part of the student - for example, Wh.-questions, higher order thinking questions, and embedded questions that ask students to apply personal analysis.

Frequently writing skills are among the last skills fully developed by English language learners. Writing involves the incorporation of some skills counting grammar skills, comprehension and higher order thinking skills. In testing learners' writing, teachers need to be definite about the purpose of their assessments. For instance, a learner may write about something important in their Social Studies the group using totally correct content knowledge, but have unsuitable grammar or spelling.

Whensoever thinkable teachers must create headings for projects. Because, for English language learners, headings provide simplicity and edifice by knowing what is expected of them. Moreover, students can take them home, taking more time to understand them. As a constant procedure, assessment launches measurable and clear student learning outcomes for learning, provisioning a sufficient amount of learning

opportunities to achieve these outcomes, implementing a systematic way of gathering, analyzing and interpreting evidence to determine how well student learning matches expectations, and using the collected information to inform improvement in student learning.

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DIGITALIZATION OF ASSESSMENT IN IMPROVING THE WRITING COMPETENCE IN HIGHER EDUCATION

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*“Appreciate science, strive for knowledge!
Do not waste a second! Youth is the most valuable period of life.
Never forget that knowledge is knowledge that does not burn in fire,
does not drown in water, and no one can take it away from you!”*

Sh. Mirziyoyev

Annotation. Digitalization of assessment is considered to be a part of making the learning and teaching environment comfortable for both teachers and language learning in this digital century. The system of assessing students at philological universities differs from other types of higher education institutions. In this article, basic elements and tools of making the assessment process digital in philological universities are illustrated in detail based on blended learning on which the author is doing research currently.

Keywords: assessment, writing competence, higher education, blended learning, technique, writing, feedback, grammar, language, lexical resource.

The process of teaching foreign languages is a system which consists of particular stages to achieve goals in practice, such as teaching basic rules in pronunciation, reading, writing, listening and speaking skills in the target language. The whole process continues in a cooperative way in which both a teacher and language users should follow a fixed study programme. Actually, there is not any minor or insoluble problem in teaching and learning foreign languages which means that when problems arise, certain methods, techniques, and approaches are utilized to solve by teachers. In this process, effectiveness of taken measures depends not only how they are utilized by teachers, but also factors of how to assess and provide students with feedback are highly important. Language learners make mistakes or fail in making progress that results in preventing them from learning the target language till the end. In addition, the system of assessing language learners is diverse at every stage of education; however, the basic concept and target remain the same – preparing language learners (pupils and students) as perfect personnel for various spheres of society. As the principal focus of the article is given to the system of assessing language learners' (students) writing competence in philological universities, in the rest part of the article, basic principles and basis of digitalization of assessing students' writing competence are analyzed by taking the example of assessing the writing competence as an example in teaching English to students in Uzbekistan philological universities, e.g., Uzbekistan State World Languages University. Furthermore, in Uzbekistan, the process of digitalizing higher education is continuously optimized to create a convenient teaching and learning environment for both teachers and students, and one of the reasons for taking these measures is to make higher education much more transparent and high quality.

In general, there are two basic types of assessment in the context of writing assessment, such as summative and formative ones. Each type of assessment serves to do certain tasks in higher education. For example, summative assessment type is used to measure students' writing competence at the end of a study programme instead of

during the course [7]. Moreover, this type of assessment focuses on results of a course which can be understood that language learners are provided with assessment after having finished teaching students to compose, for instance, paragraphs or essays in practice. Consequently, students have to wait for the end of the programme which takes a long time and this can result in students' not being able to cognize their mistakes in time to work on time by dealing with additional materials in practice under the control of a teacher. There are certain methods of summative assessment in practice, such as questionnaires, surveys, interviews, observations, testing, and projects [7]. To assess language learners' writing competence in higher education can be done by applying the above-mentioned methods into practice, but they can be productive at the end of each semester not after every topic that can be time-consuming and boring. As the research which is being undertaken by the author is on implementing blended learning into improving students' writing competence, digital platforms to assess students and course can be utilized effectively, e.g., Google Forms. On Google Forms, it can be designed for topics and methods of summative assessment in the writing competence differently which can affect language learners' motivation in fostering their skills in the target language. Nevertheless, not utilizing methods of this type of assessment by not following fixed principles and strategies. Hence, this condition makes students feel dissatisfied with the learning environment. Variety of tasks and means to utilize summative assessment in blended learning will be basic elements of making this type effective in practice.

As for the next type of assessment, formative assessment can predict the language learner's future performance and assist in designing subsequent pedagogical interventions [4, p.10] which is considered to be important in improving the writing competence in higher education. The goal of formative type of assessment is to provide language learners with ongoing and immediate feedback by enabling them to identify their strong and weak points to work further [6]. Generally, this type of assessment is commonly known in open and distance learning and higher education [4, p.11].

Therefore, in blended learning, especially on virtual platforms of education, a teacher can utilize immediate assessment as feedback on tasks which can draw students' attention more remarkably in practice. In philological higher education, according to the study programme, students start the course by improving their writing competence in composing a paragraph, its elements, e.g., a topic sentence, a supporting sentence, a concluding sentence, and its types such as descriptive, narrative, cause and effect, compare and contrast ones. For these lessons, a teacher can choose his or her own assessment type, and digital means of assessment can result in making this process much more effective for both a teacher and students. Taking the basic features of a formative assessment which are mentioned above into consideration, this type can make the process more transparent and convenient in blended learning.

Improvement in the writing competence is an ongoing process which means that a language learner learns basic rules of how to compose paragraphs and essays by following a teacher's instructions. Therefore, a teacher's approach while assessing tasks and activities of students plays an important role in the productivity of assessment methods in practice. In addition to the above-mentioned types of assessment, there are additional 2 types of assessing the writing competence in teaching foreign languages methodology (TFLM). The next type is called a diagnostic assessment which is considered to be a type of formative assessment in TFLM. Diagnostic assessment is a product-oriented form of assessment in which activities and tasks of improving the writing competence are prepared according to a student's writing [3, p.98]. Based on this approach, student can be guided to foster their writing skills individually as this is one of the most common advantages of blended learning. The more a student makes progress, the more a teacher provides them with more sources and materials in the target language. Advancing in improving the writing competence can be directly connected to assessment of a teacher in this case because students learn new topics and strategies of composing paragraphs during lessons (offline platform) at university, thereby doing and sending home tasks through virtual platforms distantly to be provided

with assessment by a teacher. In this way, students can be tested and assessed in a digital form, but a full assessment can be presented with feedback by a teacher later to instruct them to work on their weaknesses individually. Actually, diagnostic assessment can be implemented more effectively in higher education as students as future personnel master their skills in not only composing paragraphs or essays but also training others in this area in the future as well. This process can be undergone in a cooperative way, for example, a teacher checks a student's writing, thereby assessing his or her strengths and weaknesses online. After this step, a student reviews the assessment by focusing on the teacher's instruction, and this communication can be either online (on virtual platforms) or offline (at university) in blended learning.

For diagnostic assessment is related to pre-assessment process in which tasks and activities on improving the writing competence are prepared based on a student's writing, the next type of assessment, dynamic assessment (DA) directly depends on the process itself. While using DA in assessing a student's writing, a teacher primarily focuses on his or her understanding and being able to practice writing skills in practice. This type of assessment is more interactive rather than the above-mentioned forms, but it can be considered as another form of formative assessment in TFLM. In DA, a teacher tries to assess a student's writing based on three categories: (1) a student cannot do a task at all for not being able understand rules; (2) a student can do a task with the help of a teacher in which a teacher guides him or her to accomplish tasks partly or fully; (3) a student can do a task independently without help [5]. Taking these features of DA into account, it can be mentioned that this type of assessment optimizes the process and enables a teacher to group students into sub-groups to make the teaching and learning environment convenient and productive for all in practice. For instance, students can be grouped according to their levels in the target language on both platforms of education in blended learning, and a teacher distributes materials, tasks, and activities to them easily whereby advancing students work independently, for sure, on the instructions of a teacher while the rest continue to improve their writing

competence with the help of a teacher in general. Assessing students based on the above-mentioned factors of DA may result in growth in productivity of applied techniques, methods, and approaches into practice.

Factors of assessment in the writing competence serve to increase content and quality measures of lessons in higher education as these measures are remarkably related to connected and continuous learning. As the system of teaching foreign languages in Uzbekistan is based on the Common European Framework of Reference (CEFR), each educational stage targets a specific level to achieve. According to the study programme, assessment criteria, categories of assessing the writing competence in higher education are used as the basis to apply blended learning technologies into practice effectively. In blended learning, modern innovative technologies assist a teacher to prepare study materials, tasks, activities, and programme in digital forms to deliver during the whole course. According to the CEFR, four basic points must be taken into account by a teacher while grading language learners' writing [2, p.7]:

1. Content – the candidate's having followed all the instructions of the task is marked on this point. On virtual platforms of education, instructions of the tasks are presented visually, and a teacher focuses on discussing this factor with language learners more cooperatively because task achievement is highly important in academic writing and international testing systems. Besides that, as future personnel, students must comprehend this point well to achieve goals in the target language. Hence, discussions, master classes, and seminars can be conducted on both platforms of education, especially YouTube, Telegram, and Instagram.

2. Communicative Achievement – a student's writing must be appropriate for the task which means that basic strategies of writing letters and argumentative essays are the primary tasks of the writing competence for first and second-year students in philological universities. For this factor, a teacher must pay attention to the designs of handouts and materials to explain the style of the specific communicative context on this factor to students in blended learning. As a consequence, while providing students

with assessment, a teacher can enable a student to comprehend this point themselves by being in the learner-centered environment.

3. Organization – the structure of the writing is considered to be important in the writing tasks, for example, letters, paragraphs, and essays involve a learner to present their ideas accurately. As for the importance of this point, students are taught to present their arguments in a written form by focusing on structures of their response. Language learners can be motivated to improve their writing skills with the help of various tasks, interactive activities, and projects in blended learning; therefore, a teacher can prepare particular types of activities for each platform in practice.

4. Language – a good range of vocabulary and grammar is a significant factor in writing, so much more effective means and tools can be utilized in blended learning to increase productivity of the lessons. This factor is highly optimized on the virtual platforms of education in the following ways:

a) on Instagram platform, infographic materials and short videos about how to use words and follow grammar rules right and effectively are released continuously which can be beneficial in drawing different types of learners' attention to the lessons and materials;

b) on Google Forms, special sets of questions and tests can be presented for learners after or before every lesson or new topic to check students' knowledge on the conducted lessons and to introduce new materials to students as an introductory overview to interest them;

c) on Telegram platform, a teacher can unite all the means and materials which are mentioned above to conduct online lessons effectively by creating virtual channels and groups in blended learning. This approach practically provides both a teacher and language learners with high quality connected and continuous learning. Functions of this platform can be applied into the system of TFL to make the teaching and learning environment more transparent and digital in higher education.

Assessing students' writing does not aim to find mistakes or weaknesses to show in general; however, a teacher must enable learners to realize what they have learnt during the lessons as well. Following this strategy results in increasing students' motivation in improving their writing competence in the target language. That is why, blended learning technologies on assessing students' writing can be a trigger in redesigning study materials and means, but the most important factor in this area is the teacher's ability in utilizing modern innovative technological means into the system of assessment right and effectively. As blended learning is the combination of online and offline platforms of education, the whole process is controlled by the teacher basically.

Taking all the factors on digitalization of assessment which are mentioned above into consideration, it can be concluded that rapidly-changing condition of the world has directly influenced on almost all the spheres of society. Assessment criteria and categories are also being digitalized as a consequence of new approaches, means, and technologies in modern education. In this area, one factor remains the same that students must be assessed guiding them not what they do not know but what they have learnt and are capable of doing in the target language.

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HOW TO DEVELOP THE USE OF PHRASAL VERBS, IDIOMS AND COLLOCATIONS WITH THE HELP OF WEBLOGS

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Annotation. The development of technology including the Internet and weblogs has provided opportunities to solve the limitations of the traditional ways of teaching and learning. The present study aimed to investigate, how blogging could affect vocabulary proficiency of Uzbek students. To do the study, a group of sixty Uzbek EFL learners were selected based on their performance on Oxford proficiency test (OPT). A pre-test, post-test, observation and interview were used. The results revealed that using blogs had significant role in vocabulary learning of the students. The findings of this study can be beneficial to Uzbek EFL students, teachers.

Keywords: Blogs, Vocabulary, Phrasal Verbs, Idioms, Collocation, L2 learners, EFL students, teaching methods, tools.

Nowadays, language leaning is entering into a critical stage which is influenced by technology, the internet, social networks and mobile messaging applications. This new world of digital communication allows its users to personally connect, socially interact, and share media and activities with one another. Among various social networks, blogs have drawn the attention of the most people, especially young generation. The ESSA also defines “blended learning” as “a formal education program that leverages both technology and face-to-face instructional approaches” (7112). It is critical to ensure students are exposed to technology in blended learning environments in general and special education settings to ensure they have equal opportunity to learn technology skills to be prepared for the real life.

However, very few studies examine the use of the blogs or their effectiveness for learning content. It is hoped that this study might shed light on whether using blogs during class time in a content driven manner has any effect on helping students learn.

In this article, the purpose of the study, research questions and hypotheses are presented. Objectives, significance, the scope of the study and definition of key terms are stated. And in the last part, the organization of the study is dealt with. However,

very few studies examine the use of the blogs or their effectiveness for learning content. It is hoped that this study might shed light on whether using blogs during class time in a content driven manner has any effect on helping students learn.

Learners often experience reading problems. There are few special programs to support the development of English as a secondary language (L2) and reading skills for higher education learners. There is an overwhelming need to develop techniques which address the development of the second language (L2) as the language of learning and teaching. Reading comprehension should receive special attention since it forms a focal point for overall language development.

In blog integrated teaching of vocabulary, students can publish their own reading and receive comments from outsiders. The opportunity to take part in discussion and further use of the target language can provide for them the higher level of vocabulary proficiency. This way, learners will be able to transmit exact concepts that they have in their mind instead of skipping or avoiding the use of appropriate vocabularies. To do so, teachers provide tasks and activities for learners to enable them to communicate. Considering the point mentioned, the emphasis is on using authentic materials. Researchers believe that the development of the communicative movement is a need to develop learners' skills for the real situation and it has led teachers to persuade this situation in the classroom by using authentic tasks.

The present study aimed at investigating the role of blogging to improve English students' phrasal verbs, idioms, and collocations knowledge of Uzbek EFL learners towards using blogs as an educational tool, and to investigate how blogging affects students' level of language reading. This study also attempted (a) to introduce blogs as educational tool in language classes, (b) to improve vocabulary knowledge through blogs, (c) to investigate EFL students' attitudes toward using blogs, and (d) to identify the role of different gender through blogs.

In order to fulfill the above purpose, the following research questions were developed:

Q-1: Is there any significant differences between the phrasal verbs, idioms, and collocations learning before and after using blogs?

Q-2: Is there any significant differences between the phrasal verbs, idioms, and collocations learning among Uzbek intermediate EFL learners through blogs?

Q-3: Does using blogs have the significant role in improving Uzbek intermediate EFL students' phrasal verbs, idioms, and collocations?

Q-4: What are Uzbek EFL students' viewpoints and attitudes toward using blogs as a tool to improve English language learning?

Today, successful people require a variety of skill not currently taught in many classrooms (Jenkins, 2009). To participate in a global society, people must be able to communicate with others.

Our classrooms should purpose for communications in real context. This study provides the new direction for students to prepare better for the online communication. Students have an opportunity to rethink some assumptions about learning and technology. If we are to prepare our students for the future roles they will play as contributors to a participatory society, studies of children creating and communicating with diverse others are necessary. This study moves us one step in that direction by providing the new direction for others wishing to carefully examine online communication with intermediate students.

This study will be a significant endeavor in assisting teachers who find it difficult to encourage their students to study phrasal verbs, idioms, and collocations inside and outside the classroom and students who are willing to take control their own learning. With the knowledge gained from this study, it could be possible for teachers and students to gain insight into how they can facilitate teaching and learning English language vocabulary through blogs. Finally they make progress in communication.

The development of the technology has provided different digital tools that support teaching and learning activities and challenge the traditional education. Among them blogs have many potential in facilitating language teaching and learning. This

study investigated the role of blogs as educational tool in language classes. However blogs can improve many aspects of language learning, this study covered the use of blogs for phrasal verbs and idioms learning, not other language skills and the participants of the study towards using blogs to improve vocabulary skills. Obviously participants can improve on reading.

A list of the blog addresses of the groups was posted on the tutor blog so that groups could have access to each other's blog (Figures 1,2).

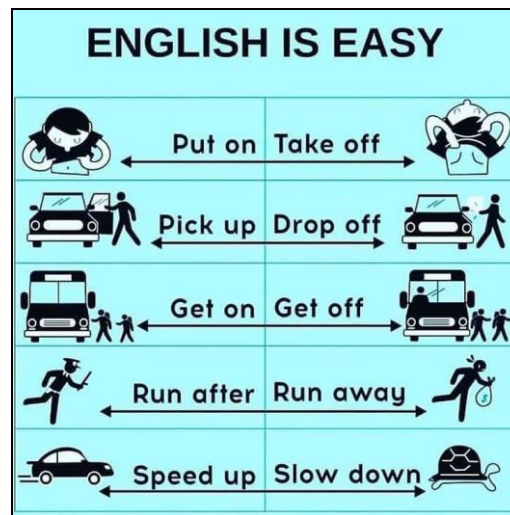


Figure 1. A screenshot of the tutor's blog.



Figure 2. A screenshot of the tutor's blog.

In this study, it was tried to answer what is the role of blogs to develop students' vocabulary knowledge towards using blogs. The primary goal of the blog project was to introduce an innovative way of teaching and learning English vocabulary and to encourage students to practice phrasal verbs and idioms their reading abilities in a different way. The descriptive statistics and inferential data were used to map out the answers to the research questions. A mixed method of research was employed to investigate the research questions in this study.

For years, in many English classes in Uzbekistan, phrasal verbs, idioms, and collocations have been taught using a traditional paper-based approach. The results of that approach are not satisfactory; many graduated students from higher educational establishments get into trouble when they want to read a simple well designed paragraph. Moreover, students' lack of motivation to practice reading is a big problem in English classes. Providing well-structured courses and techniques for teaching English phrasal verbs, idioms and collocations based on the students' needs and expectations, which follow up students' development in reading proficiency. The results of the current study suggested that the blog-integrated way of teaching vocabulary could be effective and useful in facilitating vocabulary process.

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ISSUES WITH COMPATIBILITY OF COURSE CONTENT AND ACTUAL TEST IN UZBEK CLASSROOMS

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Annotation. This article will look at whether “Pupils’ Book 10” and “Pupils’ Book 11” that are provided for Year 10 and Year 11 pupils at schools and Year 1 and Year 2 students at academic lyceums around Uzbekistan satisfy learner needs in effectively preparing them for State Testing Center’s CEFR and admission grammar tests.

Keywords: compatibility, course materials, tests, CEFR, grammar test, admission, course content

In Uzbekistan, teaching and learning English is a relatively new procedure despite a huge amount of effort spent on improving both learning and teaching in the last two decades. With that in mind, educational authority supports initiations in the sphere of language and has established several institutions that, year by year, literally crop more and more reliable resources. The decree “On measures to further improve foreign language learning system” signed by the president of the Republic of Uzbekistan Islam Karimov in December 10th, 2012, notes the framework of Uzbekistan on education and national program for training in the country.

In Uzbekistan, there are no such private bodies as IELTS or TOEFL in Great Britain and USA respectively that design tests for non-native English Language learners. Consequently, state monitored State Testing Centre is the only organization to design, conduct and assess any form of test that leads to the admission to higher educational establishments. Unfortunately, developments in language test formats within STC have not coincided with course contents at pre-tertiary educational establishments in Uzbekistan: schools and academic lyceums.

To feel confident in what they are doing, a teacher needs to feel reassured that what educational authority have provided as course content, hence materials, matches

what the same authority’s testing of students at the eventual stage. That is, higher education admission tests in Uzbek context of assessment. However, it is not the case for most English as a Foreign Language Teachers in Uzbekistan. Specifically, “Pupils’ Book 10” and “Pupils’ Book 11” both do not demonstrate a logical development in Uzbek curriculum of the English Language. **Because topics elaborated in these materials belong largely to subject of Study Skills rather than Language Skills.** In the table given below, the authors aim to familiarize and draw comparisons between Uzbek curriculum of English as well as format of tests provided by the STC.

Table 1: Comparison of Reading Materials in Course Books for Year 10 and Year 11 pupils.

Course content Year 10, 11	Test content B2	Task type B2
Around 100 word Multiple Choice questions	An extract from stories, novels, etc.	Multiple Choice
<i>No magazine or journal article</i>	Magazine, journal and online articles	Multiple Choice, Matching sentence endings
True, False, Not Given of A2,	Bigger-sized articles on international scientific topics	True, False, Not Given and Matching Features
EXTRA QUESTION TYPES IN COURSE BOOKS:	Summary completion, Matching heading, Sentence completion, Yes / No / Not Given,	

Table 2: Comparison of Writing Materials in Course Books for Year 10 and Year 11 pupils.

Course content Year 10, 11	Test content B2
<i>No emphasis on types of letters</i>	A formal letter, 150 words at least
<i>Not a single unit explaining how to write an essay</i>	Essay on a problematic topic, 250 words at least

EXTRA QUESTION TYPES IN COURSE BOOKS:	Case study, informal letters, diaries, drawing charts
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Table 3: Comparison of Lexicology and Grammar Materials in Course Books for Year 10 and Year 11 pupils.

Course content Year 10, 11	Test content B2	Task type B2
Matching definitions, Filling in gaps,	Scientific text with gaps	Distinguishing words in polysemantic contexts, Multiple Choice
<i>No formula regarding complex sentences</i>	Scientific sentences in complex structures	Error identification, Multiple Choice
<i>No emphasis on correct usage of words and their forms</i>	Literary text	Usage of correct word formation, Multiple Choice

Table 4: Comparison of Listening Materials in Course Books for Year 10 and Year 11 pupils.

Course content Year 10, 11	Test content B2	Task type B2
<i>No exercise to practice matching speakers</i>	Unrelated utterances of various speakers	Multiple Choice
Multiple choice of adequate level	Dialogues on general topics	Multiple Choice
<i>Absent</i>	Radio, interview and other media coverages	Multiple Choice
<i>Absent</i>	Lectures, reports, debates on scientific and other specialized topics	Multiple Choice
EXTRA QUESTION TYPES IN COURSE BOOKS:	Sentence completion [Pupils' Book 11, p. 43], Completion of lyrics of a song [Pupils' Book 11, p. 35],	

Table 5: Comparison of Speaking Materials in Course Books for Year 10 and Year 11 pupils.

Course content Year 10, 11	Test content B2	Task type B2
<i>Present</i>	Interview questions on everyday topics	Short answers
<i>Not a single unit that explains a strategy to ace this part</i>	Cue card	A long-turn speaking
<i>Not a single task related to this aspect of the actual speaking test</i>	Scientific text	Summary, Two-way discussion of global topics

Therefore, authors would like to conclude by stating that these drastic differences between STC English Language tests and content of the aforementioned books are obvious even to the most novice of teachers. It has grown difficult to convince students to apply this book in their learning since the content itself is distinguishing from test requirements and overall level is far from compelling. Content distinctions can be seen not only in terms of exercises and practice materials available in Pupils' Book 10 and 11, but also topics these books cover demonstrates that having graduated 9th grade, pupils are deprived of pure English classes. That is, topics in the books attempt to teach study skills [Pupils' Book 10, p. 4, Pupils' Book 11, p. 4] rather than improve language skills, both of which they fail to deliver to a large extent.

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THE USE OF PEER EVALUATION IN TEACHING AND LEARNING ESL

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Annotation. In this article peer evaluation is discussed as a pivotal tool in creating a good rapport among learners and teachers. Peer evaluation is considered as a formative assessment and it is one of the best way of achieving teachers' goal in class.

Keywords: evaluation, testing, assessment, peer, intrinsic part.

There are some ways of identifying the process of learners' understanding and it is considered as an important thing to achieve a success. These ways are called testing, evaluating and assessing. It seems that evaluating and assessing are the same. But it has got a little difference between them. If we search from Google to know the meaning of 'assess', it returns "*evaluate or estimate the nature, ability, or quality of*". If we then ask it to know 'evaluate', it returns "*form an idea of the amount, number, or value of; assess*". The meaning of the verbs is, therefore, pretty much the same but they are used in English Language Teaching in subtly different ways.

When we are talking about giving people a test and recording scores etc., we would normally refer to this as an assessment procedure. If, on the other hand, we are talking about looking back over a course or a lesson and deciding what went well, what was learnt and how people responded, we would prefer the term 'evaluate' as it seems to describe a wider variety of data input (testing, but also talking to people and recording impressions and so on). Evaluation doesn't have to be very elaborate. The term could be used to describe nodding to accept an answer in class up to formal examinations set by international testing bodies but at that end of the cline, we are more likely to talk about assessment and examining.

Another difference in use is that when we measure success for ourselves (as in teaching a lesson) we are conducting evaluation; when someone else does it, it's called assessment.

In what follows, therefore, the terms are used to mean the same thing but the choice of which term to use will be made to be appropriate to what we are discussing.

And 'testing' is seen as a form of assessment but, as we shall see, testing comes in all shapes and sizes.

In this article we are going to discuss about evaluation – peer evaluation in teaching/learning English. Evaluation is an intrinsic part of teaching and learning. It is important for the teacher because it can provide more information to use for the future classes, for the planning lessons, and for the management of learning tasks and students. “Peer evaluation” means to tell a learners’ opinions on their peer’s work. It is highly suggestive tool in motivating our learners. In peer evaluating students can:

1. Help each other understand the assignment;
2. Share ideas for content and organization or language use;
3. Read each other’s work, giving feedback on the ideas, structure, and clarity of the writing;
4. Listen to each other’s practice presentations;

For teaching how to evaluate their own peers teachers should give them clear guidelines. Here is a guideline for students and teachers for peer evaluation:

A) Grouping options:

- Higher proficiency can help lower proficiency
- Equal proficiency students work together

B) Teacher roles:

- Facilitators to help students give useful feedback;
- Time keepers and resource experts;

C) Student roles:

- Active participant, thinking critically, talking, listening to each other's opinions

Students often enjoy receiving feedback from others than their teachers and may be they have more open to ideas from a peer. Moreover, peer evaluation also helps to identify what successful work looks like. Due to teachers' point of view – they can learn about their own teaching if there are any achievements or whether there should be changed or consolidated in teaching by reading students' peer evaluation.

The process of peer evaluation:

- We can assign partners to check each other's work, or collect students' assignments and randomly distribute them to class. Multiple peers can assess the same assignment to offer different ideas on the assignments. The most important part of asking students to take on the role of assessors is that they should follow the guidelines which are given by their teachers. These guidelines can be checklist, or some questions related with the assignment. They should know what they are looking for, what kind of appreciable parts do they have in their work, what things they should know for improvement. Peer evaluation can be very effective when they used as a formative assessment because it allows students to get feedback and improve their assignments.

Peer evaluation can be held in any type of assignments – reading/writing/speaking/listening or poster presentations; acting a role etc.

From my teaching experience, I use it as a good rapport tool among my learners. They can “digest” their peer's evaluation/feedback easily; they can understand their “language” easily. For teachers also it is not time consuming.

In conclusion, it is observed that, peer evaluation helps to learners to see their level in the given assignments, and they can feel themselves as an assessor. Being an assessor gives them an opportunity to think carefully for not making a mistake in doing any tasks.

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FEATURES OF THE ASSESSMENT OF KNOWLEDGE IN A FOREIGN LANGUAGE (SPEAKING, WRITING) ACCORDING TO THE POINT-RATING SYSTEM

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Annotation. This article is devoted to the process of assessment in teaching foreign languages. Definition of assessment, types of assessment and why do we assess in education? — such kind of problems has been answered (solved) and also formal and informal, internal and external types of assessment were differentiated in this article.

Keywords: speech skills, object of assessment, formative assessment, summative assessment, techniques, functions, daily, thematic, total assessment, internal and external assessment

With the transition to a new assessment system, knowledge, skills, abilities and competence of students are measured by points. According to the point-rating system, a student gains points for each discipline per semester, taking into account attendance, activity in the classroom, performance of work provided for by the work program of the discipline, participation in seminars, performance of creative work, coursework and passing a test or exam. The goals of the transition to such a system are to improve the quality of education, increase the competitiveness of graduates in the labor market, as well as the formation of a unified European educational process. However, this raises the question of the forms of testing and assessment of knowledge by Russian and European universities, as well as the confidence of universities in each other's assessments. For example, when European universities in the ECTS system decide to include a new university in their system, then, in addition to presenting curricula, describing the types of educational activities and the time required to master this material, the university needs to describe the methods of testing knowledge. Thus, when

forming work, individual and standard plans for the credit system, it should be borne in mind that the basic principle of testing students' knowledge and assessing their academic success will be as follows: everything for which a student receives an assessment for the course must be done in writing. Moreover, an assessment of the student's progress in each course is given to him according to the results of his written works, which he prepares in the course of studying the material and the final test at the end of the course, i.e. based on the point-rating system [2, p.8].

On the one hand, the point-rating technology for assessing knowledge contributes to personality-oriented learning, stimulating the systematic work of students, disclosing their creative abilities, and differentiating the assessment of knowledge. But in reality, it turns out that students study not for the purpose of gaining knowledge, but for the purpose of accumulating points, because points can be obtained even for pseudo-activity during class. Also, students use the opportunity to score points immediately before the final control: a test or an exam, completing tasks designed for a semester in a shorter period of time. In this case, there can be no question of systematic work, and, accordingly, the points scored in this way cannot reflect the student's real knowledge. Naturally, such a student is not able to pass a test or a language exam the first time, he retakes it 2 or more times, while the points he received for each delivery are accumulated. Thus, the average graduate with knowledge of a foreign language turns out.

On the one hand, the point-rating technology for assessing knowledge is designed to increase the objectivity and reliability of assessing the level of training of students, but on the other hand, it turns out that even the minimum 60 points are scored by everyone in different ways. The knowledge of a student who follows the principle of systematicity and consistency throughout the semester or year, and the knowledge of his fellow student who scored the same points in a month, will be very different. Teaching any foreign language implies teaching various types of speech activity, which is understood as the process of transmitting and receiving messages [4]. As a product of

receptive types of speech activity (reading, listening), there is an inference, to which a person comes in the process of reception. The product of productive types of speech activity (speaking, writing) is an utterance, text, discourse. As a subject of speech activity, thought is considered as a form of reflection of the relationship between objects and phenomena of reality. Each single act of activity begins with a motive and a plan and ends with the result, the achievement of the goal outlined at the beginning [1, p. 290]. How can you evaluate a thought or an act of speech in numbers? How to evaluate the correct use of linguistic means that the speaker uses in the process of a speech act? Despite the fact that each university has the right to build its own scoring system, the problem is that the point-rating technology for assessing knowledge unified all sciences and specialties and did not take into account those that simply cannot be evaluated in points. It is quite simple to evaluate any type of speech activity using a point-rating system if the control is carried out in the form of testing. If the form of work involves a question-answer, then it becomes necessary to assess not only the degree of understanding of what was heard or read, but also the correctness of the choice of language means during the answer. However, assessing how serious the deviations of speech from the norm are will always be subjective and, accordingly, impossible on the basis of a point system. Evaluating an essay or an oral statement in points seems to be even more difficult and in fact has nothing to do with the declared system. Consider the criteria for evaluating the oral part of the state final attestation (GIA). In oral speech, skills are tested:

- to build a detailed statement in the context of communicative tasks and in a given volume; -request and provide the necessary information; argue your point of view; -to draw conclusions;

- to build an oral statement in a logical and coherent manner; -use different strategies: descriptions, reasoning, messages, narration;

- start, support and end the conversation; offer options for discussion;

-express your reasoned point of view and attitude to the issue under discussion; use linguistic means of formalizing an oral statement accurately and correctly, etc. [3, p.19].

The following criteria for evaluating oral assignments are distinguished:

-solution of a communicative task, which is understood as: complete and accurate independent disclosure of the content in accordance with the communication situation specified in the communicative task; -logicality and coherence of the statement;

-the ability to argue your opinion; the ability to use sociocultural knowledge in accordance with the communication situation;

-Ability to understand the questions of the interlocutor; ability to ask again in case of misunderstanding of the question; the ability to fully and accurately answer the questions of the interlocutor [3, p.27].

Thus, the score is put on a point lower if there are no visible deviations from the norm, except for an underestimated speech rate, incorrect pronunciation of certain sounds or words, speech is not emotionally colored enough and one's own point of view is not fully presented. Based on the given criterion, the difference between “excellent” and “good” is quite clear [9].

All the criteria described above have a methodological basis and are applied when assessing on a 5-point and 3-point scale, respectively, but it is rather difficult to evaluate written work on a 100-point system. Let us turn to the experience of international exams in various foreign languages, the purpose of which is to determine the level of the student's language. Among them are: IELTS (International English Language Testing System) - a test for those wishing to receive education in English. All English language exams below are divided into 4 sections: Listening, Speaking, Reading and Writing. In all exams, listening and reading are assessed by the number of correct and incorrect answers. Written assignment and speaking are assessed according to four criteria: answers to assignments; consistency and consistency of the statement; lexical volume; correctness and breadth of grammar [9]. Evaluation of the result in

points. TOEIC (Test of English for International Communication) is a comprehensive test developed at Princeton University (USA) in 1979 and intended for those who are going to engage in professional activities in English. Evaluation of the result in points. TOEFL (Test of English as a Foreign Language) is a comprehensive test developed in the United States for those wishing to get an education or work in English. When assessing oral speech, the following are assessed: pronunciation; using the correct vocabulary; content of thought; automatic responses. Speech should "flow", without frequent pauses to find the right words or to build complex sentences. An "automatic" statement may not be 100% correct, but if the errors are insignificant, then they are covered by a good construction of the answer and do not complicate its understanding; the ability to respond in essence in a short period of time.

Based on the foregoing, we can conclude that the criteria developed in the framework of international exams and in the domestic school for assessing oral speech and written statements have much in common. It remains for university teachers, based on this experience, to develop their own assessment criteria according to the point-rating system in relation to the specifics of the taught specialty in such a way that the main goal of teaching a foreign language - the formation of communicative competence - is achieved.

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THE USE OF PORTFOLIO TECHNIQUE

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Annotation. A portfolio can provide individual attention to students' needs. Looking at students' work all at once can help teachers improve their lessons and include more targeted instruction after analyzing both students' improvement and problems. It is essential that teachers make the purpose of the portfolio clear to the students and make the entire process engaging and meaningful to enhance the learning experience as it was found that students would like to use the portfolio for other purposes, such as for their professional development. Making the process and the purpose of the portfolio clear could help students learn the skills necessary to compile portfolios that they can use for future career development.

Keywords: portfolios, assessment, learners' ability, instructional improvement, alternative.

There are various reasons why portfolios are used. One of the major reasons is that teachers want to be far from the old methods of testing. They are not eager to apply pencil-and-paper method because in this method students' true ability cannot be measured and also it is very stressful and limited to the night of exam. [1, p.73].

On the one hand, students have been using notebooks or related workbooks for many years, on the other hand they can't show their true abilities when they are tested in the form of pencil-and paper test. Hence, they need something new, tolerable, effective and useful, so portfolio can be the best choice. The main feature of portfolio is in the assessment of students' achievement. [2, p.128].

Portfolio assessment can engage students actively, foster student – teacher communication and student – student communication, enhance understanding of the educational process among parents and in the society, provide goals for students' efforts and offer an alternative to traditional test (pencil and paper) for students with special needs. Portfolio evaluation can encourage both teachers and students to concentrate on

texts and not on grades. It can provide opportunities for students to view his/her progress, to control his/her own learning and to be agents of reflection and decision making.

The epistemology of portfolio assessment is student – centered communicative approaches in the classroom. The new methods of teaching and testing are not congruent with the traditional classroom situations where there are only pencil and papers to measure the learners' ability. [3, p.92]. When teaching methods are changing very fast, so testing methods should be changed faster. Students' true abilities cannot be measured by pencil and paper. Hence some other varieties are needed; one of them is portfolio assessment. When learners' abilities are measured longitudinally, they have enough time to think, to select, to do different things and there is no pressure on them.

When teaching and assessment are going to get a common set of goals, assessment can make sense and can be used for teaching. Truly good assessment is a focal point of good instruction. It supports and illustrates instructional improvement. Portfolio assessment can enhance the learners' opportunities to do more and be responsible not only in the classroom but in the society. [4, p.71].

In portfolio assessment strategy, conferencing is being considered as an effective way of sharing and developing assessment. It takes the form of collaborative discussion between the students and the teacher in classroom in order to clarify the real aim of writing process for the students and remove the obstacles of learning. Conferencing can be applied in several forms such as: individual or one by one student, several students in groups, or even the whole class.

According to Camp (1992), the portfolio conferences give the best chance to both students and teacher to sit down one-to-one and talk about the students' textual mistakes and show them how to write it in a better way.

Conferencing enables students to share their portfolio. It gives time to students and the teacher to exchange their thoughts when the teacher examines the text's content in order to assess the students' improvement. It also gives students a sense of

involvement and ownership in learning and assessment processes which is a real step toward learner autonomy while in traditional assessment it was teacher's responsibility to be the owner of work. [5, p.38]. It can be done on a regular basis through a semester. Since the writing process is the main focus of conferencing, it is required to consider both what the students are going to say and how they are doing that. Conferencing enables the teacher to know their students better to predict the strategies and approaches that the students use in their writing text and language task in order to promote their writing ability. Recording comments of conferencing is an efficient way since it helps the student recognize their strengths and weaknesses. Moreover, students can experience making real life decisions by conferencing and keeping a portfolio.

Camp (2012) stated that conferencing would help the teachers to remove the misunderstanding that the students might have about their written feedback on a text that have been mentioned in the class. In conferencing, the teacher meets with the students individually and should make an atmosphere to confer with students on a one-on-one basis after that the students' written text represented.

The basic pattern of conference is proposed by Hunt [1965 a, b., p.148], in this way:

- a) The student comments on the draft.
- b) The teacher reads or reviews the draft.
- c) The teacher responds to the student's comments.
- d) The student responds to the teacher's response.

Hamp-Lyons and Condon (2000) believed that, in portfolio assessment, there was a great need to consider both reliability and validity since without standards for application and results, portfolio assessment will become unfair and it enhances the subjectivity that teachers relate to evaluation. In reliability, raters should consider the real performance rather than scores without any preset criteria. The main problem of reliability in portfolio assessment is inter-rater reliability and consistency of scores since teachers are not used to this new approach of assessment. They also claimed that

reliability depended on raters' agreement, and only when there was a high rate of reliability, scores could be considered valid. In fact, when a well-defined scoring guide or rubric was developed by raters, portfolio could be used to support a grade. In their opinion, a well-organized portfolio should have the following characteristics in summary:

- Collection: portfolio should be able to measure the students' progress over different areas and needs to include more than a single sample.
- Range: portfolio assessment asks the students to provide a wide range of topics in different genres to explore their writing ability.
- Context richness: considering the matter of assessment process, students' experiences are vital factor that need to be discovered.
- Delayed evaluation: students are being given another chance to revise their works before the final assessment.
- Selection: students have the right to select their own works for making a portfolio.
- Student-centered control: it is the students' responsibility to learn the points.
- Reflection: students are able to self-assess their texts and reflect on their own works little by little as they go on.
- Improvement: portfolio can reveal the students' growth in a specific area over a great time.
- Development: portfolio exhibits the progress of every piece of text after the treatment and assessment processes.

Burner, T. (2014) believe that a good portfolio should include a wide range of student's work and not only the best ones which are picked up by students or teachers. Comments and reflection of teachers should be kept in portfolio. Moreover; students' writing activities are collected in the portfolio, including unfinished projects. [1, p.91]

According to O'Malley and Pierce (2016), in portfolio assessment, raters need to be trained to score papers based on a common rubric that includes numerical points for

organization and development, fluency of ideas, description, and mechanics. Moya & O'Malley (1994) introduced five main characteristics of portfolio assessment strategy:

1) Comprehensive: the contents of portfolio should reveal a wide range of students' knowledge in different areas and be rich in meaning for audience.

2) Systematic: in designing a portfolio, first of all the goal and purpose should be considered and then a careful planning need to be applied.

3) Informative: the gathered evidence in portfolio should be as meaningful as possible to teachers, students, parents and everyone else who is involved in this process.

4) Tailored: portfolios need to include items that are related to their focus.

5) Authentic: portfolios should design activities which are related to real-life situations and this enables the students to write better about tangible topics. [7, p.251]

Thus, the article was intended to investigate the impact of portfolios on enhancing writing skills and subskills of focus, elaboration, organization, conventions and vocabulary of learners of EFL and to investigate students' attitudes towards portfolio assessment technique on improving their skills.

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TECHNOLOGY TO RAISE LANGUAGE AND WRITING AWARENESS

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Annotation. The articles discusses the way how technology can provide an effective feedback for EFL teachers in their writing improvement. Constant feedback of the platforms increases language awareness of EFL teachers and become more effective rather than peer-feedback. Adult learners do not need implicit education and explicit teaching and over hits assist teachers faster develop their writing skills.

Keywords: adult learners, EFL teachers, e-platforms, writing skill.

Для повышения качества письменных навыков у учителей, важную роль играет *концепция осведомленности* (raising awareness) в нашем общем подходе. То есть учителя сам осознают свои слабые стороны письменной речи и осознанно делают свой выбор в написании того или иного вида письма. Этим и отличаются взрослые обучающиеся от детей, у которых овладение языком происходит неосознанно, путем имитации речи взрослых.

Методика обучения письму

Существуют различные методики обучения письму: письмо, ориентированное на процесс; письмо, ориентированное на продукт и жанровый подход к письму. Вышеперечисленные подходы описаны в работах Badger и White 2000; Dudley Evans и St. John 1998; Flowerdew 1993; Flowerdew 2000; Gordon 2008; Hedge 2005; Hyland 2003; Jordan 1997; Leki 1998; Reid 2000; Swales and Feak 2004; White and Arndt 1991.

По словам Badger и White (2000), ориентированный на жанр подход является расширением подхода, ориентированного на продукт, поэтому авторы рассматривают преимущества двух подходов к развитию навыков письма у обучающихся. Как видно из названия, «продуктовый подход связан с продуктом, готовым текстом» (Jordan 1997, стр.164). Учащимся предоставляются модели целевого текста для ознакомления с их типичной структурой и риторическими

особенностями, аналогично ориентированного на жанр подходу, который фокусирует «внимание учащихся на риторических действиях, а также на организационных и лингвистических средствах» (Swales, 1990).

Swales далее заявляет, что «может быть педагогическая ценность в повышении осведомленности обучающихся к риторическим эффектам и риторическим структурам, которые имеют тенденцию повторяться в текстах для конкретных жанров» (там же, стр. 213). Понятие жанра, однако, расширяет представление, поскольку жанр, согласно определению этого понятия, варьируется в зависимости от своей конкретной коммуникативной цели, или, как утверждает Swales, жанр - это коммуникативное событие с общей общественной целью и с целью, которая взаимопонимаема участниками письменного мероприятия. Таким образом, одна из целей академического письма - познакомить учащихся с тем, чтобы они создавали те жанры, которые они должны писать в своих дисциплинах. Согласно Swales and Feak (2004), обучающимся необходимо учитывать аудиторию, цель, организацию и стиль конкретных жанров. Следовательно, необходим педагогический подход, который заключается в повышении осведомленности учащихся о специфике жанра (например, краткий отчет руководству или резюме для руководства). Такой подход позволяет учащимся писать тексты принципиальным образом, используя метакогнитивные стратегии каждый раз, когда они подходят к письменному заданию, исследуют, кто является аудиторией текста, какую цель он должен выполнять и какие организационные и риторические особенности имеют определенные жанры. Как заявил Arndt et. al. (2005), учащимся необходимо «знание и способность действовать в рамках всех устных и письменных типов или жанров дискурса изучаемого иностранного языка и культуры (стр. 218). Знание жанра, надеюсь, поможет обучающимся понять, что не каждое письменное задание требует одного и того же типа текста, но что жанровая специфика должна быть проанализирована в начале процесса написания.

White and Arndt (1991, стр. 3) утверждают, что «письмо - это форма решения проблем, которая включает такие процессы, как генерация идей, [...], планирование, постановка целей, мониторинг и оценка того, что будет написано, а также то, что было написано, и поиск языка, с помощью которого можно было бы выразить точное значение». Их модель письма, показанная ниже, повлияла на письменную педагогику последних десятилетий.

Diagram 1. A model of writing (White and Arndt, 1991, p.11).



Следует отметить, что этот процесс письма не является линейным и пишущие идут туда и обратно «и в каждой точке они должны принимать решения на всех уровнях» (там же . Стр.4). Кроме того, они подчеркивают, что процесс-ориентированный подход к написанию является *подходом, создающим возможности*, таким образом, дающим толчок для обучающихся взять ответственность обучения на себя – self responsibility. Одним из недостатков процессного подхода может быть повышенное внимание к креативности, что не всегда уместно в академическом письме. Также многими такой подход воспринимается как подход, требующий больше временных затрат. Процессный подход включает мозговой штурм, планирование, написание черновика, оценку и редактирование окончательного варианте письма. Очень важный элемент – фидбэк.

Принимая во внимание сильные и слабые стороны как жанрово-ориентированного, так и процессно- ориентированного подхода, мы следуем предложению Hyland (2003) об использовании эклектического подхода, обеспечивающего «учащимся понимание процесса письма, языковых форм и

жанров» (стр. 26). Осознание этапов написания и обучение процессу письма повышает активную роль обучающихся, в то время как продукт или жанроориентированный подход развивает свое понимание целевого продукта. Жанровый анализ включен, поскольку знание жанра является ключевым элементом и «особенно важно при написании академических или профессиональных текстов» (Dudley-Evans and Sent-Jones, 1997, с.115). Это согласуется с утверждением Gordon (2008) о том, что понимание жанра должно быть включено в процессный подход, побуждая учащихся думать о жанровых особенностях как части их стадии планирования и учитывать их при составлении и редактировании текстов.

Обратная связь и оценка электронных платформ

Обратная связь с обучающимися в письменной форме была источником интереса и дискуссий с начала 1970-х годов, когда «процессный подход» к обучению письму начал практиковаться в Соединенных Штатах (например, Elbow 1973). Ученые предложили, чтобы «учителя позволяли студентам заполнять несколько черновиков своих работ, поощряли существенный пересмотр и давали студентам обратную связь, пока они находились в процессе написания, а не в конце этого процесса» (Феррис, 2003, стр. 1). С тех пор обратная связь широко рассматривалась как «поощрение консолидации в обучении [...], и это значение было также признано теми, кто работает в области письма на иностранном языке» (Hyland and Hyland 2006, стр.1). Теоретические обоснования и эмпирические данные предполагают положительный эффект реакции сверстников и отзывов учителей, хотя исследования показывают, что учителя должны учитывать определенные условия (Ferris 2003; Liu and Hansen 2002).

Но существует большая разница, когда самим учителям не носителям языка нужна обратная связь на их письмо при профессиональном лингвистическом развитии учителей. Наряду с обратной связью коллег, на помощь приходят

электронные платформы, которые могут предложить правильный вариант написания. Обоснование образовательной ценности реакции коллег опирается на социокультурную теорию, в основном связанную с работой Выготского (1978), утверждающую, что социальное взаимодействие способствует когнитивному развитию. Выготский оказал значительное влияние на педагогику своим понятием *зоны ближайшего развития* (ЗПР), которое описывает пространство между фактическим развитием человека и потенциальным уровнем развития. Мы предполагаем, что важной особенностью обучения является то, что оно создает зону ближайшего развития; то есть обучение пробуждает различные внутренние процессы развития, которые могут работать только тогда, когда обучающийся взаимодействует с людьми из своего окружения и в сотрудничестве со своими сверстниками (Выготский, 1978, с. 90).

Хотя Выготский разработал понятие ZPD для развития ребенка, его теоретическая база сильно повлияла на теорию и практику преподавания языка на роль взаимодействия в овладении вторым языком (SLA), поскольку «существует множество доказательств того, что учащиеся должны участвовать в интерактивной деятельности [...] Для содействия изучению второго языка, включая развитие иноязычного письма »(Лю и Хансен, 2002, стр.7). Следовательно, взаимодействие в ответах сверстников и коллег полезно, поскольку обучающиеся берут на себя «роли новичка и эксперта, направляя друг друга в выполнении необходимых задач» (там же, стр. 27).

Однако существует одна проблема - это *качество обратной связи*. Одним из критериев, например, является уровень владения языком L2. В этой связи на помощь приходят электронные средства, дающие качественную обратную связь и предлагающие правильные варианты для обучающихся. Систематическое обращение к электронным советчикам поможет взрослому обучающемуся, в нашем случае – это учитель иностранного языка, повысить осведомленность и

развить навыки грамотного письма, так как без сомнения всегда правильный вариант будет предлагаться платформами.

Повышение осведомленности

Поскольку мое исследование сосредоточено на «повышении осведомленности» как на одном из средств улучшения письменных навыков моих учащихся, мое понимание этой концепции требует уточнения. Я опираюсь на аргументы «Движения за понимание языка» (“Language Awareness Movement”)(Bolitho et. Al. 2003), которые утверждают, что изучение языка улучшается за счет «повышения сознания», «явного, эксплицитного обучения языку» и «когнитивного подхода». Ученые далее заявляют, что «письмо - это мыслительный процесс, который влечет за собой не только точное использование языка, но и использование смысла с определенной целью» (Clark and Ivanic 1999 p.67). Повышение языковой осведомленности ведет к эффективности самосознания обучающихся и их способности оценивать собственный прогресс (Jordan 1997).

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THE ROLE OF LOAN WORDS IN LEARNING ENGLISH AS A SECOND LANGUAGE

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Annotation. There are a lot of ways and techniques learning and teaching vocabulary. One can provide a list of new words by their definitions and other just make examples. But, it still puts some auditoriums into question; How to make it into easy way of learning? Thus, this piece of my work deals with semantic and phonological language acquisition, its characteristics in recognizing a new words.

Keywords: Borrowings, linguistics, Arabic language, vocabulary teaching, phonological change, semantic change, target language

Borrowing words from other languages is a common phenomenon found in many languages all over the world. According to Payne, borrowing refers to “when speakers of a language treat a word, morpheme, or construction from another language as a lexical item in their own language”. Holmes stated, “people may also borrow words from another language to express a concept or describe an object for which there is no obvious word available in the language they are using” and those borrowed words from other languages are defined as “loanwords”. The Arabic language is not an exception and has borrowed a lot of words from other languages. The number of loanwords in the Arabic language has rapidly increased in recent years. According to Rebuck (2002), *Sanseido's Concise Dictionary of Foreign Words* contained 33,500 loanwords in 1991; however, the 2000 edition has been expanded to more than 45,000 loanwords. Moreover, according to Sinnouchi (2000), English loanwords are by far the most numerous among loanwords, constituting about 90 % of the total.

In the process of borrowing, it is common for linguistic changes to occur such as phonological changes and semantic changes. Phonological changes found during the process of borrowing have been illustrated by some researchers (Banta, Kay; Shibata; Tsujimura; Tyson,). For example, Tsujimure stated, “when a word is borrowed into another language, the pronunciation of the word is inevitably altered. This is because

the sounds making up the word may not all exist in the language that borrows it” (p. 98). One of the implications found in previous studies about phonological changes is that it would be possible for the listener to guess the original word based on similarity or to confirm that word by recasting the word the speaker intended into another language. Even though such changes may hinder smooth communication, it is still possible to understand the word due to similar sounds.

On the other hand, semantic changes may trigger a more serious problem, such as misunderstanding and confusion. “Semantic change” which is also called “semantic shift” is a key word in this study. Finegan mentioned, “words can take on new meaning by shrinking or extending the scope of their reference”. For example, he explained how two words “hawk” and “dove” have changed its meanings since the Vietnam War; “hawk” for supporters of the war and “dove” for its opponents. The example above is a situation when semantic change occurs within one language. Such semantic change also happens between two languages when words are borrowed from a language. If the meaning of a loanword in native language is different than the word in the target language, learners might misuse the word in the target language to indicate the meaning of the word in their native language. Therefore, learners need to know which words have identical meanings and which words have dissimilar meanings with regards to a native language (loanwords) and a target language (borrowed word) when they share identical words. Since Arabic learners of English are already familiar with so many English words through loanwords, it is very important for both teachers and learners to be aware of such phenomenon, the semantic change.

Researchers have showed us some general ideas with examples of loanword meanings that can become narrower or wider than the original meaning (Kay, 1995; Shepard, 1995). However, it seems that detailed and empirical studies have not been completed concerning this semantic change. Therefore, this study focuses on the semantic change of English loanwords in Arabic and demonstrates this semantic change through the examination of 560 common loanwords in Arabic. As mentioned earlier,

Arabic people already know a lot of English words through loanwords. Therefore, it is important to consider how to make use of loanwords in English learning if there are many words that are derived from the English language.

Because loanwords often preserve the linguistic information of the original language, loanwords can be used to help facilitate learning of the language. However, current research seems to suggest that loanwords can have either facilitative or interfering influence on foreign language learning. Researchers have emphasized the advantage of cross-language similarity in foreign language learning and they treat loanwords as great resources in language learning (Banta, 1982; Ringbom, 2007). On the other hand, there are many researchers who point out the pitfalls that can be caused by loanwords in language learning (Sheperd, 1996; Simon-Maeda, 1995).

Vocabulary learning is the basis of language acquisition because a continuous combination of words connecting vocabulary together makes it possible for learners to communicate in a language. Regarding vocabulary learning, one question is often debated by researchers and teachers whether the learners' first language (L1) is an aid or an obstacle to the learning of another language. It is widely agreed that L1 is helpful in a learners' second language (L2) learning process (Banta, 1982; Meyer, 2008). One supporting factor is language "transfer" which is explained by Brown (2007) as, "the carryover of previous performance or knowledge to subsequent learning" (p.88). Brown (2007) described two types of language transfer; positive transfer and negative transfer. He stated, "positive transfer occurs when the prior knowledge benefits the learning task - that is, when a previous item is correctly applied to present subject matter" (p. 102). He also suggested that positive transfer occurs when there is no difference or contrast between L1 and L2 by describing the contrastive analysis hypothesis, which claims, "the principal barrier to second language acquisition is first language interference, and that a scientific analysis of the two languages in question enables the prediction of difficulties a learner will encounter" (p.379). Some researchers have shown the effect of using cognates in L1 on the process of L2 vocabulary learning (August, Carlo,

Dressler, & Snow, 2005; Banta, 1982; Ringbom, 2007). Banta (1982) explained, “cognates are pairs of words that show sound-meaning correspondences indicating their historical relationship” (p.129). August, et al. (2005) stressed the importance of vocabulary development for English language learners and stated, “one method of building vocabulary is to capitalize on students’ first language knowledge if this language shares cognates with English” (p. 54). They showed similarity between Spanish and English such as phonological similarity (amorous – *amoroso*) or systematic relation between Spanish and English suffixes to illustrate an example of positive transfer caused by cognate knowledge. These studies illustrate that the more similar a person’s native language and target language are, the more easily they can learn their target language.

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THE NOTION OF SPEECH ACTS IN PRAGMALINGUISTICS

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Abstract. In the article, the author considers the versatility and complexity of the concept of "speech acts", the pragmalinguistic analysis of its properties as a linguistic unity in order to identify the definition of its terminological character. Increasing knowledge of the text and approaching it from different points of view leads to new definitions of the text. An object of such high complexity as a text can be the subject of various approaches.

Keywords: and phrases: speech acts; text; pragmalinguistics; written speech; speech activity; categories;

Speech act, the minimum unit of speech activity that is identified and studied in the theory of speech acts – the teaching that is the most important component of linguistic pragmatics. One of the provisions of the theory of speech acts is that the minimum unit of human communication is not a sentence or utterance, but "the implementation of a certain type of acts, such as a statement, question, order, description, explanation, apology, gratitude, congratulations, etc". This attitude was in tune with the views in modern linguistics, which are characterized by the desire to go beyond the sentence, to expand the scope of linguistic analysis. This expansion of the research horizon is not an end in itself, but a means to "unload" the semantic description of the sentence and text by removing some components of the General communicative order from it.

A great influence on the development of pragmatically oriented linguistics was exerted by the works of L. Wittgenstein, who defined meaning as usage in language. This means that any utterance can only be interpreted in context, taking into account the nature of the specific situation. To demonstrate this postulate, researchers give various examples. Here is one of them: the statement it's raining in different situational contexts can have different pragmatic meanings: I'm not going anywhere (refusal), Take an umbrella (advice), Bad weather (statement of fact) and with a question intonation – (request for information).

If there are a variety of opinions about the object and subject of language research within the framework of pragmatics, some similar ideas can be identified:

- 1) the key concept for describing language communication in pragmalinguistics is the concept of activity;
- 2) language is a means of dynamic interaction of communicants;
- 3) the functioning of language is inextricably linked with the situational and sociopsychological context of its use.

It should be noted that the speech act occurs in a certain communicative situation. A communicative situation encourages a person to perform a speech act, and it can be

defined as a complex set of "external communication conditions and internal mental States of the communicators represented in speech behavior – utterance...". Thus the speech act is based on three-level unity: locationy, allocatively and perlocutionary. Speech behavior in a communicative situation goes through several stages from establishing contact to completing the dialogue, including intermediate stages-developing the topic and maintaining the conversation. The tactic and art of speech behavior dictates the choice between explicit and implicit expression of communicative intent. If there is an implication in the statement, the communicative competence corrects speech behavior, which is a set of personal qualities and capabilities of both verbal and nonverbal knowledge and skills that provide a person's communicative organization.

Communication competence has five levels:

- 1) psychophysiological features of the personality (development of mental processes, the device of articulation apparatus, character accentuation, psychological complexes, etc.);
- 2) ideological orientation of the individual, its values;
- 3) language competence of the individual (the ability to distinguish between homonymy and synonymy, to choose from the entire diverse arsenal of language tools those that are most acceptable and appropriate for achieving an illocutionary goal);
- 4) social status: origin, gender, age, profession, social role;
- 5) communicative knowledge, abilities and skills (communicative norms).

Thus, pragmalinguistics studies language as a means of influence. The subject of pragmalinguistics is a set of language information as a control, i.e. the choice of language tools from a set of equivalent ones for the best impact is made. Speech influences a person's consciousness and emotions, forming and regulating their behavior.

In the last decade, pragmalinguistics has been actively studying the nature and functioning of text. A number of scientists focus on various aspects of the text as an

element of the communication system. The fact that it is created for the implementation of communication goals and is always associated with the act of communication, for many researchers, is the main argument confirming that the text is primarily a speech phenomenon.

The need to refer to the text is an objective and natural phenomenon based on the universal connection and interaction of language units in the process of their functioning. If the text is a language unit, then it, according to L.S.Barkhudarov, M.M.Bakhtin, V.V.Vinogradov, G.V.Kolshansky, should have the same formal characteristics that distinguish it as an integral discrete formation from the general speech flow, as other language units have.

The language and grammatical components of a text consist in establishing its grammatical and linguistic features. The language component of the text is expressed in the approach to highlighting its main unit - a certain segment that includes a sequence of related sentences.

Recognizing the text's pragmalinguistics identity, researchers attempt to find the common thing that unites different texts: the reproducibility of language units, a person's systemic knowledge of the world around them. Thus, according to M.M.Bakhtin, the text is "a coherent sign complex, which is built according to the laws of the language, which contains lexical means, pronouns, temporary and modal forms that are reproduced and repeated in the construction of texts for this purpose".

G.V.Kolshansky states that "a microsystem that can embody the system knowledge of the world displayed in human knowledge is a text that functions in society as the main language unit". I.A. Zimnyaya states that less definitely about the nature of the text, considering that it is "a more complex phenomenon that cannot be reduced to language (language system) or speech". All this indicates that scientists still do not have a common opinion about the linguistics of the text and, in particular, about the latter's belonging to the units of speech and language units.

In connection with the above, it is particularly important to understand that the difference between language and speech is both necessary and at the same time somewhat conditional. The convention in this case consists only in the fact that language and speech are inseparable from each other - they are two sides of the same phenomenon. One without the other is meaningless. The language system and language material are only different aspects of the only given experience of speech activity (L.V.Sherba). In addition, the use of language in oral and written speech leads to the receipt of text. And then it is called a language material, a speech product.

Traditionally, linguists, referring to the question of the ratio of oral and written speech, divide all texts into written and oral. Moreover, many researchers recognize that oral speech is of primary importance compared to written speech. However, noting the primary oral and secondary written form of speech, it is worth paying attention to the fact that written speech is the direct reality of thought.

Text linguistics is related to linguistics, stylistics, syntax, and also integrates data from related sciences. Studies various aspects of the text, namely: ontological, epistemological, linguistic, and pragmatic aspects. Thus, the study of the text as a system of higher rank implies the recognition that the text is a complex unity of structural and semantic formation, different from a simple sequence of sentences. It is a unity which is united by communicative integrity, semantic completeness, logical, grammatical and semantic connections.

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THE ROLE OF ASSESSMENT IN LANGUAGE TEACHING

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Annotation. In the current time, teacher assessment is dominantly used in the real classroom setting and this brings several problems and concerns in student's learning. Since teacher is the only who takes in charge of evaluating students' grades and performances, teacher's prejudgment and prejudice are mainly concerned. Thus, this paper aims to explain the roles of self, peer, and teacher assessment in language teaching and learning process. It further explains the ways on how to integrate those assessments for the material development. Data gathering was done based on the document analysis of the recent related articles. Findings revealed that teacher assessment remains to be the dominant type of assessment. However, there was an observed increased in the integration of peer and self-assessment.

Keywords: self-assessment, peer assessment, teacher assessment, language teaching, materials development.

Nowadays, we are again discussed significance of the assessment in development of quality education. I can say exactly, assessment diagnoses the student's learning, and sees their level on understanding by checking the students' understanding, knowledge, strengths and weaknesses, and evaluating the effectiveness of the teacher's teaching.

Assessment can be classified into two forms by its purpose and into three types based on the person who evaluates. First of all, assessment can be classified into two forms: formative and summative assessment. According to Glencoe and McGraw (2000), "formative assessment is intended to inform and guide adjustments to instruction on an ongoing basis". On the other hand, "summative assessment is intended to monitor progress and evaluate the overall success of both students and instructional programs on a long-term basis". In short, formative assessment is an on-going process of assessment while summative assessment is an overall evaluation. Formative assessment does not merely evaluate students' competencies, but it rather monitors students' learning and through giving feedbacks, makes students improve on. On the other hand, summative

assessment is rather a concept of overall evaluation at the end of the prescribed time. This form of assessment is to evaluate and judge students' competencies. This also evaluates the effectiveness of instructional programs and services used for students' learning process. (Glencoe and McGraw, 2000).

Assessment can also be classified into three types according to the person who evaluates. The three types of assessment are self, peer and teacher assessment. The self-assessment, according to Kelvin and Leng (n.d.), refers to the judgment and assessment made by the students themselves for their own learning. Another type of assessment is peer assessment. In this type of assessment, the students are involved in rating and assessing each other's works (Falchikov, 1995). It provides the opportunity for the students to develop the responsibility and also the ability of judgment throughout the process of exchanging the fair and accurate feedbacks (Brown and Glasner, 2007) and having comparisons (Liu and Carless, 2006) with one another which are connected to the final result. The other type of assessment is teacher assessment. In this type of assessment, the teachers are the ones who play an important role in students' learning by assessing their learning with the end in mind (Wiggins & McTighe, 2005).

Those different kinds of assessments will call an effective learning when they are integrated and incorporated in use in the class. Integration refers to the interdisciplinary process of combining, interpreting and communicating knowledge (Jeroen, 2002) and the practice of the integrated assessment will help the students to have an integrated knowledge, skills, and personal qualities throughout the assessment program. The integrated assessment takes place in the range of formative and summative where formative assessment is the assessment during the process of teaching and learning while summative refers to the assessment for the judgment of learning achievement of the learners that happens at the end of the learning (NQF, 2005). So, the integration of the use of assessments will facilitate the language teaching and learning process through such communication followed by feedback from the teacher, self-assessment and peer assessment (Barrot, 2015; Jay & Kathryn, 2008). In order to make the integration of

different assessments be implemented in teaching and learning process, the teaching material should be improved and developed by integrating the different assessments with it. This teaching material refers to anything that can help and facilitate the teacher's teaching and they should be adapted with the careful process of material development program. The materials development is anything that materials developers like teacher, publisher, or material writers do to teaching materials or sources for the purpose of promoting and maximizing the learner's learning (Barrot, 2014). The use of assessments can take a great part in making learning effective and it can eventually maximize the learning.

Teacher assessment is dominantly used in the real classroom setting and this brings several problems and concerns in student's learning. Since teacher is the only who takes in charge of evaluating students' grades and performances, teacher's prejudgment and prejudice are mainly concerned.

When we say prejudgment, it means the judgment formed based on the prior information about the student, and student's performance. Teacher may get this prior information from other teachers or from student's previous performance in different contexts. In short, teacher might have wrong judgments on students, and this might affect the teacher's evaluation in a wrong way. Secondly, teacher's prejudice is another concern. It entails teacher's own theories or attitudes on assuming the certain characteristics of students. In other words, teacher may assume that students with particular features will certainly perform in a certain way. Therefore, teacher may have a bias on students when evaluating their grades and performances.

Self-assessment makes the students to evaluate their learning throughout their learning process with an active involvement to self-judgment and self-evaluation. In other words, it promotes reflective learning. It develops the students' evaluative skills and also provides an opportunity for them to be engaged to the reflective learning concurrently. The reflection that the students make for themselves in their own learning can improve their understanding of learning and expand the quality and depth of

learning by making them to judge and think of their own learning in the process of reflective learning.

Self-assessment provides several benefits to students' learning. First of all, it increases self-awareness in ability. Through having reflection, students are expected to figure out their current levels/abilities and their strengths and weaknesses. This is very essential in learning because students will be able to know what area they are good at and what area they are poor at. With the knowledge on self-awareness in ability, students will be able to sustain their strengths and to develop their improvements. It also improves students' autonomy in learning. Autonomy in learning is an essential part to make the learning as lifelong process. Responsibility in learning process is important as well and self-assessment makes student to be responsible for their own development since it promotes independent thought.

The self-assessment is a tool and an instrument that promotes the self-paced, the individualized, learning. The self-assessment offers students the opportunities for them to not only develop their judgmental ability but also make them enable to determine their own pace in learning through self-paced learning (Runvi, 2003) because they can develop their learning from the realization of what they lack and where they are weak. So, throughout the self-assessment, the students can determine their learning pace and this can provide an effective and a meaningful learning since they come to realize their own learning pace and themselves. When learning is meaningful, the students become more interested, and they will achieve more learning accomplishments throughout the learning processes.

I tried to focus on the effect and role of self, peer and teacher assessment in teaching and learning process. Assessments are helpful in facilitating teaching and learning process to become more effective that the 21st century learning skills and meaningful learning approaches such as reflective learning, individualized and cooperative learning, responsibility, and so on can be developed throughout the self, peer and teacher assessment. And the importance of the implementation of integration

of self, peer and teacher assessment and its relation to the materials development are also tackled in this paper, that it showed how those assessments can be helpful in materials development.

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ACTIVITIES CONTRIBUTING TO AUTONOMOUS LEARNING CLASSES

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Annotation. The article discusses importance of autonomous learning to develop language learners' language competence. The authors of the article suggest different real life language activities to consolidate their learning.

Keywords: language, autonomous, consolidation, skill, responsibility, self-direction, authentic, activity, real life situation.

Today, we are again convinced of the importance of the language and the importance of teaching it the interrelationship of culture and society. One of the urgent problems and challenges of today is to improve the efficiency of the foreign language teaching system. The younger generation is always curious about science. So, they

expect more from what they are learning. This, in turn, requires teacher responsibility, careful training, advanced techniques, skills, strategy and, most importantly, autonomous skills.

One of the best ways to develop learner autonomy in a foreign language classroom is strong emphasis on pair and group work. Through constant use of this type of classroom activities, learners will eventually become less dependent on the teacher by learning to collaborate with their peers. They are allowed to form groups freely, based on their interests. Group activities generate learner cooperation and peer tutoring and provide support for individual learner participation as it is less intimidating for the students to communicate in a small group than in front of the whole class.

A wide range of tasks and activities can be suggested to contribute to learner autonomy. For example, Roche and Clarke (2015) give an example of a Japanese instructional activity named kikan-shido, where the students work individually or in groups, and the teacher should walk around the classroom communicating with the learners in case they need help. Thus, it is clear that, in addition to motivating students, the facilitator role of teachers can make the lessons more productive. Furthermore, giving constructive feedback can help to develop positive environment in the classroom by building students' confidence [1].

One of the most important features on an autonomous learning activity is authenticity. Here, different language skills activities are suggested in order to improve autonomous skill:

Listening activities: Listening comprehension practice in the classroom is that students should learn to function successfully in real life listening situations. Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

-interview

-theatre show

- | | |
|----------------------------|------------------|
| -instructions | -telephone chat |
| -loudspeaker announcements | -lesson, lecture |
| -radio news | - conversation, |
| -committee meeting | -watching TV |
| -shopping | -story telling |

Speaking activity: Most learners of English nowadays need to be able to communicate with other people in the language. Speaking is not always their top priority, and, for many learners, reading and writing may be of more importance. However, even academics and businessmen whose main interest in English is for reading and writing reports may need, on occasion, to explain their ideas and thoughts, or simply to make polite conversation, in English.

- | | |
|----------------------|--------------|
| -discussion activity | -role play |
| -describing pictures | - simulation |
| -info gap activity | - debate |
| -solving a problem | -simulations |

Reading activity: Reading is viewed as an interactive process between the reader and the writer in which the former has to understand the message of the passage and then to decode it. Moreover, it is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable him to construct meaning before, during and after reading.

- Preliminary thinking
- Short experimental readings
- Answering comprehension questions
- Criticizing reading materials
- Gist reading
- Reading log

Writing activity: Writing is the use of visual medium to manifest the graphological and grammatical system of the language. Writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression.

- | | |
|--------------------|-------------------|
| -Book report | -Propose change |
| -Book review | -News report |
| -Instruction sheet | -Describe process |
| -Personal story | -Reflection |
| -Describe a view | - Giving feedback |
| -Answer a letter | |

Basically, the following activities help language learners to improve their language skills and communicative competence. We can suggest the following methods in order to develop receptive and productive skills.

PANEL DISCUSSION requires roles allocation. Individual students take on assigned roles and act as experts, scientists or the representatives of various professions. Lesson's topic is set beforehand and students prepare their presentations, collect necessary materials and arguments before the discussion starts. The teacher reminds the motion of the discussion and theses, sets time limits and gives debaters the floor. Discussion participants express their views, polemize with experts' statements presenting their arguments and counterarguments. The appointed earlier team of independent judges analyse facts and opinions cited by the panellists and demands additional expert reports and clarifications in order to finally formulate a statement. Information and knowledge integration takes place and new problems emerge which requires further analysis and solutions, either as part of homework or during the next lesson.

SIX THINKING HATS – this method is particularly useful when students are expected to cooperate with each other and in accordance with their predispositions 20 participate in solving problems. The teacher prepares six different coloured hats and

informs students that each hat identifies one of six modes of thinking. White hat – facts, figures, the measured and the proved, source-based information, analyses outputs and statistic data. Black hat – a pessimist who can see threats, shortages and dangers of a suggested solution; criticism, precaution, taking a black view of things. Red hat – emotions, gut reactions. Blue hat – analysing processes; a conductor, a chairman who presides a meeting, gives a voice to discussion participants, sums up a debate. Green hat – opportunities; an innovator, a creative person. Yellow hat – optimism; seeing the word through rose-coloured glasses, noticing advantages and benefits of a solution, positive thinking

CARPET OF IDEAS is used for holding group discussions on a posed problem. Students write on cards possible solutions to a problem (one per card). Then they read them aloud and pin to the board, grouping the same or similar ones. When all the cards are pinned, a collaborative evaluation is made. Each student may give 1 point to the solution that is in his/her opinion the best one. The winning solution is the one that scores the greatest number of points. The final result can be discussed once again at the end of the activity.

METAPLAN TECHNIQUE is a graphic, poster-like way of holding discussion, either in small groups or larger ones. The discussion revolves around a specific topic, written on a coloured piece of paper in a "cloud" at the top of the poster. The participants write down their ideas in a short clear form, on a multi-coloured small pieces of paper of different shapes (oval, circle, rectangle), focusing on the analysis of the current state of knowledge on the subject matter (What is it like?), imagining an ideal state (What should it be like?) and wondering why it is not as it should be. Developing proposals for further improvement constitutes the summary of the discussion.

As a conclusion, we can say during the process of becoming more autonomous themselves, teachers will be more able to help their students and “take learning into their hands”. This should be the aim of any teacher in training for the future learning.

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SOME INTERNATIONAL EXPERIENCE OF ASSESSMENT IN LANGUAGE TEACHING

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Annotation. In the current time, teacher assessment is dominantly used in the real classroom setting and this brings several problems and concerns in student's learning. Since teacher is the only who takes in charge of evaluating students' grades and performances, teacher's prejudgment and prejudice are mainly concerned. This article deals with the importance of assessment which is now widely used in the actual classroom. The aim of this paper is to clarify the roles of self, peer, and teacher evaluation in the teaching and learning of languages. It also discusses how to incorporate such evaluations into the material production process. The research showed that teacher evaluations are still the most common form of evaluation.

Keywords: assessment, self-assessment, peer assessment, teacher assessment, evaluation, language teaching, language learning, materials development

Language is used in social interactions to accomplish purposeful tasks (e.g. interacting with another individual in a conversation, writing a text, finding information in a chart or a schedule). Performance is assessed by documenting the successful completion of the task or by using a rubric to assess various dimensions of carrying out the task (e.g. listening comprehension and language complexity in responses to questions in oral interview [6, p. 242]).

Assessment has always been one of the most critical elements of language teaching and learning. Assessment has two primary purposes: summative assessments and instructional reviews to aid learners' development. Formal and informal summative and formative evaluations are also possible (classroom-based). Assessment provides informal input from peers and others; formally, it provides information. Anyone can take part in the evaluation, depending on the stakes: peers, teachers, self, administrators, and outside participants; however, teachers, as direct catalysts of the learning process, should be particularly active and informed about assessment methods.

Assessment is how we identify our learners' needs, document their progress, and determine how we are doing as teachers and planners. That being said, how do we know we are doing it right? How do we know that the assessment tools we are using measure what we intend them to? If we are serious about getting the best snapshot of the progress of our learners and the effectiveness of our programs, these are questions that we must continually ask [2, p. 3].

Assessment occurs in many contexts and is done for a variety of reasons. The three archive articles chosen for this issue all deal with different aspects of assessment. While they do not answer every question, they should help you consider how you use assessment in your own teaching. Traditionally, the most common way to measure achievement and proficiency in language learning has been the test. Even though alternative forms of assessment are growing in popularity, most teachers still use this old standby. And while many teachers may be gifted in the classroom, even the best may need some help in constructing reliable test items. In the first article, Grant Henning (1982) outlines twenty common errors in test construction that language teachers should avoid. Henning's article can serve as a checklist for any of us who would like to construct fair and reliable language tests.

In the second article, "Coming to Grips with Progress Testing: Some Guidelines for its Design," Carmen Pérez Basanta (1995) discusses the role of progress testing in the classroom and the importance of matching testing to instruction. Basanta views

testing as a tool that can help teachers identify student strengths and weaknesses and evaluate the effectiveness of their programs. In the article Basanta discusses some theoretical requisites to ensure that teachers design or choose tests that are practical, reliable, and valid. In recent years much has been made of alternative forms of assessment. Whether we want to include student portfolios or web-based testing in our curricula, our focus should always be on gathering information that reflects how well our students have learned what we tried to teach them.

In the third selection, “Purposeful Language Assessment: Selecting the Right Alternative Test,” John Norris (2000) provides an outline of the types of questions we need to ask ourselves in order to best match alternative assessment techniques to the appropriate language education contexts. Assessment is perhaps one of most difficult and important parts of our jobs as teachers.

As a solution of such an alternative assessment techniques Murphey (1994/95) ventures beyond this concept to recommend that students make their own tests. He considers that student made tests are an effective “way to mine students’ different perceptions and use them, building upon what a group knows as a whole and getting them to collaborate in their learning” Murphey (1994/1995:12). He suggests the following process: students choose the questions that will go into the test under the guidance of the teacher; a few days later, working in pairs, they ask each other questions during class; later on, the questions are asked again with a new partner to reinforce what is being learned. Students are graded by their partners or by the teacher for the correctness of their answers and for the appropriateness and correctness of their English. [4, p. 18]

It can be seen as a tool to assist us in guiding students on their path to learning. Since no one procedure can meet the needs of all learners and circumstances, we must remember to use a range of resources to keep track of our students' progress and evaluate the efficacy of our own curriculum and materials. It should preferably be regarded as a tool to assist us in guiding students.

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ASSESSMENT IN DISTANCE EDUCATION: ISSUES AND SOLUTIONS

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Annotation. The thesis introduces the study of assessment in online mode of studying as well as the issues and strategies one will face during learning. Distance learning has evolved in recent years in a number of integrated contexts, including training, technical, social, and other environments developed and managed by a higher education institution. And learners of this type of study will face difficulties including lacking support, feeling isolated, discipline and others. Also, useful and effective solutions are given learners by skilful teachers and professors.

Keywords: distance learning, online study, technology, face-to-face interactions, independent learning, social effect, online classroom, online gaming, online class discussions,

The spread of technology has stimulated more emergency of online training and allowing fitting your own place of study make distance learning more appropriate. Compared with classroom study, in a distance learning environment everyone is equal. Because there are not any face-to-face interactions that happen during classroom training would give another more vocal students advantage.

Online learning, like all learning mode of studies, has some challenges especially in the areas of isolation, help, technology, and discipline. Now I am going to illustrate most common issues in distance education, as well as suggestions for how to make every student's learning experience better. Since the teacher is not physically present during independent learning, they may not be able to direct or assist the student when they need it the most. In this case the students have to wait until the next class time cycle to give answer for their misunderstandings. Also, they may have to contact the instructor by email or other means if their teacher allows doing so. Having support often requires the student to formulate questions and ask for assistance, which some students may find challenging. Furthermore, if a student has overlooked a definition or is lacking critical information building blocks, they may be unaware that they are on the wrong track.

Secondly, sharing concerns with others, describing concepts, answering questions, and defending positions are all perfect opportunities to learn and exercise critical thinking. Although this is still possible in distance learning, it lacks the social effect of working together in person. Online learner will feel socially withdrawn and miss out on the normal interaction that they get in a classroom setting. Although this is a common concern with distance education and parents should help their children feel more connected to their peers by encouraging them to engage in class discussions and offering opportunities outside of class, such as phone calls or video chats with friends, community online gaming, and in-person experiences.

Thirdly, online students have some social pressure and control in the distance learning environment. Most of them face difficulties to upload their tasks on time according to the deadlines. Students must arrive on time, with their homework completed, and are directed through their learning as they would in a traditional classroom. This ensures that students must be accountable to their teacher and peers in order to be a productive class member. Some students who are studying online emphasizes that they usually work through class materials and learn independently.

Because of this they think it is no fair to fulfil tasks according to the deadlines and indicated period.

Moreover, according to the concern of Fotjik Rostislav, professor of the University Ostrava, distance learning requires students and teachers to have a completely different approach than regular daytime lessons. As demonstrated by practical experience, this is a very demanding form of education. Fundamental issues and difficulties include:

- Students and many teachers have little or no experience with this form of teaching,
- Teachers feel they can use the same pedagogical and didactic practices as in full-time teaching,
- Teaching requires students to be highly motivated and able to deal with time efficiently,
- Complex and demanding preparation of teaching and study materials,
- The need for thorough technical security.

Knowing what to expect from distance learning before starting the course will help to build a safe and encouraging learning atmosphere. Turning to possible solutions, one effective way to deal with this is supporting the students with several fruitful sources. Lacking the support will make the distance study more complex and boring. In this case the instructor will advise the learners a great deal of supporting videos made by famous and skilful professors. Motivated videos as well as books that are aimed to encourage student to work on them better will be useful tool to support the learners. When students need their teacher's help, the instructors will create websites or telegram channel which only accepts the questions of students. The first advantage of doing so is that answering the identical questions of students in the same time. If a student has a question, he/she will review the queries of others then write his/her own one. Because they will find the answer without asking if another learner wrote about it before.

Also, one of the most exact solutions to the above problems is that avoiding feeling isolated. It is natural being less discussions and interactions during online learning. Fortunately, there are so many ways to enjoy classroom environment online or connect with your partners virtually. At the zoom platform you will be able to

participate particular courses and classes that are really online version of classroom study. In this process parents should help their children feel more connected to their peers by encouraging their participation in class discussions and by creating opportunities outside of class, such as video calls or video chats with friends, group online gaming, and in person interactions. Another satisfactory solution to the above issues is that warning and notifying about the deadline of the tasks by teachers as well as their parents. As I mentioned above, online students suffer from forgetting regular deadlines of the task even the exact time of the online courses. In this case the most effective way is reminding the students before the indicated time. Being a punctual and responsible is the successful trait of distance learners.

I will reach the conclusion that people may earn degrees from home, the workplace, or on the road by distance learning. It is an ideal choice for students with hectic schedules or who have trouble attending conventional schools. Self-motivation, a willingness to learn, and a desire to better one's life are all characteristics of effective distance learners. Distance learning students and teachers interact primarily via the internet. As I stated in my writing online learning, like any other mode of study, has its own set of difficulties, particularly in the areas of isolation, assistance, and technology. And the most significant and useful solutions are emphasized in the passage, as well.

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PURPOSE OF LANGUAGE TESTING

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Annotation. This thesis therefore situates language testing in its historical and social context by discussing a variety of perspectives from which to evaluate its practical applications, beginning with the most fundamental concern of all the purpose of testing.

Keywords: Language testing, assessment, particular context, scored, an external mandate, generalisability.

Language testing, like all educational assessment, is a complex social phenomenon. It has evolved to fulfil a number of functions in the classroom, and society at large. Today the use of language testing is endemic in contexts as diverse as education, employment, international mobility, language planning and economic policy making. Such widespread use makes language testing controversial. For some, language tests are gate-keeping tools that further the agendas of the powerful. For others, they are the vehicle by which society can implement equality of opportunity or learner empowerment. How we perceive language tests depends partly upon our own experiences.

The act of giving a test always has a purpose. In one of the founding documents of modern language testing, Carroll [1, p 314] states: ‘The purpose of language testing is always to render information to aid in making intelligent decisions about possible courses of action.’ But these decisions are diverse, and need to be made very specific for each intended use of a test. Davidson and Lynch [2, pp.76–78] use the term ‘mandate’ to describe where test purpose comes from, and suggest that mandates can be seen as either internal or external to the institution in which we work. An internal mandate for test use is frequently established by teachers themselves, or by the school administration. The purpose of such testing is primarily related to the needs of the teachers and learners working within a particular context. Tests that are under local control are mostly used to place learners into classes, to discover how much they have

achieved, or to diagnose difficulties that individual learners may have. Although it is very rarely discussed, teachers also use tests to motivate learners to study. If students know they are going to face a quiz at the end of the week, or an end of semester achievement test, the effect is often an increase in study time near the time of the test. In a sense, no ‘decision’ is going to be taken once the test is scored. Indeed, when classroom tests were first introduced into schools, an increase in motivation was thought to be one of their major benefits.

The key feature of testing within a local mandate is that the testing should be ‘eco-logically sensitive’, serving the local needs of teachers and learners. What this means in practice is that the outcomes of testing – whether these are traditional ‘scores’ or more complex profiles of performance – are interpreted in relation to a specific learning environment. Similarly, if any organisational or instructional decisions are taken on the basis of testing, their effect is only local.

Cronbach [3, p 122] put this most succinctly:

A test is selected for a particular situation and purpose. What tests are pertinent for a psychological examination of a child entering first grade? That depends on what alternative instructional plans the school is prepared to follow. What test of skill in English usage is suitable for surveying a high school class? Those teachers for whom clarity of expression is important will be discontented with a test requiring only that the student choose between grammatically correct and incorrect expressions.

If testing with a local mandate is ecologically sensitive, it is highly likely that it will have a number of other distinguishing characteristics. Firstly, we would expect much of the testing to be formative. That is, the act of testing is designed to play a role in the teaching and learning process, rather than to certify ultimate achievement. Secondly, the test is likely to be low-stakes. This means that any decisions made after the testing is complete will not have serious consequences for the person who has taken the test, for the teacher or for the school. Rather, the information from the testing or assessment procedure will be used by the teacher and the learner to make decisions about what the most immediate learning goals might be, what targets to set for the next semester, or which classes it is most useful for a learner to attend. If mistakes are made,

they are easily corrected through dialogue and negotiation. Thirdly, the testing or assessment procedures used are likely to be created or selected by the teachers themselves, and the learners may also be given a say in how they prefer to be assessed. This ecological sensitivity therefore impacts upon how testing is used, the seriousness (and retractability) of decisions, and the involvement of the local stakeholders in designing and implementing tests and assessments.

An external mandate, on the other hand, is a reason for testing that comes from outside the local context. The decision to test is taken by a person or a group of people who often do not know a great deal about the local learning ecology, and probably don't even know the teachers and learners who will have to cope with the required testing regime. As soon as we begin to talk about external mandates loaded words begin to enter the discussion, such as 'regime', because teachers are naturally suspicious of anything that is 'imposed' from outside. The motivations for external mandates may also appear extremely vague and complex; indeed, policy makers often do not clearly articulate the purpose of the required testing, but it usually serves a very different function from internally mandated tests. External tests are primarily designed to measure the proficiency of learners without reference to the context in which they are learning. Also, the tests are summative: they measure proficiency at the end of a period of study, by which time learners may be expected to have reached a particular standard. The information therefore doesn't always feed back into the learning process, but fulfils an accountability role.

In summative testing we also expect test scores to carry generalisable meaning; that is, the score can be interpreted to mean something beyond the context in which the learner is tested. In order to understand this, we can turn to Messick [4, p.14–15], who said that generalisability is about 'the fundamental question of whether the meaning of a measure is context-specific or whether it generalizes across contexts'. Teachers wish the meaning of testing and assessment to be locally meaningful in terms of what comes next in teaching. If the outcomes are not particularly generalisable across people,

settings and tasks – or different ‘ecological conditions’ – it doesn’t matter too much. In externally mandated tests, however, there is an assumption that the meaning of test scores generalise to what learners are capable of doing across a wide range of contexts not necessarily contained in the test. Score users want to be able to make decisions about whether learners can communicate with people out-side their immediate environment, in unfamiliar places, engaging in tasks that have not been directly modelled in the test itself. The greater the claim for generalisability, the more ‘global’ the intention to interpret score meaning. For example, an academic writing task may contain only one or two questions, but the scores are treated as being indicative of ability to write in a wide range of genres, across a number of disciplines or we could think of scores on a short reading test being used to compare literacy rates across a number of countries.

Generalisability is therefore an important consideration in tests with an external mandate, when they are used to certify an ability to perform at a specified level, or to compare and contrast the performance of schools, educational districts, or even countries. We refer to such tests as being high-stakes. Failure for individual learners may result in the termination of their studies or they may not be able to access certain occupations. For schools, a ‘failure’ may result in a Ministry of Education introducing ‘special measures’, including removal of staff, or direct management from the central authority. At the national level, perceived failure in comparison with other countries could result in the wholesale reform of educational systems as politicians try to avoid the implied impending economic catastrophe.

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THE PEDAGOGICAL ACTIVITIES TO ASSESS FOREIGN LANGUAGE LEARNERS KNOWLEDGE

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Annotation. The Government of Uzbekistan is doing much to improve teaching foreign languages, especially English, taking into account the requirements of the epoch of increased globalization. This article is intended to provide our foreign languages teachers with a brief overview of ways of assessment language learners. It is well-known that timely and purposeful examinations provide the expected results.

Keywords: Knowledge assessment, tests, communicative activities, communicative competence, knowledge evaluation, discrete/ integrative testing.

In the epoch of modern increased globalization, the communicative approach is widely used which emphasizes that the goal of language learning is communicative competence. This method presupposes the selection of materials:

- a) to teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes;
- b) which are based on communicatively organized syllabus;
- c) to emphasize the processes of communication, in different types of communication, such as using language appropriately in different types of situation; using language to perform different kinds of tasks e.g. to solve puzzles, to get information; using language for social interaction with other people (Littlewood 1981; Richards and Rogers 1986; Sato and Kleinsasser 1999). Communicative language teaching (CLT) is based on the approaches of socio-linguists. This approach involves more than knowledge of pronunciation, vocabulary and grammar. In order to speak in a foreign language effectively, learners must develop their ability which is appropriate for any social situation. But it is worth mentioning here the very important view of Berns (1990) who argues that communicative competence is shaped by the social and cultural context in which a language is used. In light of this, there is considerable controversy over whether EFL learners really should have as their goal the achievement of native-

like competence in the linguistic features and social conventions of the target languages which is the issue not easily resolvable by any single answer. Any foreign language learner speaks his/her mother tongue which renders influence to a foreign language.

If a human-being intends to achieve something, in our case it is a foreign language, he/she will do achieve it. But the practical and theoretical knowledge and experience of the teachers in the situation is of primary importance.

The communicative competence, as defined by Canale and Swain (1999), includes linguistic, sociolinguistic, discourse, and strategic abilities as well.

To achieve the mentioned above communicative competence the language teachers and educational authorities will have to be very well aware of procedures for measuring the language learners` abilities, knowledge.

The language teachers, especially those, who work at foreign language teacher training Institutions must be very well aware of modern types of tests. There are many types of tests which are widely used today in the system of education like achievement tests, placement tests, language aptitude tests, proficiency tests, progress tests, discrete point tests and so on. Several types of test items are usually used in modern tests like:

- alternate response item, i. e. True/False, Yes/No or A/B
 - fixed response item, which is also called multiple choice tests;
 - free response item tests, tests in which the student is free to answer the question
- (Cohen 1980)

The foreign language teachers must be test-wise and they will have to train test-wise teachers. Test- wiseness is a combination of words, which enables a person to do well on certain kinds of tests by using their familiarity or knowledge with the characteristics and formats of tests to help them guess the correct answer.

There are discrete point tests and integrative tests (Murphy 1997). The first type designates questions that typically test one structural detail at a time while maintaining a clear distinction among the four skills

The integrative tests, on the other hand, refer to items or techniques which evaluate a student's proficiency in using several structural points and more than one of the four skills spontaneously and changeably. Thus, this type of tests measures the students' mastery of an entire language system rather than their facility in a distinct area. Foreign language teachers who are advocates of reform, prefer considerable changes in improving the teaching quality since it favors integrative testing over discrete point one.

One cannot but agree with Coombe Ch., Folse K., and Hubly N. when they write that "good assessment mirrors good teaching-they go hand in hand". All the teachers of foreign languages will have to be aware of assessment instruments since regardless of setting in which they teach, assessment should be a part of instruction from the very beginning of class planning. The authors mentioned above add that an experienced teacher well versed in assessment, models best practice, i. e.

- understand the cornerstones of all good assessment
- learn useful techniques for testing and alternative assessment
- become aware of issues in assessing reading, writing, listening, and speaking
- become familiar with the processing and procedures of assessment
- discover ways to help students develop good test – taking strategies

Since the overall aim in teaching and learning foreign languages is to achieve communicative competence the teachers will have to do their best to help the language learners in mastering their goals. Feedback and evaluation, sessions with language learners are the most fruitful measures in achieving the mentioned goals. The most reliable ways of evaluation are connected with:

- what must be evaluated,
- how evaluation should be realized,
- what is the role of teachers,
- what is the role of languages learners.

To achieve the communicative competence qualified teachers must work out the ways of evaluation actually after each of their classes and the languages learners must

be very well aware of such an approach. This way of knowledge assessment will produce the expected results and render its positive contribution to the development of both productive and receptive skills of students and contribute positively to other assessments. Appropriate testing will give the teacher an accurate picture of the students' abilities and progress. The students will get accustomed to such an approach and will be more attentive during the lessons.

It is worth mentioning that not all the educational Institutions make use of the placement tests to avoid misplacement of students into groups. It is one of the most serious issues to be solved in the system of education. If we want to achieve the goals foreseen in the Decrees of the government regarding improving teaching foreign languages, we'll have to switch up or down the language learners into more appropriate groups. Only in this way, language learners who have achieved more competence than their groupmates can be identified and adjustments in their subsequent placement can be realized.

Finalizing my speech, I'd like to mention one more the most important thing.

There is no curriculum without program objectives and testing or knowledge assessment. Tests should be integrated/into the overall curriculum and implemented systematically to be sure that education quality is provided.

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ASSESSMENT TECHNOLOGIES AS AN INTEGRAL PART OF THE LEARNING PROCESS

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Annotation. ‘Assessment’ is inherently embedded in a course curriculum of education settings. This component is indispensable for the teaching learning processes. Hence, they may not have adequate experience in assessing students’ performances and providing feedback to students. Only a few research studies have been carried out on assessment and feedback from education context. Therefore, this paper attempts to analyze the literature pertaining to learning through different types and methods of assessment practices in education settings. Further, it examines the significance of qualitative ways in assessment practice. It highlights the implications of assessing students’ assignment responses and providing feedback from the education perspective.

Keywords: assessment, assignment, evaluation, method, skill, technology.

In the "Concept of development of the higher education system of the Republic of Uzbekistan until 2030" approved by the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No DP-5847, the introduction of digital technologies and modern teaching methods in higher education, wide involvement of scientists in research, anti-corruption, engineering specific tasks have been set to increase the share of students studying in the field of education, the introduction of credit-module system, increase the share of practical training in special subjects, aimed at improving practical skills in the curriculum [1].

In addition to raising the level of knowledge of the people, the appeal highlights the competitiveness of our nation, and the document reflects the problem of creating a national education system that meets modern requirements and world standards.

According to several standards in the field of credit education, in the learning process, students need to master skills such as evaluating their performance on the way to achievement, linking their actions to planned outcomes, and adjusting their actions to suit changing environmental conditions. In other words, students are tasked with mastering the basics of self-esteem and self-assessment, self-management, as well as

peer assessment and peer assessment. Formative assessment serves as a tool quality that also contributes to the formation and development of knowledge and skills.

Assessment is considered as an element of the didactic system in the educational process, which allows to determine the quality of theoretical knowledge, practical skills and abilities of students, the level of intellectual development, their teaching methods, as well as future pedagogical skills [10].

Nowadays in pedagogical sphere the terms control, assessment, tests are very common. All of them are widely used in the control of students' qualifications, skills and knowledge.

The Board on Testing and Assessment, Center for Education at the Committee on the Foundation of Assessment, USA states that “assessment is a process in which educators specifically use student responses to encourage students to draw conclusions about their knowledge and skills” [9]. The United Kingdom Quality Assurance Agency for Higher Education’s Code of Practice states that “assessment” is used in higher education to reward a student’s knowledge, skills, understanding and abilities [6]. The South African Department of Education (DoE) defines assessment in the “Revised National Curriculum Statement” as “a continuous, planned process of gathering information about student activities that reflects on learning outcomes” [7].

As a result of research in the educational literature, depending on the purpose of the assessment process, three types of assessment can be distinguished (See Table 1.1):

Table 1.1

The purpose of assessment		
№	Type	Definition
1.	assessment as learning	this process is student-centered, and assessment is a way of activating their metacognitive processes. That is, learning is not the acquisition of information from an educated person, but the active participation of a person’s personal cognitive process in receiving new information. This process is related to independent learning, and the student remains a participant in the critical connection between learning and assessment
2.	assessment for learning	assessment of the learning process is done throughout the course. This process helps to determine the student’s mastery index and organize the course content accordingly. The main purpose of evaluating the learning process is to identify the strengths and weaknesses of students ’mastery and to plan the next step based on demand

3.	assessment of learning	assessment of learning outcomes is conducted at the end of the course, the purpose of which is to determine the level of mastery of the content of education in the curriculum of students
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In assessing students' responses to assignments, what method of drawing conclusions is required. There are two different methods of assess students' assignment responses (See Table 1.2):

Table 1.2

Methods of assessing students' assignment responses

Type	Definition	Name	The authors' views
Norm-Referenced Assessment (NRA)	a student's achievement is assessed compare the achievement of another student	Boud, D., Cohen, R., & Sampson, J. (1999) Lesage, E., Valcke, M., & Sabbe, E.(2013) Gibbs, G., & Simpson, C. (2004) Hassan, O. A. B. (2011)	the educator evaluates the student's achievement compared to the achievement of his / her classmates on the assignment [3]; the NRA creates a "relative" model that compares the performance of a group of students in a course [8]; information is provided about the student's level of achievement compared to other students in the group in relation to the achievement of course objectives [4]; the student can take the first place without achieving any of the course goals. This method of assessment does not inform students about their actual achievements in the course and at the same time misleads students to some extent [5]
Criterion-Referenced Assessment (CRA)	a student's performance is assessed based on the results of a course study	Yorke, M. (2008). Lesage, E., Valcke, M., & Sabbe, E. (2013). Hassan, O. A. B. (2011) Biggs, J. (1999)	the criteria-based evaluation method is considered as a realistic calculation of the evaluation practice. In this case, the student's academic achievement is assessed by a number of criteria, that are lesson objectives [11]; CRA is based on an absolute standard that evaluates student achievement based on predetermined course objectives [8]; teachers' conclusions about CRA on student performance are based on the achievement of lesson objectives [5]; there is a correlation between CRA lesson objectives, assessment tasks, and teaching and learning activities [2]

Based on the different views of scientists, the theoretical effectiveness of CRA is stronger, and it is important to identify and implement evaluation criteria in accordance with the objectives.

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IMPROVING PEDAGOGICAL PSYCHOLOGICAL ASPECTS OF INCLUSIVE EDUCATION

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Annotation. Raising the system of higher and secondary special education to world standards, scientific assessment of the needs of the national economy in specialists, work the use of advanced foreign experience in teaching and upbringing are issues is the most important today.

Keywords: inclusive education, defectology, education, adolescents, youth, students, humanity.

When it comes to improving the pedagogical psychological aspects of inclusive education, it is worthwhile to first define the term inclusive more broadly.

Inclusive education - derived from the English word, inclusive, inclusion – to harmonize, harmonize, attract, encompass meanings, while in Latin ink - to cover, to attract, i.e., barriers between special needs and normal children is to eliminate.

Inclusive education is one of the issues that has risen to the level of public policy. It is an education system that represents the involvement of adolescents in the learning process aimed at adapting them to social life, regardless of developmental disabilities or economic hardships that require special attention. Inclusive education is education that seeks to treat all children equally, regardless of nationality, race, body color, social background, material and spiritual status, family status, physical or developmental disabilities, and to support them in every opportunity.

The program of inclusive education activities was adopted at the World Conference on Special Needs Education in Salamanca, Spain, with the participation of representatives from 92 countries and 25 international organizations. It adopted the Salamanca Declaration on the principles and reforms of special education for all, recognizing the need and necessity of educating children, youth and adults in need of special attention within the framework of a simple education system. It called on all: “We call on and appeal to all states: accept the principle of inclusive education as law or reform” [1,15] encouraged. Its purpose is to acquaint states, international organizations, national aid associations, non-governmental organizations and other departments with the reforms and activities of the implementation of the Declaration on the Practice, Reforms and Principles of Special Needs Education. The program is based on the United Nations and the experience of the participating countries, as well as manuscripts, advice and solutions to various issues published by other international organizations, in particular, the standard rules for the stabilization of people with disabilities. It is enshrined in the Universal Declaration of Human Rights for the education of every child and is reaffirmed in the Universal Declaration of Education for

All. If required, every person with a disability has the right to express his or her will based on the education he or she has acquired. Parents have the right to receive advice on choosing the form of education that best suits the wishes, status and needs of their children. Inclusive education is an education system that is individualized for children and young people with special needs and can be approached with care, changing depending on the circumstances. This work is carried out in simple, normally developed children's educational institutions. To do this, it is necessary to take an individual approach to each child, based on their shortcomings, to create a comfortable environment for them. Children in need of special attention attend a convenient public kindergarten or school close to home. There, the main work is done by the educator or class teacher.

The views of the famous Eastern scholars Ibn Sina, Imam Bukhari, Abu Nasr Farobi, Alisher Navoi, Abdullah Avloni on the impact of education on the development of each child's personality is the methodological basis for the development of inclusive education. For a long time, the education of children with special needs in special segregation educational institutions was considered more effective than in general education institutions. By the 1970s and 1980s, the promotion of the idea of humanity and non-discrimination on a global scale had led to a further improvement in the focus on children with special needs. However, knowledge and information about the content nature of inclusive education is still insufficient in society. The terms “inclusive” and “integrated” are often used interchangeably. However, in philosophy there is a huge difference between these concepts.

The education of children with special needs is one of the most important tasks, such as helping to adapt their reading and writing skills to social life, 17 effective implementation of this work, practical assistance to special services and parents of children with disabilities. The main problems of children in need of special assistance cannot be solved by educating them away from the environment in which they live and the family. It is difficult to achieve social integration unless society takes responsibility

for its members and limited rights and opportunities are returned. Addressing the problem of equality in the education of children with special needs is one of the most pressing issues today. But even today, many children are left out of education for a variety of reasons. It is necessary to consider organizational, scientific and methodological measures to involve them in inclusive education, ie to develop measures for training and retraining of specialists.

In the process of studying the experience of a number of foreign countries, we learned that since about the 1970s, a package of regulations has been developed and implemented to expand the educational opportunities of people with disabilities. The implementation of such laws and other similar documents is reflected in the comprehensive measures to ensure equal legal status of healthy children and children with disabilities. This system of benefits helps healthy children and children with disabilities to have equal opportunities in society. Measures are being taken to increase the benefits of groups with disabilities, which are deficient in all areas of education gaps, and to reduce the benefits of groups that make up the majority in healthy development. Politicians, sociologists, and social organizations are addressing issues related to the wide disclosure of social organizations to groups in need of social assistance to receive quality education in secondary and higher education. Accordingly, the formation of a system of political and economic influence on the composition of higher education students, measures to prepare students from socially disadvantaged groups for higher education, the creation of a high level of education for children with disabilities, low-income and rural children considered.

Throughout the history of U.S. and European education policy, they have developed several areas of development:

- school desegregation;
- expanding access to education;
- meyntrsiling;
- integration;

- inclusion. [2,30]

Here are the following important processes as the development and improvement of psychological awareness of children with disabilities as an important factor in the development of inclusive education:

- The teacher should ask the child with a visual impairment (if he is a weak builder) the most convenient place to build the board and move it there;
- If the eyes of a child with a visual impairment are sensitive to light, it should be moved to the window sill. Therefore, it is possible to use a cardboard tray to protect the child's autumn from frost;
- High results can be achieved by identifying the most moral and noble swimmers in the class and appointing a child with a visual impairment as a “guide swimmer”;
- The teacher is required to read aloud the information written on the board;
- A child with a visual impairment acquires information based on auditory and tactile sensations. That is why they should be given the opportunity to hold things;
- The teacher should say the name of each student so that the child with a visual impairment can know who is speaking in the audience discussion.

International experience shows that developing an inclusive education strategy takes a long time. The development of this education requires continuity and a step-by-step comprehensive approach to its implementation. The success of inclusion, according to experts, depends on where children with disabilities go to study and the inclusive education program. First and foremost, inclusive education must be a public affair, as those in need who do not have access to education fall out of the economic, social and political process. The government should provide them with equal opportunities. It should be noted that inclusive education is necessary for people with disabilities. Talented, good professionals have emerged from among the many people with inclusive education. Tested in this practice..

The issue of transition to inclusive education is based on the Convention on the Rights of the Child and the Rights of Persons with Disabilities, ratified by Uzbekistan.

But to move to inclusive education, to create not only an appropriate legal framework for such an approach, but also to create the necessary conditions; staff training; providing professional rehabilitation of the disabled; to make the society think correctly and positively; strengthening a regulatory framework for inclusive education reform, such as harmonizing and approving state education standards; improving the skills of teachers to ensure that children with disabilities receive education in secondary schools; The necessary insights and insights into inclusive education discussed above can be useful in putting integrated learning into practice. The analysis of the questionnaires will help to overcome the difficulties encountered in the process of educating children with disabilities in secondary schools.

At the end of our thought, once again the following verses of the great thinker A. Navoi we can remember:

—Whoever remembers a broken heart rejoices.

If the Ka'bah is destroyed, it will prosper.

We think that in the future the type of inclusive education will become popular.

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THE MAIN GOALS AND FUNCTIONS OF LEGAL DISCOURSE IN LINGUISTICS

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Annotation. This article discusses the main goals, functions and genre of legal discourse in linguistics. Evidently, legal discourse reflects the complex relationship between a person and society and is considered one of the most relevant and sought-after discourses of our time. The study of legal discourse lies at the intersection of different disciplines and is associated with the analysis of the form, objectives and content of discourse used in specific situations. In addition, the institutional nature of legal discourse determines the presence in its structure of several mandatory elements at once, among them the following: goals, values, participants, genres, , etc.

Keywords: legal discourse, goals, functions, genre, law, legal communication, participants, legal texts

Indeed, legal discourse, like any other type of institutional discourse, has components such as goals, values, functions, actors, varieties and genres.

Researchers identify the following goals of legal discourse: informational, analytical, evaluative, influencing and predictive. In addition, the goals include ensuring the rule of law. The leading value of legal discourse is the rule of law. Subordinate values can also be distinguished, such as respect for rights, fulfillment of obligations, provision of protection, and upholding of justice.

Besides, when characterizing legal discourse, one cannot but touch upon the issue of considering the functionality of legal communication. Despite the lack of a universal system of functions of legal discourse, many researchers offer their own versions of classifications. So, in the concept of I.V. Palashev's legal discourse is characterized by the following functions: 1) performative - it is realized in communicative practices and actions that form the world of law; 2) regulatory - based on the establishment and preservation of norms and values that exist both within the framework of legal institutions and in society as a whole; 3) cumulative - involves the collection, storage and analysis of legal information in the historical aspect; 4) informative - consists in the

transfer of certain information of a legal orientation; 5) presentationn (symbolic) - ensures the formation of an attractive image of legal institutions and their representatives; 6) interpretive - comes down to clarifying legal documents, actions, etc .; 7) strategic - involves the use of specific communication strategies and tactics; 8) code - based on the idea of creating a special language to establish the boundary between professional and non-professional participants in communication in the field of jurisprudence [Palashevskaya, 2010, p. 536].

In the works of I.A. Vinogradov, there are the following functions of legal communication: 1) normative - regulates the norms and rules of behavior in society; 2) performative - provides a clear implementation of the declared actions, instructions, attitudes; 3) declarative - proclaims legal values, ideas, meanings; 4) prescriptive - implements instructions regarding the performance or non-performance of certain actions; 5) analytical - analyzes the regulatory framework (court decisions, acts, etc.); 6) informational - comes down to the transfer of legal information through legal texts; 7) password - sets the boundaries between specialists and users of legal services in the relevant institutions; 8) presentation - contributes to the formation of a positive image of legal institutions; 9) evaluative - allows you to assess the actions and deeds of people [Vinogradov, 2018, p. 124].

An important component of any discourse is the category of participants. The legal discourse is characterized by a large number of participants, which can be divided into three main groups: the state, legal entities and individuals. The state embodies its role in regulating specific relations in the form of normative acts proclaiming the state will, binding on all citizens. The role of the state can be played by various official bodies and representatives of the general system of law, that is, a notary, a lawyer, a judge, an investigator, an operative, and other employees of law enforcement agencies and internal troops.

A plaintiff, a defendant, a witness, an expert, a specialist, a detainee, an accused, or a victim can act as legal entities and individuals. This richness of participants is not

inherent in any other type of institutional discourse. If we are talking about legal texts, then the participants are, on the one hand, the author (professional lawyer), and, on the other hand, the recipient. The first creates an informational message, expressing the essence of jurisprudence, the second perceives and interprets the message.

O.N. Sarayeva divides the participants in legal discourse into two groups: legal specialists in law (these include such professions as a judge, investigator, lawyer, notary, prosecutor and others) and people who need legal assistance. The former act in legal discourse as “agents”, the latter as “clients”. It should be noted here a characteristic feature, which lies in the fundamental inequality of its participants: "clients" almost always depend on the work of "agents" (Sarayeva 2009).

The genre as a discursive unit is a stereotyped speech structure, a typical communication model, which has a certain degree of automation. Genre models in institutional discourse are considered as normatively conditioned, structured and institutionally fixed (in the form of laws and regulations) sequences of types of speech actions that the participants in the interaction have in a given situation. The genres of legal discourse ensure the interaction of legal entities. The criteria for classifying the genres of legal discourse are the status characteristics of the participants in the discourse and the nature of the dialogical connections between these participants, as well as the events recorded in the scenario sequences.

Legal discourse has a huge assortment of genre forms. It is possible to distinguish certain genres by the status of the participant in the discourse and his communicative goals. For example, an investigator uses such forms as interrogation, inquiry, assignment, resolution, petition, summons.

All in all, within the framework of legal texts, the following types of genres can be distinguished: regulations, contracts, protocols, court decisions, complaints, statements and other types of documents, from identity cards to securities.

Thus, the genres of legal discourse can be divided into two large groups: all kinds of episodes of direct communication between participants in the discourse and texts.

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ENGLISH PROVERBS IN A FOREIGN LANGUAGE AUDIENCE (TEACHING AND ASSESSING)

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Annotation. The article is devoted to the linguistic and methodological aspects of English proverbs in a foreign language audience. Proverbs, as paremiological units reflecting the history and culture of the people, are of great cognitive value. In the process of teaching the proverbs of the English language in the Russian-speaking and Turkic-speaking audience, one should also rely on comparative research, which helps to identify similarities and differences. The method of introducing proverbs of the English language into a foreign-language audience ends with an assessment of the students' knowledge, skills and abilities. Assessment methods and techniques are diverse: control questions, testing, tasks for speaking and writing, translation, etc. In the process of scientific research, such methods as descriptive, comparative, the method of control and assessment of knowledge were used.

Keywords: proverb, English, teaching, assessing, linguistics, methodology.

Proverbs, as a kind of paremiological cliché, are a national property. They are used in the corresponding of linguistic-speech situation. Proverbs are characterized by imagery, colorfulness, completeness of thought etc. The images, preserved by the internal form of proverbs, make it possible to expand and deepen the understanding of culturally significant meanings, which are clearly associated in the minds of native speakers with individual lexemes or even with the whole synonymous rows of words.

Proverbs are worldly wisdom, spiritual wealth and cultural heritage of the people, experienced over centuries. The proverb, as a paremiological cliché [2,20-25; 3, 140], is a kind of paremia. Under the term “paremia” most researchers understand “aphorisms of folk origin, primarily proverbs and sayings, which, along with aphorisms of non-folklore origin, form a relatively independent layer of linguistic expressions that are conventionally combined with phraseology, since paremias and aphorisms, unlike phraseological units, do not fulfill nominative function” [9, 201–208]. The paremias of most languages have a similar logical, moral, ethical and educational content, differing only in the images that are inherent in certain peoples.

For example:

- ✓ *Life is a stage, so learn to play your part;*
- ✓ *Eat at pleasure, drink with measure;*
- ✓ *Early to bed and early to rise makes people healthy and wealthy and wise;*
- ✓ *A wise man will hit at the edge of his wit;*
- ✓ *Nature is stronger than rearing;*
- ✓ *One man's fault is another man's lesson* [5].

Proverbs are studied not only by linguists, but also historians, ethnographers, lawyers, methodologists etc.: “The content side interests specialists of various profiles. *Historians* find in proverbs the customs of folk antiquity and echoes of the events of antiquity; *lawyers* see proverbs as a reflection of customary law; the *ethnographer*, thanks to proverbs, gets an idea of the nature of already disappeared customs and orders; *philologists*, through proverbs, try to understand the features and structure of

folk thinking; *linguists* see in proverbs the most valuable material for studying the nature and laws of human speech” [7, 7]. And, from methodological point of view, proverbs are a means that is used to show linguistic, historical, geographical and cultural features of a certain language. Therefore, while teaching English as a foreign language, *methodologists* should consider the similarities and differences of the target language (English) and learners’ native language. A comparative study of the proverbial fund of two languages is necessary, since it is the first (and absolutely necessary) step towards the creation of a universal theory of proverbs. At the same time, the comparative study of paremias gives a lot for the theory and practice of translation and teaching methods of the second, non-native language. The method of teaching a non-native language should take into account, first of all, what is common, which is characteristic of the proverbs of the compared languages, and the differences that exist between them.

There are proverbs of the English and Russian languages [4, 280], that have almost the same semantics and the teacher can use the equivalents of the proverbs of the target language or translate them word by word to the learners’ native language. In both cases the participants will not face to some problems in cognizing the meaning of the given proverb:

- ✓ *Brevity is the soul of wit (Краткость – душа ума) – Краткость – сестра таланта;*
- ✓ *The pen is mightier than the sword (Перо сильнее меча) – Не бей кулаком, ударь словом;*
- ✓ *Don't judge a book by its cover (Не суди о книге по ее обложке) – Не красна книга письмом, красна – умом;*
- ✓ *Like author, like book (Какой писатель, такая и книга) – Каков горшок, такова и крышка;*
- ✓ *No man is born wise or learned (Мудрецом и ученым не рождаются) – Мастером нельзя родиться, мастерству надо учиться;*

- ✓ *Money spent on the brain is never spent in vain* (Деньги, истраченные на образование, всегда окупаются) – Кто грамоте горазд, тому не пропасть;
- ✓ *To know everything is to know nothing* (Знать всё – значит ничего не знать) – Всему учён, только не изловчён;
- ✓ *Knowledge makes one laugh, but wealth makes one dance* (Богатство пляшет, а ум смеется) – Знание лучше богатства [5].

However, some teachers will face to some problems while teaching proverbs of non-native (or a foreign) language, as there are some notions in any language which can be interpreted depending on some factors. They are cultural, historical, geographical, national features that are inherent to one specific language or nation. As for the English people, their national character is determined as vital: “National character is tenacious among all peoples. But this does not apply to any people more than to the British, who, apparently, have something like a patent for the vitality of their nature...” [10; 6] and while teaching English proverbs in a foreign audience our main task will be to reveal national and culture-specific features in the proverbs of the taught language. They can be illustrated by some words, word-realias or notions in proverbs, that are better conceived, understood or interpreted by the native speakers of that language:

- *A miss is as good as a **mile**;*

Explanation: In this proverb, the realia is the word and notion “mile”, which is absent in the Russian language and can literally be translated as kilometer, meter but will not convey the direct meaning of this word (mile). In this proverb, the word (mile) isn’t used in direct meaning, but in its indirect or figurative meaning (i.e., in this case, it means a miss). And this proverb can be interpreted as follows: even a small failure, a loss is not considered a victory, but still a defeat.

The learners perceive proverbial text as a linguistic sign. The semantic content of the proverb is two-dimensional: 1) direct meaning, i.e. literal meaning of the proverb; 2) figurative meaning, in other words metaphorical meaning of the proverb. While teaching proverbs of non-native language it is necessary to correlate their logical and

figurative meanings so as to make the teaching and assessing process as easy as possible. In order to assess learners' knowledge of cultural background of target language (in our case, knowledge of proverbs), teachers can apply for such tasks, ways or techniques [8]:

- ✓ Students should determine figurative or metaphorical meaning in English and Russian proverbs;
- ✓ Students should translate English proverbs into their native language (Russian);
- ✓ Students should conduct syntactical analysis of English and Russian proverbs to identify the similarities and differences;
- ✓ The teacher gives some key words and students should guess or find some proverbs (in their native or other languages) according to their semantic content.

While completing such tasks students can face to some problems as for example, they may find it difficult to identify figurative meaning in proverbs of non-native language; they may translate the presented proverbs word by word etc. Nevertheless, using such tasks will make it easy for teachers of foreign languages to evaluate not only students' oral skills or transferable skills, but also to assess their knowledge of cultural background. Thus, to assess the students' knowledge of proverbs of the English language, teachers can apply for such methods and techniques as control questions, testing, tasks for speaking and writing, translation etc.

To assess the students' knowledge of English proverbial world we can apply for some types of assessment. Actually, there are six main types of assessment: diagnostic, formative, summative, ipsative, norm-referenced, criterion-referenced. While teaching English proverbs in a foreign language audience, we can apply for formative type of assessment as it helps to control how the students' knowledge is growing in real time. Teachers, utilizing this type of assessment, can use such techniques or tools to evaluate and control their knowledge: portfolios, short/regular quizzes, classroom discussions, tests etc. While teaching and assessing proverbs of the English language, we can apply

for such tools as presented to evaluate not only the students' knowledge of the language, but also their knowledge of culture of the target language, as: "Current research... (formative type of assessment) ...indicates that acquired knowledge is not simply a collection of concepts and procedural skills filed in long-term memory. Rather, the knowledge is structured by individuals in meaningful ways, which grow and change over time" [1,70]

Thus, paremias are interesting not only as linguistic units, but also as a means of understanding the national character of people, penetrating into the system of their values, as a repository of various cultural information. Paremias contain the totality of opinions developed by the people as a linguocultural community, make it possible to discover the most significant values that have developed in ethnic consciousness, reflecting the philosophy and psychology of the people.

Proverbs reflect the worldview and life of the people in all their diversity. They convey philosophical, social, aesthetic, religious, moral and ethical views of the people. The main purpose of proverbs is to give a *popular assessment* of the impartial phenomena of reality, thereby expressing a worldview. Their themes are truly immense. They cover absolutely all aspects of human life, the most diverse interconnections between various phenomena of reality. Proverbs are studied not only from linguistic point of view, but also from the perspective of methodology. Methodology of teaching English proverbs demands searching for some ways or techniques for assessing. Some of them are control questions, testing, tasks for speaking and writing, translation etc. One of the appropriate ways of assessing the students' knowledge of proverbs is formative type. Thus, the study of proverbs is of serious importance both for the theory of language, comparative linguistics, and for linguodidactics and methodology of teaching a foreign language.

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USING INTERACTIVE EDUCATIONAL MULTIMEDIA RESOURCES IN THE LANGUAGE CLASSROOM

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Annotation. This article is devoted to the effectiveness of the use of interactive educational multimedia resources in practical English classes in technical higher education institutions. It identifies the teacher's lesson preparation, required materials, and specific ways to engage students in the special interactive environment. It highlights the effectiveness of audio-visual resources to represent and illustrate abstract concepts.

How many teachers have been faced with the dilemma of having poor conversation in English Conversation? This article will give some background on students' English-language preparation, discuss effective techniques for English

Conversation-that English classes should center upon, and offer a classroom technique based on using interactive educational multimedia resources in the language classroom that is a practical solution to this dilemma.

Creating specific lessons for different language skills is challenging and time consuming for English teachers, but it is definitely worth the effort. In our experience, teaching language skills through mechanical exercises and traditional fill-in-the-blank, true/ false, and multiple-choice, matching the words assessments does not interest students as much as we expect. This fact inspired us to consider lively, interesting, and meaningful contexts and materials. And we started using interactive educational multimedia resources in the language classroom on the example of using video in the language classroom. The appearance of teaching equipment, the possibility of using it for learning a foreign language, changed the learning process and fundamentally influenced the teaching methodology. As you know today, the use and application of video resources is becoming a very popular and effective method for teaching English to students, learners at school and lyceums.

For really effective use of video in the lesson, you need to make sure that:

1. The content of the video materials used corresponds to the level of general and language preparedness of students.
2. The length of the used video fragment does not exceed the actual possibilities of the lesson or lesson phase.
3. Situations of the video fragment provide interesting opportunities for the development of language, speech, socio-cultural competence of students.
4. Context has a certain degree of novelty or surprise;
5. The text of the video is accompanied by a clear instruction aimed at solving a specific learning problem that the students understand and the justified logic of the lesson.

Sometimes teachers complain that during the video viewing the students are distracted from the lesson, behave badly, perceive the beginning of the viewing as a

signal for entertainment. Of course, the situation may be different, but more often such situations arise when the teacher:

- did not take into account the real interests and opportunities of students when choosing a video fragment;
- Explicitly explained the purpose of the assignment and how its implementation will be evaluated or will affect the course of future work;
- failed to think differentiated tasks for their successful implementation;
- uses video for the first time;

Let's look through the main educational tasks that can be solved with the help of video:

1. Repetition of vocabulary and vocabulary expansion.
2. Video can also be used to introduce new lexical units or a new lexical theme.
3. Teaching understanding of speech by ear.
4. Use of video dialogues (within 5-15 minutes) for the purpose of training listening and developing reading skills.
5. Project work, research.
6. Using of video materials in order to search for language information.

In other words, integrating videos into lessons creates enticing visuals and a special interactive environment in the ESP classroom. Because Teaching English through videos also allows teachers to be creative when designing language lessons. As Cundell (2008, 17) notes, "One of the most powerful ways that video can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts." This is the idea that compelled me to use a homemade video to teach a one-hour "modals of speculation" lesson for my intermediate students. When teachers bring video materials into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore, they could employ their autonomy in language learning. While viewing the video materials, students can put themselves in the vivid atmosphere

created by the video materials and understand the pragmatics of the language used by the characters. Compared with traditional English teaching, such courses truly put into practice the student-centered teaching strategies. Video materials and films greatly contribute to understanding of another culture and mentality. Video materials show the students how people behave in the culture whose language they are learning by bringing into the classroom various communicative situations. Watching videos in class should not just be a passive activity. The tasks in which the teacher should involve the students should include the four skills: reading, writing, speaking and listening.

Finding appropriate teaching materials is not that hard, as our everyday life serves as a perfect resource for creating effective lessons and activities. An effective lesson does not necessarily require expensive and high-tech materials; breaking the routines will excite students, engage them in the lesson, and teach them the real use of language in context.

Thus, one of the easiest and least expensive ways for teachers to prepare the most effective teaching materials is to look around and never underestimate their sense of creativity

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KNOWLEDGE ASSESSMENT IN LANGUAGE LEARNING

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Аннотация. Ушбу мақолада ўқувчиларига чет тилини ўргатиш ва билимини баҳолаш тўғрисида гап боради.

Калит сўзлар: Чет тилини ўқитишга оид ёндашувлар, узвийлик ва узлуксизлик, мулоқот маҳорати, чет тилини ўзлаштириш, билимни баҳолаш, тест ва бошқалар.

Starting from 2012 the Government of Uzbekistan does its best to develop capacity and bring excellence to teaching foreign languages, especially the English language which is today an international language. It is very well – known that one who knows English can communicate in any country, can explain everything he/she wants to say and will be able to understand others. Good knowledge of foreign languages is extremely important today since our country is getting rapidly integrated into the world community. [1]

Decree of the President of the Republic of Uzbekistan PD – 2909 dated April 20, 2017 “Measures on Further Developing the System of Higher Education”, and the document signed by the Prime Minister “About the Measures on Further Improving Quality Teaching Foreign Languages in the Educational Institutions” dated from August 11, 2017 are the proof of what has been said above. [2]

Assessment is one of the most important, may be a central issue of modern foreign languages teaching and learning. It plays a prominent role in achieving the expectations of the country educational Institutions, the language learners and their parents. It is well known that knowledge assessment has its own approaches, traditions, culture and even its own language. [3]

In the epoch of increased globalization experienced teachers and teacher trainers are supposed to be able not only to explain the important characteristic features of language assessment, to be knowledgeable in the important features of it but also how to realize it in their everyday activities. Assessment techniques are of great variety. Those present here know very well, that “Language is the mirror of ethnicity” while “Good assessment is the mirror of good, qualified teaching.” [4]

Uzbekistan started the implementation of CEFR in 2012. Much has been done so far:

1. The State Educational Standard has been reconsidered

2. Some very important changes have been Made in Syllabus & curriculum (ўқув режа, ўқув дастур).

3. New generation of course-books has been developed for all the stages of the educational system of the country to provide the continuity of the material.

4. We are doing our best to start knowledge assessment implementing the experience of knowledge evaluation based on modern basic testing techniques.

But it does not mean that we are in the right way in the field of testing language learners` knowledge. Still much has to be done:

- The past seven years have been seen a number of developments in the exam production and evaluation process.

- Although the specialist testing literature has burgeoned in these years, the information about recent developments and issues has been slow to filter down to the classroom level.

- We shall have to provide an opportunity for teachers, administrators and stakeholders to explore and evaluate aspects of the modern testing process in some way and discuss current issues in this field.

It is well known that knowledge assessment focuses on the principles of test design, test construction, administration as well as the analysis that underpin good testing practice.

Today actually all the language teachers of our country will have to be provided with the essential theoretical and practical background that they need to construct and analyze their own tests or to evaluate other tests.

It is also worth mentioning that all the language teachers will have to be introduced to alternative forms of assessment such as self – assessment, portfolio writing, and so on.

Today everybody believes that to achieve our goals we`ll have to keep to the principle or rule “learning through doing” if we do not speed up this process it will be difficult to achieve our goals.

Today in teaching foreign languages the teachers will have to acquire the useful skill of fixing good and bad tests and salvaging the best aspects of a test.

The teachers of foreign languages should know all the existing types of tests; they are: [5]

1. Placement tests;
2. Aptitude tests/ability of learners
3. Diagnostic tests/further help
4. Progress tests/regular testing
5. Achievement tests/course content test
6. Proficiency tests/what they are capable of doing in language.

It is important to mention that for effective language learning the student's attendance of language classes is important. They need to come to class on a regular basis. It is not surprising that poor attendance correlates highly with poor knowledge and poor test results. Regular attendance provides positive results in acquisition expected communicative competence.

Our goal in this presentation was to obtain sufficient background and an overview on the second language acquisition and to work out certain measures to assess learners' knowledge.

One cannot but agree with H.H. Stern (1986) when he writes that the problem is to study language learning behavior of language learners i.e. [6] what do learners do to learn a language in the classroom or in a free learning situations? The answer is:

- To tap the insights of the learners themselves:
- To inquire into their objectives, strategies, and techniques, their thoughts and feelings about language learning as well as steps and stages perceived by them as necessary to master the language.
- To make experimental, observational, or introspective studies of cognitive processes involved in language learning, such as: attending, imitating, memorizing, rehearsing, probing, matching, guessing, comparing, inferring, forming hypotheses,

generalizing, verifying and planning. It would also be valuable to explore by observation, experiment, or introspect the motivational and affective concomitants of the learning process, for example, persistence, elation, frustration, humour and so on. At present, we are still at the beginning of the direct study of second language learning behavior.

The overall aim of testing learners is assurance of quality and gaining public confidence. Testing is logistically complex and there are many points at which human error can occur. When it does, there is an understandable outcry. Trust is the system that may be undermined. Therefore, our examination or testing boards need to adopt sophisticated approaches to assure quality, reduce risks and eliminate errors. The knowledge assessment involves test-setters, markers, and supervisors. If we create trustworthy culture to provide quality, establish an effective system of internal control, eliminate human error, implement fair and transparent results and appeal processes, we may achieve the goal foreseen. [7]

If we start teaching foreign languages taking into account the instructions mentioned above it will provide supportive environment for language learners, our classes will achieve the goals foreseen by State Educational Standards. The exposure of the target language in its natural setting will further improve the expected results in our educational Institutions.

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THE FEATURES OF TEACHING ACTIVE LANGUAGE PROFICIENCY IN THE FIELD OF SPECIALTY

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Annotation. this article reveals some of the features of teaching active proficiency in a foreign language in the field of specialty, the organization of the educational process and some guidelines for the choice of both educational and language material.

Keywords: linguistics, communication within the specialty, modeling, language material, foreign language speech, skill.

The specificity of this stage consists in overcoming difficulties in teaching a “new” (language) through a “new” (content), which, in fact, underlies the objections to the so-called “early specialization” of teaching a foreign language. The main arguments in this case are statements such as “students do not yet know anything about their specialty” and “a foreign language teacher, not being a specialist, cannot take responsibility for teaching special knowledge,” from which the conclusion is drawn that the original literature in the specialty can be used only in the senior years, and in the junior years it can be limited to popular, non-binding texts devoted to individual, topical issues related to the specialty. deeply, but even superficially into the corresponding specialty, and for students the foreign language of the specialty turns out to be a means of obtaining the already familiar foreign language formation, but in a foreign language.

But the most important thing is that such an approach removes the question of the internal consistency of not only subject-conceptual, but also linguistic educational material, since the selection and organization of linguistic material are guided within the framework of this concept not by the properties and qualities of a special language. and special texts, but for such parameters of texts as “easy-difficult (in content and

language)”, “interesting-uninteresting”. “Actual-irrelevant”, “informative-uninformative”, etc. These parameters, perhaps, are important for the selection of texts for reading (only it is not known for what purpose), but they do not determine the quality of the language teaching material if we teach active proficiency in a foreign language in a specialty. Here, such an essential characteristic of a special language as the conditionality of its systemic properties by the conceptual-subject logic of the specialty comes to the fore, and the quality of a text is determined by its content and linguistic accessibility for understanding by the addressee. The linguistic educational material turns out to be organically linked with the content, moreover, subordinate to it, and, starting to teach one (special language), we cannot but teach another (specialty).

First, you need to clarify about the training material. The special nature of the subject-conceptual aspect of the educational material determines its subject matter, i.e. set and sequence of training topics for the second stage. In any specialty, even a very complex one, there is an area of "primary education", i.e. knowledge and information available to non-specialists. At the same time, this knowledge and information lies in the foundation of the specialty, in the basis of its specialization and professionalization, all the depth and complexity available only to professionals. Introduction to a special language through a specialty is naturally based on the area of “primary education.” And here the thesis “students still do not know anything about their specialty” becomes an argument in favor of such an approach to teaching a foreign language in a non-linguistic university. It is interesting to receive elementary, new for them information already in their specialty, and besides, in a foreign language, which immediately makes this educational discipline necessary for a future specialist.

At the same time, the elementary nature of the special content of the educational material gives grounds to assert that working with it should not create special difficulties for a non-specialist teacher in this field of knowledge, since nowadays he always has the opportunity, if he wishes, to familiarize himself in advance with the original literature in the specialty for beginners and be ready to help students solve their

problems. Therefore, in order to avoid difficulties at the very beginning of teaching a foreign language through a specialty, namely, such an approach should be the leitmotif of the entire course of a foreign language in a non-linguistic university, one should proceed from the knowledge and information that relate to the field of primary education in the specialty, and work above them should be taken as the basis of the entire educational process in the second stage.

Initial knowledge is clothed, as a rule, in such linguistic forms that should initially be easy for the reader or listener to perceive, since their main purpose is didactic: communicating knowledge, providing accessibility and clarity of presentation, and thereby teaching the beginnings of a specialty. For a native speaker, the linguistic form of knowledge does not play a visible role, since he does not consciously perceive that the pace and quality of knowledge acquisition largely depend on the language (the type of text, the language means and methods used), and that, together with knowledge, he learns and a new subsystem for the native language. For us, for our educational process at this stage, it is the linguistic form of expressing special knowledge that is essential and significant - it should demonstrate basic elementary terms, linguistic methods of determining the scope and content of the concepts behind them, as well as linguistic methods and means of explaining phenomena or descriptions of signs, properties and functions of the phenomena that determine the concept. Consequently, when selecting educational texts from the original literature for primary education by specialty, one should be guided both by their correspondence to the logical patterns of presentation of subject-thematic content, and by the clarity of presentation, and by the presence of such speech forms in them as definition (definition), description and explanation (explanation), requiring the use of the basic means and methods of the language of the specialty.

A separate educational text cannot be large at this stage, covering the whole topic, since everything is “new” in it: the subject of presentation and the linguistic form of presentation. It is most rational for it to be devoted to one terminology and its

immediate environment. A chain of such texts will outline a topic that will find its generalized presentation either in an educational text of a larger size, or in a combination of worked out individual texts - paragraphs, fragments of a large text covering the entire topic.

A chain of topics, the sequence of which is focused on the logic of the subject, and the depth - on the elementary nature of special knowledge, creates an idea of a certain area of knowledge, and the set of thematic chains formed during the second stage allows students to enter the language of the specialty far enough (by studying its fundamentals), so that they are convinced that a foreign language can serve as a key to a specialist for new, necessary knowledge and skills, and that this key can be mastered.

Having clarified about the educational material, then you need to pay attention to the organization of the educational process. Features of the educational material make their own requirements for the organization of classroom and extracurricular activities. The basis of training at the second stage is written speech - a printed educational text taken from the original literature on the specialty. The goal setting when working with text is not limited to the tasks of the student reading - a complete understanding of the content and all linguistic means of its expression, it is more complex in nature - the content and linguistic matter must be comprehended and assimilated so that they become it would be as the mental-speech foundation of a foreign language accumulates the specialty of students. The center of such work can only be classroom sessions in the form of text analysis ("brainstorming") with the participation of a teacher and with subsequent exercises to transform written speech into oral speech. Consequently, the main organizational principle of classroom work at the second stage is the creation or stimulation of the emergence of "problem situations" in the analysis of the text, forcing students to focus their efforts not only on what is in the text, but also on how it should be understood and how can it be said in another way. The plurality and variability of interpretations (even if erroneous) removes the academic character of the analysis, and this translates the "brain attack" into a discussion.

When organizing extracurricular work, one should take into account the fact that, by its nature, the educational material in the specialty does not stimulate to actively work with it: you want to read it, translate it, understand it - that's all. Therefore, homework assignments, without abandoning these natural forms of working with written text, should give them a different, active character. To do this, the task must change its direction: from introverted, directed at the text, it must become extraverted, aimed at preparing for the inclusion of the worked out in speech-thinking activity, which can only be carried out in the process of communicating with others.

The knowledge, skills and abilities of a student during current and intermediate control are determined by grades "excellent", "good", "satisfactory", "unsatisfactory". The test results are "passed" and "not credited". Tests with differentiated grades - "excellent", "good", "satisfactory", "unsatisfactory". Results of intra-semester certification - "certified", "not certified". Criteria for assessing students' knowledge: "excellent" - if the student has deeply and firmly mastered the program material of the academic discipline, exhaustively, competently and logically correctly answers the questions posed, does not find it difficult to answer when changing the assignment, freely copes with tasks and practical tasks, correctly justifies the decisions made, is able to independently generalize and present the material without making mistakes; "good" - if the student firmly knows the program material of the academic discipline, answers the questions posed competently and to the point, does not allow significant inaccuracies in the answers, can correctly apply theoretical provisions and has the necessary knowledge and skills when performing practical tasks; "satisfactory" - if the student has mastered only the main part of the program material of the academic discipline, but does not know individual details, makes inaccuracies, gives insufficiently correct formulations, violates the sequence in the presentation of the program material and has difficulties in performing practical tasks; "unsatisfactory" - if the student does not know a significant part of the program material of the academic discipline, makes significant mistakes, performs practical tasks and tasks with great difficulty.

Consequently, organizing the extracurricular work of students with the help of tasks, the methodological task of which, perhaps, and can be considered as the development of the main types of speech activity, one must remember that these tasks should also prepare the ground for active proficiency in a special language, i.e. help to assimilate the means and methods of a new, special language for expressing one's new thoughts, and this is possible only when the formation and formulation of thoughts is aimed at making them understandable to others, to include them in direct communication with each other.

Summarizing, we can say the following: to put one type of text as the basis for teaching - an educational original text for primary education in a specialty. At this stage, neither popular science nor journalistic texts on specialty topics can be used as educational ones, since they do not provide systematic knowledge in the specialty and contain additionally new and difficult language material that lies outside the limits of the special language;

- since the assimilation of the subject-conceptual content and foreign language means and methods of its expression should occur simultaneously, the efforts of students should be constantly directed, firstly, to the most accurate understanding of what is said in the text and how it is said there , and, secondly, how you can say something understood differently, in your own way, making all kinds of transformations from one educational text;

- in the course and as a result of work on the topics of this stage, the sequence and volume of which are set by the requirements of primary education in the specialty, elementary in essence and fundamental in its meaning, introduce students to the foreign language of the specialty, consistently explaining and showing that the special language is a lively and flexible means and method of forming and formulating the thoughts of specialists, if you do not consider it only through the prism of the printed text, that is;

- to teach students the foreign language of the specialty as a means of obtaining systematic, consistent knowledge in the specialty and processing this knowledge into

different forms of foreign language presentation, which contributes to their assimilation, and all together expands or creates new opportunities in the field of both obtaining knowledge and communications of a special nature.

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ASSESSING SPEAKING SKILLS OF STUDENTS

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Annotation. In today's universities, grades are substantially determined by test results. So much importance is placed on students' test results that often just the word test frightens students. The best way for students to overcome this fear or nervousness is to prepare themselves with test-taking strategies. This process should begin during the first week of each semester and continue throughout the school year. The key to success full test-taking lies in a student's ability to use time wisely and to develop practical study habits.

Keywords: Theory of speaking assessment, designing speaking assessments, classroom speaking assessment techniques, administrative issue for assessing speaking.

“The basic assumption in any interaction is that the speaker wants to communicate ideas, feelings, attitudes, and information to the hearer or wants to employ speech that relates to the situation. The objective of the speaker is to be understood and for the message to be properly interpreted by the hearer. It is speaker's intention that needs to be communicated to the hearer” (Celce-Murcia & Olshtain, 2000, p. 166).

Fundamental to teachers becoming responsive to student learning needs is the availability of detailed information about what students know and can do. Higher education is a priority area for ensuring the development and independence of the state.

Assessing the performance of an educational system is a relevant issue for the modern theory and practice of education. In the modern context, educational assessment

is a rather mature, applied scientific discipline whose target is the operation of an educational system, and the subject matter is its outcome expressed by different qualitative characteristics. The main functions include guidance, teaching, assessment, education, development, control, management and projecting.

In each case, the measurement processes undertaken as part of educational assessment are highly differentiated, fully interrelated and influenced by various factors. The scientific conceptualization of educational assessment essentially changes its theoretical and methodological support.

As in daily life, speaking is an important channel of communication in a general English program. When testing this skill, we want to simulate real-life situations in which students engage in conversation, ask and answer questions, and give information. Ms. Wright knows the importance most students place on being able to speak proficiently, so she assesses her students' speaking abilities both in class and in a formal speaking exam.

In an academic English program, the emphasis may shift to participating in class discussions and debates or giving academic presentations.

In a business English course, students might develop telephone skills, make reports, and interact in common situations involving meetings and travel.

Heaton points out that speaking is "an extremely difficult skill to test, as it is far too complex a skill to permit any reliable analysis to be made for the purpose of objective testing." However, the assessment of spoken language has evolved dramatically over the last several decades from tests of oral grammar and pronunciation to tests of genuine communication, and now to integrative speaking tasks on high-stakes tests.

Canale and Swain (1980) argue that there are four competencies underlining speaking ability:

- Grammatical competence: includes knowledge of grammar, vocabulary, and mechanics
- Discourse competence: concerned with relationships beyond the sentence level, rules of cohesion and coherence, holding communication together in a meaningful way
- Sociolinguistic competence: applying knowledge of what is expected socially and culturally by users of the target language
- Strategic competence: "the way learners manipulate language in order to meet communicative goals"

Designing Speaking Assessments

As noted, we recommend that teachers assess speaking in class as well as through individual speaking tests. To get a valid picture of speaking proficiency, use a variety of methods and techniques. We will explore techniques ranging from a traditional formal test to informal techniques you can integrate with other classroom activities. Whatever technique you use, start the speaking assessment with a simple task that puts students at ease so they perform better.

The speaking test or oral interview is perhaps the most common format for assessing speaking on well-known language examinations.

Many institutions schedule formal speaking exams at least once during a course to ensure that all students are tested under reliable and standard conditions. Oral exams/interviews need not be overly long, each student needs 15 minutes to ensure that the information a rather receives is reliable. For placement purposes, an interview of between five to ten minutes should suffice.

Students can be tested individually, in pairs, or in groups of three. If more than one student is assessed, it is important to provide time for each individual to speak as well as opportunities for interaction. In paired-student oral exams, the examiner has the advantage of hearing students interacting with their peers.

Here are some common tasks that can be used for the level-check stage.

Picture Cue: Visuals can be very useful in assessing speaking skills. They are especially good for descriptions. In this technique, students are given a picture or photo and must describe what they see. Good sources for visuals are newspaper and magazine photographs or advertisements or pictures downloaded from the Internet. Alternatively, students may have to answer questions about the picture or photograph. This variation is a useful way of focusing on certain structures, functions, or vocabulary.

Sample Activity

Answer the questions.

Questions:

- *What kind of production does the shop sell? (3-5 min speech)*
- *Which production is the most expensive? (1 min speech)*
- *In your opinion, was the production expensive? Why? Why not? (5 min speech)*

An elaboration of the visual technique is to give the student a series of pictures or a cartoon strip and ask him/her to narrate the major events in a story. This approach can be used to elicit sequence markers and a variety of verb tenses.

Giving oral presentations is a real-life skill for students in academic and business programs, so presentations are often used for classroom speaking assessment.

Administrative Issues for Assessing Speaking

Oral exams have to be scheduled, rooms booked, and teachers ready to examine. Speaking tests can be conducted live or they can be recorded. When students are tested individually or in small groups, teachers are concerned about what to do with the students in the classroom who are not being tested. In colleges and universities, they can be assigned work to do in the independent learning center or in the library. To assess students' speaking skills in the regular classroom, select two or three students each class period and focus on their speaking during class participation. If you do this regularly, you will be able to track students' progress throughout the course in a fairly stress-free environment.

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CREATIVITY AND LANGUAGE LEARNING: WHAT AND HOW TO ASSESS

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Annotation. Creativity in language education and assessment is regarded to be unresearched. The following article casts some lights on some of the latest developments in the area of creativity and how can be taught in the language classrooms. The assessment of creativity and for creativity is also discussed generally. The article concludes that education and assessment without a push for creativity is not a decent education.

Keywords: creativity, assessment, teaching, skills, English.

Even though the interest into creativity has undergone a tremendous surge over a few decades, there has been a variety of specialists who investigated and thought deeply and long about the nature of creativity and its applications in education in the past.

The 21st century has thrown a number of challenges to teachers in general and to language teachers in particular. Development of learners' creative thinking skills and creativity has become an important teaching objective throughout the world. There are several grounds for these challenges of this phenomenon. Firstly, teachers lack the understanding of creativity, the next is pedagogies of creativity that create obstacle in teaching and promoting creativity in the classrooms. In order to meet the demand of the current time and fast-paced life countries started to adopt creative curricula to stimulate teaching creativity in their educational establishments (Heilmann & Korte, 2010), while educators approached this call to action be nurturing and promoting creative thinks

skills in their students through creative curricula, pedagogies and assessment. More recently, there has been an increase in the investigation of the types thinking and learning in STEM and STEAM fields and they are expected to be driving force behind the development of creative thinking in the future (Wilson, 2018). So, in order to meet these calls, we should review our teaching learning strategies in terms of what we teach and how we measure the learning.

In order to assess creativity, we should initially define the term and what it encompasses. The theoretical thoughts on creativity gained popularity in the early 20th century. It was Wallas in 1926 who proposed four stages of creativity: *Preparation, Incubation, Illumination and Verification* (Botella & Lubart, 2019). After around forty years Rhodes published the paper which has been impacting the field ever since up until the present days. Rhodes introduced four foci for creativity, namely *person, process, press and product* (Runco & Kim, 2011). Normally, no one denies the significance of creativity in the general sense in a daily life, yet the emphasis should be put mainly on the role of creativity within education sphere, its importance, and reasons for implementation, provided we want to educate highly skilled cadre of the nation.

The literature provides various definitions regarding the term. One group of scholars claim creativity is considered to possess two key features ‘originality, newness, difference, or uniqueness and effectiveness, meaningfulness, or meeting task constraints (Plucker, Beghetto, & Dow, 2004). However, it is troublesome to tie down the term in a very precise way. When creativity is regarded as a personal trait, undoubtedly some learners are prone to be more creative than the others. A famous scholar of creativity Torrance (1981) came up with the test which test creativity - The Torrance Tests of Creative Thinking which mainly measures four aspects of divergent thinking: *creative fluency* - the ability to produce a large number of ideas; *creative flexibility* - the ability to produce a wide variety of ideas; *originality* - the ability to produce unusual ideas; and *creativity as elaboration* - the ability to extend and support ideas.

As far as language learning is considered, the relationship between learner's creativity and language learning is quite interesting area to look into. The researchers have investigated two-way perspective in creativity in this context. It is claimed to be a close correlation between creativity and language acquisition. The more creative and divergent the learners are, the more chance they have to gain some linguistic skills, the larger boost they obtain from language learning process. This point is supported by Ellis (2016) who argues "more creative people make better language learners but, also, language learning may foster creativity in people". The author argues that a person's creative thinking skills will take up more significance when it comes to communicating 'freely' rather than the drills or exercises under 'highly controlled' supervision. Another interesting assertion made by the scholar Giauque (1985) has made regarding the matter of the article is that learning and teaching a foreign language 'fosters creativity in individuals' since it will make them to restructure their own cultural world.

A major aspect of teaching and learning in any educational institution is assessment and if you want to promote any part of teaching and learning educators will inevitably face the issue of how to measure the progress. Creativity in this sense is not an exception. A number of times it has been shown by the majority of researchers that there is a clear link between higher order thinking skills (HOTS) and academic performance. When it comes to the nature of education, we can observe two distinct features. On one hand, education is considered as a tool to 'control' learning. In other words, learning that could take place is strictly controlled by syllabus, curricula, objectives, textbooks and inspections, and most importantly by tests and examinations (Maley & Kiss, 2017). As the word *control* implies there is no or hardly any room for creativity and freedom. But on the other hand, there is a group of experts who argue that the experience of education should be 'a liberating experience, enabling learners to develop as fully mature people able to deal with life in all its complexity and to derive joy from it' (Ibid. 47). The latter group of scholars consider learning as an aesthetic, creative process where learners are given full freedom to feel themselves as a mature

person who uses his/her own creativity and thoughts to construct skills and knowledge. According to studies, activities which encourage the learners' autonomy by providing them choice, decision making about both the language being learned, in our case English, and the content of their work will actually promote creative mindset, thinking and solutions to issues (Maley & Kiss, 2017). As for assessment, 'creativity and testing are not obvious bedfellows' (Ibid. 148). They clearly differentiated the nature of assessment which confronts the very notion of assessment which implies conformity to a standard, while creativity encompasses the notion of deviating from norms.

From the research we can conclude that a creative disposition in learners could have positive effect on language proficiency and academic achievement. As for language learning, each individual has his/her own style of learning. Different language learners manifest different learning styles and paces depending on their capabilities, talents and skills. Thus, naturally certain language learners tend to succeed more in mastering the English language rather than the others. Like other factors, creativity plays one of the key roles in language learning.

While doing background reading for this article I have encountered a number of research papers about assessment and creativity, however professional literature offers hardly any tangible results. Surprisingly or better still quite unsurprisingly, creativity in testing and assessment is an area remained disregarded in the recent decades. It can be explained with the fact that in the modern sense assessment is all about standardisation which in essence is against the principles of creativity. The literature offers huge amount of info about how different forms of assessment and testing and their negative wash-back effect are unfavorably influencing teaching and learning of the English language, however there is a little study done on how these assessment tools can promote creativity. It is of high importance to explore this area since creativity is considered to be one of the key 21st century skills. Business and commercial leaders have already noticed the unique traits and skills the creative employee possess and how

they assist the companies and businesses to stay on the strategic edge over competitors in the long run (Harvey & Novicevic, 2002).

My relatively short investigation has attempted to clarify the nature of creativity, its application in education in general and in assessment in particular. Moreover, the importance of assessment in promoting creativity in teaching and learning is once more highlighted. Even though the modern assessment is too standardised in its nature, there is a clear need for upgrading it for the sake of stimulating creativity. As education with no opportunity for creativity will not yield any tangible and favorable outcome in the form of competent learners and students.

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THE IMPORTANCE OF TESTING AND ASSESSMENT PRINCIPLES IN MODIFICATION PROCESS OF EXAM TASKS

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Abstract. The thesis below highlights the importance of testing and assessment principles with its usage in modification process of one exam task applied at state schools in Uzbekistan. To be more specific, here, the reader can see the analysis of one school exam assignment for 11th grade pupils and its modification procedure based on testing principles namely validity, reliability, authenticity, washback and practicality.

Keywords: testing, testing principles, assessment, modification, Test Modification Project, mind map, cost-effective administration.

Testing and assessment has become one of the most important fields in education. The following Test Modification Project discusses the principles of testing and assessment, and their relevance to the current Test Modification Project by me. The objectives of this paper are to find out weaknesses of traditional way of writing assessment in the example of one writing test, and find ways to modify it into modern way of testing and assessment considering all the testing principles.

Strengths and weaknesses

№	Strengths of the original test	Weaknesses of the original test
1	Valid	Unreliable – no rubric
2	Practical	No positive washback
3	Authentic	No clear instructions
4		Discrete point testing
5		Mind map limits student’s creativity

As has been mentioned in the analysis part, the original test is valid since the task and its objective match each other. Next, the test is both down-to-earth and authentic owing to its cost-effective administration and apparatus of the task outside the

classroom. On the other hand, the analysis part focuses on instability and the need for positive washback as the two main shortcomings of the current test. Moreover, the test does not have clear, in-depth instructions which would lead the author to the right way in the writing process. Carol [1961] highlights the importance of coordinates testing whereas this unique test needs this feature; the current test only points to check composing skills in a conventional way. In addition, by giving a mind outline in the assessment task, I think the greatest mistake occurred here for the reason of its negative effect on the creativity of a learner. I have witnessed that learners (students) more likely tended to be dependent on that mind map, and did not want to create or imagine additionally finding ideas opinions to write an essay.

Modification of the test

Suggestions for improvement

The original test should

- Have rubric to evaluate language learner's work;
- Have positive/beneficial washback;
- Have clear and direct instructions;
- Be changed into integrated language testing;
- Eliminate mind map, and instead add topic-related key words.

A design of a modified version of the test

Testing Writing skills.
Level: B1
Grade: 11
School #303

*** Обязательно**

What is your name? *

Мой ответ

Please, write your contact *

Мой ответ


Write a problem-solution essay about about Deforestation. *

Мой ответ

Please, write your essay between 200-250 words. You should write this essay within 40 minutes. You can read the reading passage given below and use the words in bold in your essay.

Deforestation

Deforestation is the removal of trees to clear the land and create the conditions necessary for human progress. Unfortunately, deforestation has become a threatening environmental problem because of its immediate and long-term effects. Deforestation has many causes, but the two most common are the need for food and the need for timber. Deforestation is caused by a combination of human and natural factors that have a dramatic impact on the earth. Deforestation has many causes, but the two most common are the need for food and the need for timber. Deforestation is caused by a combination of human and natural factors that have a dramatic impact on the earth. Deforestation has many causes, but the two most common are the need for food and the need for timber. Deforestation is caused by a combination of human and natural factors that have a dramatic impact on the earth.



Here is the link to the online version of the modified test:
<https://forms.gle/TX9iD31TC9gswmN8A>

IELTS TASK 2 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> fully addresses all parts of the task presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> addresses all parts of the task presents a clear position throughout the response presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use presents a clear central topic within each paragraph 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses all parts of the task although some parts may be more fully covered than others presents a relevant position although the conclusions may become unclear or repetitive presents relevant main ideas but some may be inadequately developed/unclear 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately uses paragraphing, but not always logically 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication

The rubric has been adopted from <https://www.ielts.org>

5	<ul style="list-style-type: none"> addresses the task only partially; the format may be inappropriate in places expresses a position but the development is not always clear and there may be no conclusions drawn presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over use of cohesive devices may be repetitive because of lack of referencing and substitution may not write in paragraphs, or paragraphing may be inadequate 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	<ul style="list-style-type: none"> responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate presents a position but this is unclear presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported 	<ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive may not write in paragraphs or their use may be confusing 	<ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
3	<ul style="list-style-type: none"> does not adequately address any part of the task does not express a clear position presents few ideas, which are largely undeveloped or irrelevant 	<ul style="list-style-type: none"> does not organise ideas logically may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> uses only a very limited range of words and expressions with very limited control of word formation and/or spelling errors may severely distort the message 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	<ul style="list-style-type: none"> barely responds to the task does not express a position may attempt to present one or two ideas but there is no development 	<ul style="list-style-type: none"> has very little control of organisational features 	<ul style="list-style-type: none"> uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases
1	<ul style="list-style-type: none"> answer is completely unrelated to the task 	<ul style="list-style-type: none"> fails to communicate any message 	<ul style="list-style-type: none"> can only use a few isolated words 	<ul style="list-style-type: none"> cannot use sentence forms at all
0	<ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response 			

Comparison of the original and modified version of the test

In the comparison part, first of all, it should be restated that the validity and authenticity of the original test remained the same in the modified version of the test. However, other changes were found needful and essential to be implemented. The first thing to be changed was adding clear instructions to the modified test. In the original test, the instruction only says to write a problem-solution essay about Deforestation, and use essay template and mind map in that process. However, there is not anything about time and word limit that a test taker should follow; it was corrected in the modified test by providing teste with clear instructions. Secondly, the mode of testing was changed from traditional classroom assessment to online assessment. Now it became possible to submit the assignment distant without being under pressure at classroom environment.

Besides, now the writing skill can be checked with the help of reading skill, examiner may know whether the test taker have understood the reading passage and use topic related words highlighted in the text. Elimination of the mind map happened in this part, test takers are provided with relevant words instead. Thirdly, appropriate rubric was selected, and students now can get feedback from their teachers, and become aware of what language skills and aspects they should improve. On the other hand, unlike the original test, practicality somehow disappeared in the modified version since technological devices are needed now in order to complete the assessment task.

Conclusion. In conclusion, in the modification process, I had several reasons to make changes into the original version of the writing test. According to Brown [2010], inter-rater reliability happens when two or more raters' evaluation of the task is similar to each other; however, this cannot happen when there is no rubric to check the work. I decided to add writing rubric to the test so that there will not be any subjectivity in the test scoring process, and test takers will be provided with needful feedback through this rubric which results in the development of learner's language skills. Nowadays integrating technology into classroom instruction has become very important, and it is considered to be an effective way of teaching and testing. Hew and Brush [2007] say that computers, laptops, software and internet are the examples of technologies that can be integrated into learning process. This is the reason for why I changed the test from traditional classroom assessment to online one. Furthermore, instruction should not be undervalued in both teaching and testing process because it highly affects teaching and learning simultaneously. That's why clear instructions were given more in the modified version.

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A REFLECTION ON ASSESSMENT: COMPARISON AND CONTRAST OF THE BOOK AND THE MOVIE

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Annotation. The following article is intended to describe and analyze formal, formative and summative assessment, which I assigned to the first year students during General English and Academic Writing classes at the University of World Economy and Diplomacy.

Keywords: comparison, contrast, inclusivity, deep approach to learning, student-centeredness.

The task consisted of two parts: the first part of the task was considered as formative assessment and the goal was "to track students' progress" (Regier, 2012, p. 5) while the second one stood for summative assessment in order to see "what students have learned" (Regier, 2012, p. 5).

The task was named Comparison and Contrast of the book and the film *The Great Gatsby* by an American author F. Scott Fitzgerald and an Australian director Baz Luhrmann. The aim of the assessment was to practice students' reading and to increase their comprehension, analytical and evaluative skills. The learning outcomes of the assignment were to develop speed reading; to develop reading for comprehension; to learn vocabulary related to the book; to identify plot, the characters and their motives; to practice speaking and retelling the story; to develop discussion skills; to find out how the book and the film are different and similar; to evaluate why the movie maker changed the plot or the characters.

The procedure took eleven weeks. I distributed the electronic version of the book and assigned to read and prepare for discussion of one chapter a week. Also I provided the roadmap for reading and the list of vocabulary for each chapter. I designed comprehension questions which were used through different activities (interview, discussion, role play etc.) and modes of interactions (individual, pair work, small

groups and whole group). After finishing the book, students watched the film and compared the film and the book. I asked them to analyze the differences of descriptions of the characters in the book and in the movie as well as note down the added and the deleted scenes of the book and the film. Afterwards, I assigned to write a comparison and contrast paragraph based on their analysis. Then I checked the comparison and contrast paragraphs against criteria. Points allocated to reading the book was 3 (0.3 for each chapter) and 2 for writing.

I attempted to design student-centered, inclusive task and tried to employ deep approach to learning.

To ensure student-centered approach to learning, I designed the task which allowed students to take active part as "active involvement and participation are the heart and soul for learning on part of the student"(Singh, 2011, p. 276). Students' active involvement was ensured through various activities such as discussions, role plays and interviews.

The next point in favor of student-centeredness was that my role in aforementioned activities was a moderator because "the teacher moderates students' activity by creating the necessary conditions for them"(Kudryashova *et al.*,2016, p. 464). I made instructions for interviews, questions for discussions, role cards for role plays and directed the students while they were completing them. In this way I ensured that student-centered and student-driven tasks were implied.

Another important element of student-centeredness was giving preference to process over product. The process of learning was much valuable than final product due to the fact that in process "student engages in order to make sense of or master the content"(Moersch, 2014). I could involve students in activities and as they reflected at the end, they remembered what they did together in the process.

My strong argument in favor of inclusivity was that I treated learners equitably and helped "to achieve and demonstrate all aspects of their learning" because "by assessing all students on the same basis, we hope to minimise discrimination, and

students' feelings of isolation and 'separateness'(Butcher et al., 2015). Relying on aforementioned, the task was inclusive from the language point of view as I employed oral (discussion, role play, interview etc.) and written (analysis of the book and composing the paragraph) competencies. All participants could demonstrate their language abilities as the task was applicable for all styles of learning (auditory, kinesthetic, tactile and visual).

My first argument to support deep approach to learning was that the task supported reinforcement of Higher Order Thinking as "HOT emphasizes on developing students' abilities to help them analyze effectively, evaluate by interpreting from existing information and create (synthesize) something new" (Nourdad*, Masoudi and Rahimali, 2018, p. 231). I encouraged students to express their hypothetical future assumptions on some events in the book; to distinguish similarities and differences; to think about other ways of ending the story.

In order to support deep approach to learning I assigned students to make the film and the book comparison so that it can be considered "as a practical and easy-to-use introduction to higher-order thinking" (Silver, 2010). I ensured that when students compared and contrasted the film and the book they were working on the fourth level of Blooms Taxonomy. Accordingly, comparison and contrast analysis can be linked to deep approach to learning.

In order to ensure deep approach to learning I asked students to evaluate the film and the book and to identify additions and deletions to the film. Afterwards, I asked the students to recommend their own scenarios, used "higher level cognitive tasks involving creation of new understandings and use of evidence to make and support judgements"(Bringle, Hatcher and Clayton, 2013) and ensured development of their higher-order thinking.

According to effective assessment principles the task was transparent as I presented road map for reading of the book with the following elements: marks for each

episode of reading, each task; time and deadline; and rubric for evaluating written assignment.

In order to make the task redeemable I offered students second chance to answer some vocabulary questions and to resubmit their written work if it was poor. Moreover, I organized peer assessment and gave them feedback which provided the students with extra practice to improve the students' productive skills.

I ensured fairness so that I designed the task and allocated students' role by taking into consideration their abilities, learning styles, backgrounds and personal specifics of the character and even unexpected situations they were in. For example, one of the students had a car accident when we were reading the book, so that he was assessed individually.

According to effective assessment principles the task was manageable as the groups were divided according to the level and I worked with students of almost the same language abilities. Accordingly, I supplied materials which were manageable enough for all the students.

In conclusion, aforementioned summative-formative assessment gave students chance to practice a range of skills and demonstrate their abilities. The activities I used helped to measure easily how well students learnt by heart new vocabulary, improved their final speaking skills marks and made my students more active in upcoming discussions. I also enjoyed reading students' analysis on the film and the book comparison as it gave me deeper insights on my students' outlook and inner world. If I have opportunity to conduct the same task I would reconsider the marks for reading and writing by modifying the assessment criteria and increasing the amount of points for reading each chapter from 0.3 to at least 2 points as well as for writing from 2 to 10 points.

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ASSESSING THE COGNITIVE SKILLS OF THE STUDENTS WITH THE MAJOR OF ECONOMICS BY USING “JUST- IN- TIME” CONCEPT

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Annotation. “A dynamic economy begins with a good education”, Bob Taft. Huge notion lies in the quote, while the person with economic studies mastering his knowledge is able to change the world to the best. Current state of the worldwide economics is fluctuating due to the various factors, such as pandemic, inflation and others, which on its place essential to consider and those experts of the target field dealing with this point, therefore from teachers' perspectives, we can point out the more economic experts the better results are performed. In terms of teaching English for

students of Economics, requires ESP teachers to be aware of students' skills and their abilities of problem solving, critical thinking and cognition, meanwhile develop those features and work with weaknesses. In pedagogical sphere it is important to measure learners' cognitive skills and assess the effectiveness of approach utilized in the teaching process. Concepts are the most effective data to use according to the field and direction within the context. One of the concepts "Just-in-time", deals with measuring and assessing the learners' ability to solve problem and think critically. Current article describes the importance and effectiveness of using the concept in assessing learners' cognitive skills, in teaching process.

Keywords: English for Specific Purposes (ESP), cognitive skills, concepts, critical thinking, Economics.

English for Specific Purposes is not about teaching English elements and English language as a whole, but teaching how students can use the target language in specific area. When it comes to teach Economic Students, the target is set to measure their cognitive skills and ability of using the language appropriately in the context. The simple answer in the argument of economic inferences of education is that cognitive skills have a strong impact on individual acquisition. Moreover, however, cognitive skills have a solid and robust effect on economic progress. The target concept that comprises straight procedures of cognitive skills denotes for the variation in economic growth.

Before demonstrating the rationale to the above opinion, let us first denote the notion of "Just-in-time" concept, and why we claim its importance. Just-in-time teaching dynamically includes learners in the acquisition process through a two-step sequence of education activities. In the first step, students accomplish an absorbed set of activities outside of the classroom (usually via interactive Web documents) and perform their knowledge in the classroom. In this process, the main focus is on the self study of a learner, which is assessed by the results of task completion. Thus, the task accomplishment reflects how a learner uses his cognitive skill. When it comes to what cognitive skills are, it can be explained as intellectual competences, which students need for effectively learning the subjects. It is when learners effectively read, write, think, analyze, remember, solve, and understand. The skills which are

necessary when students work individually, outside the classroom. One should not confuse IQ with Cognitive skills. These two terms are linked and correlated, but not the same. Cognitive abilities are the brain-based skills and mental processes needed to carry out any task and have more to do with the mechanisms of how you learn, remember, and pay attention rather than any actual knowledge you have learned. According to a 2013 study published in *Psychological Science*, directness to new knowledges through traveling, learning a new skill or taking on something that is unfamiliar and mentally challenging has been shown to improve cognitive function. Which means cognitive skills are the features of human able to be changed.

“Just-in time” is the concept that not only measures the cognitive skills, but also assesses and identifies the weakness and strength, afterwards the approach is chosen to improve. According to the target concept point, students’ cognitive skills can be assessed relaying on the results of the process as, verbal comprehension, numerical ability, visual pursuit, visual speed and accuracy, space visualization, numerical reasoning, verbal reasoning, word fluency. These pointed features are significant ones in the assessment.

Speaking about Economics one can ask a question, why Economics Students should develop their cognitive skills, hence, Economical studies are based on specific rules and certain knowledge. However, according to Ciccone, Antonio, and Giovanni Peri, (2006), in his “Identifying Human-Capital Externalities: Theory with Applications.” Published in *Review of Economic Studies*, the theory is for classroom task completion, but only the students whose cognitive skills are in high level, can use the knowledge in authentic world. Due to the data published in National Research Council in 2010, among the abilities called the skills of the 21st century, cognitive skills play an essential role. For instance, one of the features of cognitive skills, nonroutine problem solving skill, as claims Huston, (2008), embraces originality to produce new and innovative explanations, integrating apparently distinct evidence, and entertaining potentials that others may skip. Or one more skill- Systems thinking, Huston, (2007),

claims this ability is to comprehend how a complete system works; how an action, change, or malfunction in one part of the system affects the rest of the system; adopting a “big picture” perspective on work.

Bearing in mind these definitions, the current article describes cognitive skills, such as critical thinking, systems thinking, nonroutine problem solving, comprehension, visual rationale and others. However, since capability in critical thinking is usually judged to be a vital component of both skills as Mayer, (1990), argues. Thus, this article focuses on assessments of three cognitive skills: problem solving, critical thinking, and systems thinking.

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FLIPPING THE LEGAL ENGLISH CLASSES TO DEVELOP PRODUCTIVE LANGUAGE SKILLS

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Annotation. The author of the article sheds light on the study conducted to evaluate Legal English course at the Academy of the General Prosecutor’s Office, efficiency of materials used within the course which aimed at developing productive language skills. Recommendations for future improvement of the course have been highlighted.

Keywords: productive skills, survey, speaking, writing, reading, listening, Legal English, ESP, legal case, discussion, debate

English for Specific Purposes (ESP) is an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs, and assists learners in meeting these needs through the use of general and/or discipline-specific teaching materials and methods. (Laurence 2018)

As a branch of ESP, Legal English is taught at the Academy of the General Prosecutor's Office of the Republic of Uzbekistan. Accordingly, as it is stated in the definition, *academic needs* refer to the needs of lawyers at the Academy where the primary goal is learning. To illustrate what these might be for lawyers, we need only look at some of the common settings where teaching English for legal purposes commonly takes place. *Occupational needs*, on the other hand, refer to the needs of learners in a workplace setting, such as a factory, restaurant, or hospital. In the legal sphere, for example, prosecutors take legal English courses to improve the prosecutorial services in terms of conducting joint research and studying best foreign practice, participating in international conferences and debates, attending international moot court competitions and so on. Legal English courses are also offered as part of the tertiary trainings for the prosecutorial personnel, where trainees are guided to practice their legal English.

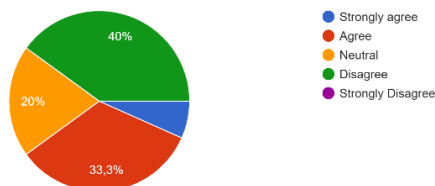
As a global medium of communication, the importance of English has increased a lot in the present social, political and commercial contexts. With the advancements of Information technology in various spheres of society, English has become the only language for the world citizen. In Uzbekistan, English has been taught as a core subject in higher education institutions, yet it is very painful to watch that students are still lagging behind to achieve comprehensive productive skills, that is writing and speaking skills. In recent years communicative method is followed at schools and universities that aims at developing four skills reading, writing, listening and speaking. Proper planning, implementation and monitoring can make it possible to achieve students' language proficiency in four skills simultaneously. This paper focuses on the challenges

and possible solutions on the way of effective application of productive skills in Legal English course of the Master's Degree Program at the Academy of the General Prosecutor's Office of the Republic of Uzbekistan.

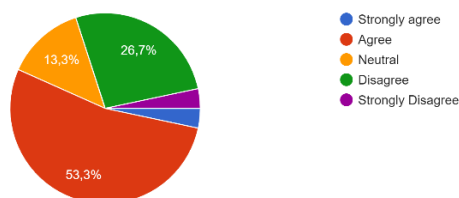
Legal English course of the Master's Degree Program at the Academy of the GPO covers legal topics with activities designed to develop productive language skills.

A survey of 15 questions has been conducted among 30 students with upper intermediate to advanced level of English to evaluate how much their productive skills have been improved through the flipped classroom strategy and types teaching materials used during Legal English classes at the Academy.

For me, speaking is the most difficult skill in English
30 ҁответов

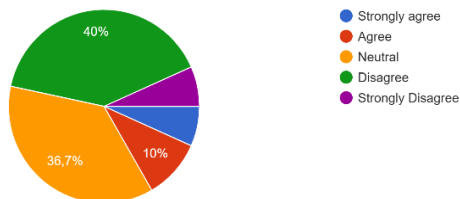


For me, writing is the most difficult skill in English
30 ҁответов

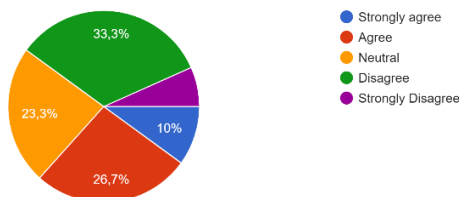


The charts demonstrate that 53.3% the students feel like writing is the most difficult skill among other 4 essential language skills with tiny amount strongly agree with the statement while speaking seems to be easier with 33.3% agreeing and 6% strongly agreeing with the statement. 40% of the participants of the survey finds speaking not the most difficult skill.

For me, reading is the most difficult skill in English
30 ответов

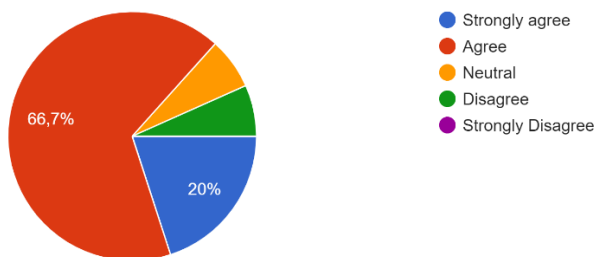


For me, listening is the most difficult skill in English
30 ответов



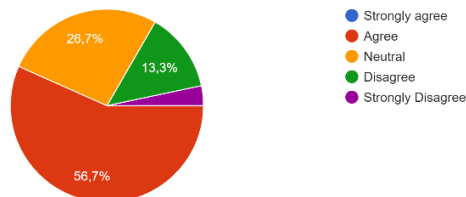
The figures show that reading skill is not difficult for the majority of the students and listening skill is difficult only for 26.7% of the participants.

Small debates on legal topics improved my English-speaking skills during my legal English course at the Academy of the General Prosecutor's Office.
30 ответов

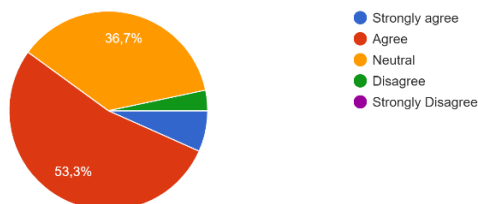


The chart proves that the vast majority benefited by the small debates on legal topics and improved the speaking skill greatly.

Writing assignments helped me improve my writing skill in English
30 ответов



Writing descriptive paragraphs helped me improve my writing skill in English
30 ответов



The writing assignments within the course helped the vast majority of the students. The survey included questions on how effective other speaking activities such as group discussions on legal topics, debates, role play, pair presentation were in the development of the speaking skills of the students which all showed positive results and met the needs of the learners. The data is thrilling thanks to the flipped classroom strategy that has been used for one academic year.

The Flipped Classroom is a blended learning model in which traditional ideas about classroom activities and homework are reversed, or “flipped.” In this model, instructors have students interact with new material for homework first. They then use class time to discuss the new information and put those ideas into practice. A flipped classroom (sometimes referred to as an inverted classroom) doesn’t necessarily provide true flipped learning. It’s what happens in the classroom that matters. True flipped learning turns classroom time into a more individualized experience. Instead of an instructor addressing all students as a group, learners move at their own pace or in small groups to apply their knowledge in hands-on ways; this allows for a more differentiated experience overall. (Elizabeth Trach, 2020). It especially worked well for the Master’s Program students at the Academy of the GPO provided that they are adult learners with clear ambitions and academic discipline.

The survey highlights that larger texts and writing assignment are better to be assigned as the flipped part of the class where the learner studies at their own pace at their flexible time and classroom time should be filled with activities designed to monitor their learning and facilitating practice time.

Although flipped classroom strategy loads the teacher with work in terms of preparation of materials, writing clear instructions and monitoring the students' flipped learning, the methodology can surely leave both the students and the teachers with advantageous outcome.

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STAGE PERFORMANCE ASSESSMENT IN THE ELT CLASSROOM: ORGANIZATION, CHALLENGES, SOLUTIONS.

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Annotation. The article aims to provide information on assessment of stage performance activity in foreign language teaching classroom. Different views of the scholars on this field are discussed and general conclusions are made. Drama activity evaluation organization stage is explained taking into consideration the problems that may occur in the process. Some solutions are offered to develop the efficiency of stage performance assessment.

Keywords: stage performance, role-play, drama activities, assessment, evaluation, educational drama, creativity.

Incorporation of educational drama into language learning classroom can be seen as a creative and motivational approach in modern pedagogy. Developed countries such as, Great Britain, the USA, Japan, Italy, Germany, Australia, China and some other countries have already included drama approach in their educational curriculum and several investigations and research works on this field demonstrate the positive outcomes of this new technique in foreign language teaching and learning.

If we look back in the history, the roots of drama in education in Great Britain can be seen in the works of Harriett Finlay-Johnson in his book “ The Dramatic Method of Teaching”(1911) and Henry Caldwell Cook(1917) [2;34]. Finlay-Johnson used dramatic games to help students to learn basic subjects, like, reading, writing and etc. Caldwell introduced the active method for the study of dramatic literature. In 1950 drama approach became popular in Britain with the influence of Dorothy Heathcote who was interested in drama and motivated teachers to implement drama or stage performances in education system [6;5]. Later the approach became famous in language learning sphere too.

Educational drama activities can be varied, so the form of their assessment in the classroom. The most famous and widely used form of educational drama is stage performance or role-play activity. As the essence or a form of drama, role-play can fulfill learners’ multidimensional needs in their language learning process. Role-play is “an extraordinarily versatile teaching tool, applicable to quite diverse students and their needs”[12;29]. According to Krish role-play in language education is a highly flexible learning activity which has a wide range of variation and imagination [7;3]. Larsen-Freeman defines role-plays as an opportunity to practice communicating in different social contexts and in different social roles [8;4]. Role-play in our understanding is an activity which leads students to the live stage where they can experience different roles by becoming in the position of various personalities. It develops creativity, enriches imagination and builds confidence. Moreover stage performance makes artificial language become natural as presenters practice using target language freely and at the same time interact with other presenters by playing given them roles.

As any other task in language learning has its own evaluation criteria drama activity also should have its own method of assessment. Evaluating grammar or vocabulary activities is not difficult as students get points for each correct answer but evaluating a drama performance usually brings difficulty to the language instructors. Stage performance is a creative work which is more about subjective judgment than

objective. One of the biggest challenges identified by Harris (2008) is that ‘creativity’ is not easily defined and therefore difficult to assess. Assessment in aesthetic domains also utilises personal responses to stimuli, which can be unfamiliar to those more accustomed to assessment tasks with previously defined answers [5;23]. Tomlinson (2001) argues for a healthy balance between subjective and objective judgments in order to create informed judgments on performance assessment that provide the most [11;12]. We agree with the views of Tomlinson and support the idea that stage performance assessment shouldn’t be fully subjective but certain evaluation criteria should be created to make it more objective, so to make the learners aware of the points to consider while preparing for their stage role. Summarizing all these views we can conclude that demonstrating a certain role on the stage is not only for the entertainment purposes of the learners, there should be exact educational aims that lie behind the stage.

Every teacher who is going to implement performance-based activities into language learning classrooms and evaluate students’ learning process through this should be aware of its organizational moments. Airasian believes that the benefits of performance-based assessments are well documented. However, some teachers are hesitant to implement them in their classrooms. Commonly, this is because these teachers feel they don't know enough about how to fairly assess a student's performance [1;31]. Another reason for reluctance in using performance-based assessments may be previous experiences with them when the execution was unsuccessful or the results were inconclusive [10;23]. Considering the opinions of the scholars we can say that teachers’ attitudes and the responsibility they take play a significant role in implementing the performance-based evaluation into the classroom. The first thing that drama instructors should do is to define the purpose of the stage performance assessment. To do so they should ask several questions from themselves, like, what skill I am going to check, what level they should be, what my students should know and etc. After defining purposes a teacher should choose appropriate activities that suits to the

needs, necessities of the students and classroom conditions. The activity needs to be evaluation criteria- based by the help of assessment rubrics. A rubric is a rating system with the help of which teachers identify the proficiency level of students. When using rubrics one need to be certain that the rubrics are fair and simple. Clark (2002) states that well-constructed assessment criteria provides a way for student performances to be evaluated easily and equitably, without compromising on the divergent qualities of individual creative processes that arise in student responses to Drama assessment tasks [3;29]. Ross (1994) suggests that the key qualities of assessment criteria should address the links between the generation, realisation and response to Drama, using methods that allow the use of multiple intelligences[4,9].

Like other activities in language teaching and learning, drama also can be assessed through formative and summative assessment. Assessing a creative work can bring some challenges.

The first challenge that teachers face is the teacher's role in the classroom, they are both organizers and facilitators of the drama activity and at the same time they are assessors. They need to concentrate on both tasks at a time.

The next challenge is reluctant students who are unwilling to be involved in role-play activity. The teacher takes time to motivate them to engage them into the task.

Another difficulty can be seen in the diversity levels of the learners in the classroom. Some students may have poor English skills which can slow down the preparation process of the work.

Lack of creativity in students can also cause problem to the teacher in evaluation process as this is one of the essential sides of the drama approach in language teaching.

Classroom size and the eligibility of necessary equipments also play a role in the efficiency of the performance prepared by students, so teachers also need to take into consideration these factors while evaluating.

We have counted only a few challenges that teachers may come across while using staging activity in the classroom. Below we will try to suggest several solutions.

In order to ease the teacher's job as a facilitator and assessor at the same time we can offer an evaluation rubric in different forms, like, checklist(the teacher only indicates whether or not certain elements are present in the performance), rating scale approach (the teacher indicate to what degree the standards were met), memory approach (the teacher observes the students performing the tasks without taking any notes) and peer feedback approach (peers analyze each others' mistakes and discuss them in groups and then they vote for the best performance).

The students who lack interest in role-playing or have limited language skills can be involved in stage preparation and organization process or can get a role in background stage.

The students with lack of creativity can be shown recordings of previous stage performances prepared by other students. This can awake their interest and even creativity to take further action.

Teachers can negotiate with their colleagues and exchange their rooms for bigger ones with necessary equipments for the performance day. Or they can organize it outside the classroom if possible.

We also need to indicate several factors that should be considered in the creation of evaluation rubrics:

- Time limit should be set for the performance
 - Teacher expectations and presentation goals should be explained
 - Oral presentation should be highly rewarded than note reading
 - Acting skills, gestures, turn-taking should be considered
 - Pronunciation skills (tone, intonation, stress) should be highly considered
 - Grammar and vocabulary mistakes must be indicated and corrected soon after the performance finishes.
- Target language fluency should be highly appreciated and evaluated

As Clark(2002) mentions, well-constructed assessment criteria provides a way for student performances to be evaluated easily and equitably, without compromising

on the divergent qualities of individual creative processes that arise in student responses to Drama assessment tasks [3;30].

Even though stage performance assessment is a time-consuming process with certain nuances, it leads to the noticeable development of language learning students by enriching their imagination and creative thinking skills. Moreover drama approach puts students into real world situations where they practice playing numerous roles.

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NECESSITY OF STUDENT-CENTERED ACTIVITIES FOR ASSESSING SPEAKING SKILL

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Annotation. This paper introduces the technology of using student centered activities for assessing speaking skills in foreign language in order to have professional communicative competences. Future specialists need communication in target language. So, we understand that in this situation developing and accessing Speaking Skill

dominate. In order to assess our learners' speaking skills we need consider huge number of factors. These include the type of information we want to understand about learners' speaking skills and most appreciate ways to elicit, assess these skills. In these cases, it is so essential and helpful correct choosing tasks and activities in due to be clean in assessing speaking skills of students.

Keywords: communication, speaking skills, assessing, pronunciation, challenges

The Uzbek education system passes a reforming stage nowadays. There are some reforms in the system of teaching foreign languages too.

The Decree of the President of the Republic of Uzbekistan "On measures for the further development of the higher education system" dated April 20, 2017, PD-2909 adopted the resolution "Integrated development of the higher education system for 2017-2021" gave us great opportunities to develop educational system of high education (Decree of the President of the Republic of Uzbekistan, 2017) [2]. While teaching a foreign language it is possible to form and improve not only proficiency in language and culture, but professional communication of future specialists, to develop initiative personality, ability to work in a team and getting ready to life-long learning. So that it is significant to realize and organize the lessons and tasks to motivate and moderate student during learning foreign languages. In such quickly developing and changing world learning foreign languages and being able to communicate in the professional sphere which the students will have is very essential. For that reason we should motivate them and do our best to use perspective methods and technics of teaching foreign languages, in our case English as a foreign language. But it is not the all: learners also have to be assessed.

As we mentioned before future specialists need communication in target language. So, we understand that in this situation developing and accessing Speaking Skill dominate.

English language learners begin speaking in order to facilitate their communication with peers and teachers. We know that interference from the learners' native language can impact their pronunciation in English. Mostly when the learners' language incomprehensible there is some addressing issues with pronunciation. But we

should not forget that it is norm not for only foreign language learners, but also for second language learners. The accuracy of the learners' speech increases in case the proficiency level of student develops as well. We clearly understand that activities during teaching speaking give us great opportunity not only motivate, moderate, teach, increase proficiency of the language but also assess the speaking skills.

In order to assess our learners' speaking skills we need consider huge number of factors. These include the type of information we want to understand about learners' speaking skills and most appreciate ways to elicit, assess these skills.

First of all we clearly should understand why we need to communicate. There range of reason of our communication with others:

- *Interactional* – for social purposes
- *Transactional* – for asking about specific information

During assessing speaking skills we should pay attention on: timing, being objective, clear, giving reliable assessment and the test should be close to context, so it is important to consider what is assessed and how.

It is essential to concretize what we are assessing, what aspects of speaking must any assessment attempt to replicate, how we are assessing, what kind of exam formats, tasks and settings we can use. Moreover it is not less significant to clarify scoring and grading, using simple and complex scale, and of course the advantages of using technology improvements help on test design.

Usually the teachers should be focused on the language, content, and production so as to meet the objectives of the learning process. For example, some certain situations require a material where the medium is "transferable to real life situations, which students are likely to come across" [4]. There is one more important thing that we have to determine the learners' need before considering assessing speaking. In some cases not all learners have the same needs. So we shave to pay attention on it and think about how and where our learners can use what we are going to teach them, do they need English for social purpose or on specific sphere.

After rethinking what we give our learner to improve their speaking ability and make them more confident according the themes and topics what is interesting and necessary for them we should organize the demonstrating and teaching according some challenges when assessing speaking:

1. Fluency – speaking easily, reasonably quickly and of course without having to stop and pause a lot
2. Pronunciation - producing the sound of speech, including the articulation, stress and intonation
3. Vocabulary – using body of words in a particular language
4. Accuracy – knowing how to correct learners’ use of the language system is, including their use of grammar, pronunciation and vocabulary
5. Interaction – to have ability to interact with others during communicative tasks
6. Communication – to be able to transmit their (students) ideas

We should pay attention all mentioned above and chose necessary task type. There are some tasks that we used fruitfully in EFL classes in Samarkand State University: role play, storytelling, oral interview, debates and discussions, snowball, presentation, demonstration, small group discussion and we did them in group and pair, according the type of the task. Definitely due to the approaches of the tasks were organized all the speaking tasks and show their effectiveness, perceptivity and result as was said above. Than after collecting information from speaking task by *audio recording, video recording, observation, learner self-assessment, peer assessment* it was too easy and much cleaner assessing the students’ speaking skills according given task. Such kind of tasks are really our helpers because each task has it is own aim, advantages and disadvantage, methods of being to be done and definite goal on choosing assessment tool of course [3, p. 152].

Feedback to learners should be clear, action-oriented, and linked to learning intents. A good assessment tool will make it easier for you to provide this sort of feedback.

A good assessment tool will also help you make sound decisions about learner skills. It will be based on assessment criteria (which have in turn been linked to CLB-aligned indicators of ability), and will present the specific criteria for task success applicable to the assessment task. In line with principles of assessment for learning, the tool will also be presented in learner-friendly language, making the assessment process transparent to learners, and enabling them to use the tools to assess their own learning.

You have many options for assessment tools; several are presented below, and others can be found in the CLB Support Kit [1, 2012]

One more thing that we should remember is that videos increase oral comprehension, stimulate student interaction and communication with other classmates, promote cross cultural awareness and are adaptable for use with students at any English language proficiency level. That's why it will be much more effective teaching English as a foreign language using videos during lessons [5, 40-44]. Moreover, in order to obtain better result, it will be useful to use realia's by showing videos according students' specific purposes during teaching English as a foreign language and the demand of modern students on it during our professional activities and try to practice the skills in every day in our professional life.

In conclusion we can say that true organized assessing method and way show us the real level and ability of speaking skills of learners and we should try to do our best in order to motivate students to learn the language better and feel confidence while using the language in real social life and of course for specific purposes.

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FUNDAMENTAL ASPECTS IN ASSESSING ACADEMIC WRITTEN TASKS AT UNIVERSITY

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Abstract. Academic writing is an important productive skill to be developed by students enrolled in the language programmers'. It is therefore crucial for university lecturers to present key features of writing in academia and assess them appropriately. It is explained that considering the essential aspects of different academic writing genres will help teachers in developing assessment criteria. The article also provides some suggestions to be followed by the university language lecturers.

Keywords: university students, academic writing, assessment, genre, style, argument, use of sources

Introduction

Teaching and learning foreign languages has become one of the priorities in most universities around the country. The higher education institutions focus on different aspects in their language programmers' including both receptive and productive skills. Although being one of the most required among all other skills, writing is taught and assessed only in some of these programmers'. Apart from that, no significant difference is shown between general and academic writing, as well as in the criteria used to evaluate the students' written production.

The purpose of this article is therefore to provide some general guidelines on fundamental aspects of academic writing that might be taken into consideration by the university language teachers in the assessment process.

Academic writing

Academic writing is seen as one of the most challenging skills for university students to develop as some of them consider it to be complicated and even not manageable to gain. De Chazal explains that “academic writing is not simply a matter of technical and linguistic expertise, but a broader process of building and managing meaning, knowledge and content, organizing and refining ideas, and communicating these through appropriately conventional texts” [2, p. 180]. Students should realize that this skill is not learnt in a day or week, but they will be expected to practice and enhance their writing with years to come. Language teachers therefore are required to provide proper explanation on the essential features of academic writing and involve students into the process to help learners improve their writing skills.

Genre

In comparison to secondary level of education, in the tertiary one, students are expected to produce a variety of written assignments. These tasks should be authentic to certain extent as learners will be required to write similar texts both for the educational and professional purposes. Alexander, Argent and Spencer clarify that depending on the subject areas, students produce diversity of genres, i.e. critical essays, business reports, literature review, research proposals, case study notes, dissertations, and many others [1, p.181].

As university requirements might vary, written tasks can have different names but similar formats, e.g. a research-based essay at one educational institution might have a similar structure to the review of literature in another university. In contrast, the same genre (e.g. reports or dissertations) might be required to be produced by students at most institutions, but the content and structure can be absolutely dissimilar. Such kind of variety is acceptable because learners’ majors differ and in the future their professional communication needs will be different. For instance, those studying at the business university will be asked to produce reports and have good email correspondence, whereas future chemists will need to write lab reports and take short notes on their experiments.

Lecturers should take this diversity into consideration when assessing students' written production. As every genre is unique and has its own requirements for the content and structure, language teachers should have a separate set of criteria for each. For example, a report in comparison to an essay is usually different in length and has sub-headings or numbered sections, and includes the description of the data collection methods. However, as McCarter and Jakes note, both genres might provide some background information and conclusion [4, p.45]. This means that criteria description (i.e. content and structure) should vary depending on the assignment.

Style

Another essential aspect of academic writing is style. Most students believe that it should be formal, which makes a text difficult to understand. Gillett, Hammond and Martala highlight that despite the genre learners need to produce, the style should be clear and concise [3, p.88]. The authors also clarify that the key features of the academic writing style are the use of formal vocabulary (including academic and non-colloquial words), passive voice (which might vary depending on genre), cautious language (e.g. modal verbs and expressions), objectivity (i.e. avoiding being personal), references (acknowledgement of other authors' ideas), and avoiding contracted forms (e.g. don't) and direct questions [3, p.89].

Although some of these features might be universal for all academic writing tasks (e.g. not using contracted forms and including academic vocabulary in the texts), others can be dissimilar between and within genres. For instance, it is recommended to use passive voice constructions in the methodology section (e.g. twenty first-year students were interviewed), but not in all parts of a research report (e.g. Table 1 demonstrates the first-year students' opinion regarding online learning at university). Students are required to avoid personal language in the literature review, but advised to use it in reflective writing (e.g. I have significantly developed my digital skills). Such kind of differences should be clearly stated and given in the assessment criteria, which should be available to students at any time required.

Argument

Before entering the university students might be mostly engaged in producing descriptive pieces. They should also be able to do so in academia, but learners need to realize that most academic writing genres are argument-driven. De Chazal explains that “in academic contexts an argument involves making a statement based on reason, logic and evidence” [2, p.181]. Most text types require providing valid reasons and proper explanation of the writer and some of them might ask for considering opposing views to show how persuasive a writer can be. Gillett, Hammond and Martala recommend using a debatable statement but also having some cautious language (e.g. certain aspects, may be) to be more objective and have an opportunity to provide more explanation and examples to support the claim in the remainder of the paragraph [3, p.142].

Developing an argument in academic writing is not an easy skill to acquire for students. Some authors suggest addressing Toulmin’s argument model published in 1958 as it was widely used in different learning contexts. Based on this model, Gillett, Hammond and Martala clarify that depending on the subject area, students might be asked to present their arguments using the inductive (providing both sides of the argument possibly without supporting any directly) or deductive (providing the viewpoint and then trying to convince the reader) approach [3, p.138]. Language teachers might apply any approach, which they consider appropriate for their learners’ knowledge and skills. Depending on the genre, argumentation as a separate or part of another criterion (e.g. content) should be included into the assessment grid.

Use of sources

Using reliable sources is one of the key features of academic writing that should be considered by all language teachers at the universities. McCarter and Jakes clarify that citing sources appropriately is significant for learners as it helps to avoid plagiarism and “demonstrate understanding of work done in the field and to support and illustrate the argument put forward” [4, p.146]. However, learners should realize that use of sources in writing does not mean just meeting the requirements of the task as some of

them might search for the relevant quotes and incorporate them without analyzing the meaning. As Alexander, Argent and Spencer highlight, “to write successfully from sources, students need to engage intellectually with what they are reading” [1, p. 192]. They should read a good number of sources, understand the key messages given by the authors, differentiate them, and only then a proper use of source in the written assignment can be guaranteed.

Apart from selecting relevant support from the sources, students should be able to reference them correctly inside the written text and in the bibliography/reference list. This skill needs to be addressed adequately as improper referencing might lead to unintentional plagiarism. Being an important aspect of academic writing, referencing conventions should be strictly followed. Depending on the field of study, language teachers might apply the available referencing guides, i.e. APA (recommended for linguistics), MLA, Harvard (quite often used in business studies), Chicago, or Oscola (usually applied in law courses), in their classes. The citation requirements should definitely be provided in the assessment criteria for writing.

Conclusion

In conclusion, academic writing is considered to be a crucial but difficult skill to acquire. It includes several important aspects, i.e. proper style and language, argument and use of sources that should be taken into account by language learners. Despite the writing genre introduced to students at different higher education institutions, all academic writing aspects should be explained by university lecturers. Given the importance of the differences in genres and fields, language teachers are recommended to include features of academic writing into the assessment criteria.

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THE APPEARANCE OF MY TOPONOMIC NAMES

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Annotation: Depending on the size of the population and the economic and administrative importance of the settlement, a town (township), aul (small village or cattle-breeding village), a fortress (a village separated from a large village), a mahalla (an independent village or a subdivision of a large village) lagi). The purpose of this article - there are about 13,000 settlements in Uzbekistan. A few decades later, their numbers were much higher. Often the villages have been enlarged or the population has been relocated. However, as the saying goes, "even if the lake dries up, its name will not dry up", the names of such places are preserved in various written monuments and archives.

Keywords: Oykonym, natural or natural-geographical features, socio-economic trends, hydroeconomic, orooykonoms.

Oykonym means city, village, aul and other settlements. The city is a large settlement and is an economic, administrative and cultural center. The word city means "state" in Sanskrit, "the abode of the absolute ruler". In ancient times, any large settlement, especially the suburbs, was surrounded by a wall, even a two-story wall. That is why the inner city is called Ichankala in Khorezm, and the outer city is called Dishan fortress in Khorezm.

In ancient Turkish, the city was called a fish. Mahmud Kashgari said that the word kend was used instead of "city" in Turkish, but that the members of the Oghuz tribe understood the village as kend, and that in the Azerbaijani language, which is still part of the Oghuz group, kend so was used. zi is used.

The village is actually a smaller settlement. The village means "wintering place", and the pasture (pasture) is the opposite of the word "summer place". Thus, the total number of oysters in Uzbekistan has reached 25-30 thousand. It is not easy to scientifically analyze such a large number of toponyms. [1]

Oykonyms are the most variable branch of toponymy. Features of the nature of the region, historical, social and political events that have taken place in the life of society for centuries, the names of professions of the population, the name of the person who first acquired or founded the settlement, what kind of people depending on where their representatives live or do not live, the name of the tribe - the ethnonym - is reflected in the names of cities and villages. [2] Central Asia, including Uzbekistan, is one of the cultural centers of the ancient world. Toponyms of countries with a long history will also be ancient. The names of cities and villages such as Bukhara, Samarkand, Romitan, Chach, Termez, Khiva, Zaamin, Ishtikhon, Shopurkan are measured by millennia. [3]

Oykonyms are the most valuable historical, linguistic (linguistic) monuments among all toponyms. The meaning of these names, no matter how many opinions have been expressed as to which language they belong to, cannot be said to have been definitively determined by their origin. There is a view that the number of opinions expressed about the etymologies of toponyms is not directly proportional to their degree of accuracy. This means that as the number of observations increases, the degree of accuracy of the etymology also increases. Rather than studying the names of villages and towns individually, it is more expedient to classify and analyze them into groups.

The names of settlements can be divided into 2 main groups:

1. Natural or natural-geographical features.
2. Socio-economic trends.

1. Natural or natural-geographical features are the settlements named according to names of water objects, geomorphological forms of a place, names of flora and fauna and other natural-geographical conditions.

a) hydroeconomic, ie the names of settlements depending on water bodies include rivers, streams, canals, streams, springs, waterfalls ("waterfalls"), rivers, places, places, lakes, canals, canals, canals. 'l, mashat - terms such as bashat, ob, rod, rodbor, sardoba, sel, soy, suv, tagob, chashma, sharshar (waterfall, sharlak, sharillovuq), o'zak, qaq, kuduk. Such settlements can be found all over the country, as settlements are built where there is water. This is why villages and towns are called rivers and streams. Terms such as stream, spring, lake, stream, water, well are repeated 50 to 100 times in the names of settlements. [4]

Hydroeconomics named after water bodies: anhor - nahr - Anhor, Ulugnor, arna - Arna, Arnasay, ariq - Ariqboshi, Besharik, Jarariq; spring - Jarbulak, Oybulak, Akbulak; rivers - Daryoboyi, Daryoliq, Syrdarya; yap - Bozyop, Kattayop, Qumyop; kana - Kanalboyi, Kanalobod, Kanalpasti, koriz -Saxonkoriz, Koriz, Keriz; lakes - Ayronkol, Oydinkol, Akkol; mashat - (originally) "a small spring whose water sinks into the sand" - Mashat, Uchmashat; ob - Labiob, Duoba, Obiravon, rod, rodbor «daryo», «kanaI» Rudak, Labiro't, Ro'dasay; sardoba - Sardoba (several village names); saqa "the main structure of the canal" - Toshsaqa, Saqachi; soy - Bostonsoy, Ilonsoy; water - Bo 'zsuv, Bo' laksuv, Karasuv; spring - Sarchashma, Chashma; waterfall (waterfall, waterfall) «waterfall» - Waterfall, waterfall; The core is a "small ditch where the water sometimes dries up" - Kokozak, Sarikozak; wells - Botirkuduk, Altynkuduk, Otkuduk, etc. [8]

b) Orooykonyms, ie oykonyms denoting the names of relief forms, include adyr, bel, dara, dahana, dong, jar-yor, kamar, kotal, tall, tepa, teva, tash, tog-tov, terms (indicators) such as chash, ay, kapchigay, koton, kiya, kir, kum are recorded. The term jar is repeated more than 60 times, and the term stone is repeated almost 100 times. [8]

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ALTERNATIVE ASSESSMENT IN LANGUAGE EDUCATION

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Abstract: This particular article deals with the discussion of peculiar features, principles of alternative assessment and emphasizes its significance and necessity in current language education practice. In particular, it analyzes alternative assessment characteristics and its value in successful language testing and evaluation. It suggests some concluding remarks on the benefits of alternative assessment in language pedagogy as results of research.

Key words: assessment, testing, alternative assessment, language assessment, portfolio, journals.

Assessment is one of the key aspects of teaching and learning process of foreign languages. It is considered to be one of the central issues in language pedagogy. However, there are some issues and problems in the field of assessment regarding foreign language education. There have been a number of researches in this field. They deal with different issues of assessment. This article is concerned with the alternative ways of assessment in language education.

There are different viewpoints and concerns regarding assessment. Language assessment has been undoubtedly replaced by “*a kind of alternative assessments which would, in turn, lead to a bone of contention among language testing experts about the benchmarks differentiating alternative assessments from traditional assessments*” [1, p. 173]. Here, it should be noted that nowadays traditional assessment is being replaced by alternative assessment. The main reason for this is that in recent years there have been a new paradigm shift in the field of language education such as communication oriented

approach to language teaching and learning. In its turn it contributes to language assessment as well.

It is important to define the term *alternative assessment* before dealing with the problem in detail. As A.J. Benyamina, N.C. Yohana state in their study, “*alternative assessment refers to other methods that are different from the traditional “pencil-and-paper tests”, such as portfolios, role plays, journals, etc., which could benefit students’ performance, because they boost communication in the foreign language among students in the classroom in real-life situations*” [2, p. 37]. It is clear from this view that alternative assessment unlike traditional assessment encourages learners to use language for real purposes and real life aims as learners are induced to use language in real life situations. Such tasks involve learners in doing tasks as they do in their everyday life.

They also claim that *projects, portfolios, posters, presentations, self-assessment, self-record-keeping, peer feedback and assessment, performance assessment, observations, conferences/interviews, learning logs, and journals* are examples of alternative assessment [2, p. 38]. So, alternative assessment are usually real-life tasks or activities. These tasks are free of anxiety and stress which are results of mainly traditional ways of assessment.

Some scholars researched this issue and found out the following characteristics of alternative assessment in language education:

- ✓ require students to perform, create, produce, or do something (performance, production, creation oriented);
- ✓ use real-world contexts or simulations (real life situations);
- ✓ are nonintrusive in that they extend the day-to-day classroom activities (welcome or student-centred);
- ✓ allow students to be assessed on what they normally do in class every day (everyday tasks);
- ✓ use tasks that represent meaningful instructional activities (meaningful tasks);
- ✓ focus on processes as well as products (process and product based);

- ✓ tap into higher level thinking and problem-solving skills (higher order thinking skills);
- ✓ provide information about both the strengths and weaknesses of students (diagnostic character);
- ✓ are multiculturally sensitive when properly administered (tolerance of culture);
- ✓ ensure that people, not machines, do the scoring, using human judgment (self-assessment);
- ✓ encourage open disclosure of standards and rating criteria;
- ✓ call upon teachers to perform new instructional and assessment roles (instruction change) [3, p. 654-655].

Some scholars did research on this issue and found out advantages of alternative assessment and outlined as follows:

a) learners make real use of the target language – in this case, English – for an actual purpose. The language is a means of communication.

b) learners demonstrate what they have actually learned and how well they can use what they have learned. Criteria or guidelines based on the goals of the class are set up in advance so both teachers and students know what needs to be done to successfully complete the class.

c) learners get involved in their own evaluation. Understanding how to evaluate themselves enables learners to take responsibility for and self-direct some of their own learning.

d) learners' motivation to learn and use the language may be increased. It gives learners the chance to directly display their progress to family members and others in their school and community [2, p. 37].

In conclusion, it should be noted that alternative assessment is a central issue of teaching and learning process of foreign languages. As a result of research, the following conclusions can be drawn:

- a) alternative assessment is a way of testing learners' language skills and knowledge from the viewpoint of real world situations. It encourages learners to use language for real life communication;
- b) alternative assessment encourages learner autonomy, self-directed learning, self-assessment, motivation and creativity, real life usage of language;
- c) alternative assessment enables teachers to improve their teaching experience by analyzing learner needs, learning needs and weaknesses in classroom;

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A BRIEF OVERVIEW OF THE CURRENT ISSUES RELATED WITH LANGUAGE ASSESSMENT LITERACY OF EFL TEACHERS

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Annotation. In the light of educational reforms, foreign language teaching, especially English, has become an the center of attention both in global and national education system. While adapting and adopting new approaches and methods of teaching, EFL teachers seem to have lack of knowledge and experience in the field of assessment compared to the field of delivering lessons and curriculum designing. This paper aims to define the importance of language assessment literacy and to investigate problems teachers are facing with in the field of LAL.

Keywords: EFL, Language assessment literacy, testing, evaluation, assessment criteria, surveys

Methodology of teaching foreign languages progresses year by year which results in changing approaches and methods of teaching. The changes of approaches in

their turn lead to the changes of assessment criteria and forms. However, it could be seen from several studies that assessment literacy levels of educators do not catch up with levels of their achievements in developing effective tools and techniques of delivering lessons. Language assessment literacy (LAL) entered as a term to the methodology in not distant past, but has taken the attention of different scholars and linguists around the world recently. Being relatively new framework, LAL is defined as knowledge, skills and principles in language testing [1, 328p]. In this article, definitions, current state of this framework and two surveys done by scholars in this field will be discussed further.

The initial attempts to explain the notion of LAL were done by the American Federation of Teachers (1990) [2, p. 47]. In 1991, Stiggins defined assessment literacy as “obtaining basic conception of the meaning of high- and low-quality assessment and being able to implement this knowledge in teaching practice”.

When Davies spoke about LAL and its main essence in his article, different language specialists started long discussions about what teachers know, do not know and should know about assessment in general. According to Malone, “assessment literacy is an understanding of the measurement basics that is related to classroom learning; language assessment literacy extends this definition to issues specific to language classrooms”[3, p. 229]. Another famous writer W.J. Popham (2018) wrote a book on this issue and defined LAL as a term consisting of individual’s understandings of the fundamental assessment concepts and procedures that are likely to influence educational decisions [4, p. 35]. He argues that many teachers today could be highlighted as assessment illiterate and proposes possible outcomes of being illiterate in language assessment. Summarizing definitions and explanations provided by different authors we may tell that LAL is educators’ both general and specific knowledge on how to assess properly the students’ language and communicative competences with taking into account principles and criteria of constructing tests.

In order to raise awareness of current situation connected LAL among teachers, analyzed two articles written by foreign and Uzbek professionals. The first article, titled “What does language assessment literacy mean to teachers” written by V. Berry, S. Sheehan, S. Munro, discusses the results of a survey held among 54 teachers around Europe comparing their attitude towards assessment [5, p. 117]. The research questions are were given in this order:

RQ1 What are teacher attitudes to assessment?

RQ2 How confident do teachers feel about engaging in assessment activities?

RQ3 How confident do teachers feel about engaging in testing?

RQ4 What impact does assessment have on the classroom?

According to survey results, many teachers claimed that they had never received or had a little knowledge on formal training in assessment. The question was how these teachers evaluate their students’ knowledge in that case. Some educators here told that they assess students following the format of assessment teachers themselves got tested in their student years. One of the participants noted “you build up your own model of assessment while you gain experience in language teaching and observe your students’ achievements” [5,p. 120]. More than a half of teachers showed negative position towards the importance of assessment literacy by claiming that the assessment should not be highlighted as essential framework but rather it should be considered as a minimum attention-grabbing part of a good teaching.

In the article named “Language assessment literacy: ESP teachers in Uzbekistan”, K. Muradkasimova interviewed more than 100 ESP teachers in 30 institutions in Uzbekistan [6, p. 118]. The main purposes of the research were to identify achievements and obstacles teachers encountered while ESP course organization, to be informed about methods of assessment, to investigate whether course content, tasks and assessment were aligned. The part of discussion which draws our interest is the methods of assessment teachers used in their lessons. Most teachers told that they used basically formative assessment, which indeed were informal by its

nature. The reason why we call it that way is the criteria teachers paid attention in assessing students. The criteria were students' participation, readiness and active interaction with teacher rather than the quality of academic work. For many teachers it may sound not incredible situation, but this type of attitude towards assessment could be observed in many Uzbek institutions. This is because of national mentality as well as different understanding of the concept "education" in our country. Education here consists of academic but also moral and spiritual enlightenment of students. Possibly for this reason, teachers take into account non-linguistic factors while evaluating students' overall language or academic performance.

There is also one more complex issue related to the principles of assessment. A great number of teachers face up with difficulties and misconceptions when they are asked to identify criteria they use for assessing students' performance. At this point, we should highlight that there is a distinction between criteria used for developing tests or other forms of assessment and criteria used for assessing student's language and communicative competences. This distinction and thorough explanation of criteria types should be thoroughly investigated and taught to teachers at teacher training courses.

In Uzbek system of foreign language teaching, CEFR norms have been adapted in language teaching programs. Accordingly, language is now referred as the tool of communication and the bridge between cultures. After developing curricula based on CLT approach, assessment criteria has also been reformed and advanced. Teachers should not only foster linguistic competence of students, but also try to develop other 3 competences, socio-linguistic, strategic and pragmatic competences with students via interactive tools. This will result on changing and enhancing criteria and forms of assessment of all these competences individually.

To conclude the article, it is worth to mention that assessment is no less important or even could be more essential compared with lesson planning or methods implementation process. LAL, being one of the actual issues in today's methodology,

has become an integral part of professional development of teachers in a global scale. In order to achieve high level of language assessment literacy, teachers should attend courses on LAL and develop their assessment skills.

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USING WEB RESOURCES IN FORMATION PROFESSIONAL COMPETENCE OF FUTURE ENGLISH TEACHERS

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Annotation. The article discusses the main levels of development of a system of Higher education; describes methods for the preparation of future English teachers; provides an assessment of the level of education of future English teachers through the informational technologies. Teaching features are structured using the use of web resources in the Higher Education System of the Republic of Uzbekistan.

Keywords: Internet, web resource, assessment, teaching English, forming professional competency, distance learning, electronic tests, student.

One of the key competencies in the formation of future English teachers is the ability to apply web resources in classes. Web resources not only enable to keep up with the times, but also make the learning process interesting. Educational Web Resources are resources created specifically for use in the learning process (educational

materials) at a certain level of education and for a specific subject area (in particular, the teaching of the English language), as well as intended for information support of the education system or activity educational institutions.

Educational resources on the Internet can be classified in the following areas: English lesson notes; methodological developments and didactic materials for lessons; curricula, variable courses, training modules in English; electronic textbooks; presentations for lessons; video materials with recordings of lessons; articles from the experience of teachers in the English language, information and pedagogical modules of the work system, pedagogical initiatives of teachers, implemented in practical activities. The most effective, in our opinion, should be considered the complexes of educational web resources: an educational site, an educational portal, a knowledge base (encyclopedias, etc.) and a distance learning system.

Since at present access to information and technical means of communication has become more widespread, then computer technologies have advanced from the use of simple computer programs to the use of web resources [2, p. 302].

The use of web resources in the process of teaching future students of the English language allows achieving a qualitatively higher level of visibility of the lesson, shifting the emphasis of students' activities in the lesson to independent work, contributing to the implementation of individualization and differentiation of learning, and expanding the possibilities of enhancing students' research activities. The presence of continuous feedback leads to the revitalization of the educational process, which contributes to an increase in its dynamism, leads to the formation of a positive attitude towards the material being studied. Also, work with the Internet allows to organize the participation of students in competitions, quizzes, Olympiads, projects and distance courses in English.

The theoretical stage of the study showed the importance of studying the methodology of using web resources in the formation of the professional competence of future teachers and their application in practice.

This technology makes teaching creative, research-oriented. Correct use of web resources allows:

- to provide positive motivation for learning;
- conduct integrated lessons using video, music, animation;
- to provide a high degree of differentiation of training; improve knowledge control;
- rationally organize the educational process, increase the effectiveness of the lesson;
- to assess competencies and undeveloped control and evaluation tools;
- to form the skills of students' research activities.

Work with electronic manuals is of no small importance. Such work is always interesting for students, when they can work with material on various types of speech activities of native speakers or make a virtual trip to their country, or they can simply test their knowledge, it makes it possible to regulate the presentation of educational tasks according to the degree of difficulty. Each teacher uses interactive presentations and videos in their classes. They contain tasks in the form of questions, games, crosswords, and are also used as a means of visibility and the result of project activities. Another opportunity to make the lesson unusually informative is to use virtual excursions. The advantages of a computer presentation are that it allows them to work with many tables and diagrams, allows all participants to take part in disputes with speech support. The students will not only perceive information, but also remember faster when they see it on the screen. One of the possibilities to unify the educational process is the use of electronic tests. The Internet offers many helpful resources for working with authentic material that can be adapted to the specific learning objectives of the lesson. Electronic tests can be used both when introducing and fixing material.

The third part of the lesson can be held again in the classroom, where students perform various tasks based on the materials of the studied websites and move on to their usual activities, receive homework, which completes the lesson [1].

When working with websites, students mainly engage in three main activities: listening (when listening to information), reading (when working with authentic texts), writing (for example, when completing written assignments suggested by the teacher).

The fourth main activity – speaking is worked out, as a rule, in class when discussing materials from websites.

If students are willing and able to work online, then traditional lesson plans can be revisited and some reading or listening materials can be replaced with Internet resources. This will not only generate interest and increase motivation, but also demonstrate the practical value of learning a foreign language. In addition, students have the opportunity to actively participate in the process of choosing authentic Internet materials for classes. The instructor may ask them to compile a list of their favorite curriculum-specific websites.

In the formation of the professional competence of future teachers with the help of web resources, it can also be used in distance learning. Distance learning depends entirely on the students' own organization and discipline. They independently plan their time, based on the curriculum, in accordance with which it will be necessary to submit all written work on time.

Distance learning is:

- 1) distance learning, which is organized using modern information technologies;

- 2) the ability to independently work with training computer training materials;

- 3) the opportunity to get higher education on the job and at a convenient time for you;

- 4) the opportunity, without leaving home, to take exams and tests, participate in online seminars and receive individual consultations.

Special electronic educational-methodical complexes should be developed, which; include video lectures, electronic tests, questions for self-control, a glossary of terms for the course being studied, and an index of links to Internet resources where you can get additional knowledge in all disciplines of the curriculum provided for by the state educational standard.

It is necessary to assess students on the basis of modern theoretical achievements and manifested only in the corresponding practical activities. Moreover, it is important to introduce a control system in improving the professional competence of future English teachers through the use of web resources and to plan a series of competence-oriented tasks into the educational process.

The interest of experienced teachers in the above changes, probably, on the one hand, they can assess the level of the future English teachers in practice.

Thus, summing up the results of the section, it should be noted that the level of practical knowledge is rather low as teachers and future teachers of the English language. Since they lack knowledge, how to work with the Internet correctly, lack of various special knowledge and skills, for example, the ability to work with web resources, possession of this knowledge, etc. So, the formation of the professional competence of future teachers of the English language puts forward a number of important pedagogical problems that require their study and solution. The formation of an information and educational environment based on web resources is considered a key moment in creating optimal conditions for the development and self-development of a future teacher. All components of this system are interconnected and together achieve the goal.

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ASSESSING WRITING SKILL THROUGH COMPOSING POETRY AT 10TH GRADE IN SECONDARY SCHOOLS

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Abstract. The article deals with the process related to how to evaluate writing skill through creating poetry on different styles such as quatrain, acrostic poem, triangle poem. More importantly, this work was based on the communicative competence and teaching with the help of PPT (presentation, practice and production) was advised to the practice.

Keywords: thinking ability, elements, writing skill, communicative competence, PPT, quatrain, acrostic poem, triangle poem.

In a digital age, what individuals want to reach out is getting incredibly connected with technological advancement that may provide us with perfect results in doing anything around all the spheres. In spite of that, no thing in the reality can be replaced with human's spirituality, brain and its thinking ability. In terms of thinking, writing skill works closely on our spiritual world and sense on various situations.

There are several elements of writing, including grammar, paragraph organization, and vocabulary. Also, there are mechanics of writing which are necessary in making a good writing. Those are punctuation, capitalization, spelling, cohesion, unity, and organization. These things are very important to be mastered in supporting our writing to be a good writing. {1:2} According to these principles of writing, the tasks which are going to be designed should be appropriately followed by the teachers. For the improvement of writing, we are going to demonstrate examples on basis of creating poetry. Without hesitation nowadays communicative competence guides us to conduct productive lessons on the whole skills (listening, speaking, writing, reading).

What is communicative competence? According to Canale and Swain, there is now fairly broad agreement that communicative competence is made up of four major

strands: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. {2:100}. What is more, writing also has its own huge grammatical, sociolinguistic, and strategic features. But if we take into account all the rules, our learners feel to have strong limitation and he or she stops themselves in writing a great number of words and sentences before coming into the process of writing. Thus, it would be better if free writing is given to the audience on certain types of poetry. Writing theorist Peter Elbow (1998) says that freewriting is broadly defined as writing without stopping and editing, has been viewed and used as a powerful technique for developing student writing since it was initially advocated. {3:42} In order to gain successful results I need to use the method PPT (presentation, practice, and production) to write poetry with examples during teaching process below.

Quatrain

Quatrain – a poem or verse that consists of four lines.

Rhyming scheme – the arrangement of rhymes in a stanza or poem. {4}

For example:

My spirit missed you,
And in long distance ambition,
In the passed way of life,
Oh, that forgotten passion.

By author

The task: composing a quatrain on any topic as in the example.

Acrostic poem

Acrostic poem – *a poem in which has particular letters in each line, usually the first letter. {5}*

For example, for the topic “Ocean”:

*Oh, my precious childhood
Curved me to a road not taken,
Emotion, great feeling and mood,*

*And gracious love to a maiden,
Never come back and now, and then.*

By author

Task: writing an acrostic poem on any topic.

Triangle poem

It is a poem shaped like pyramids, mainly consisting the words belonging to different parts of speech.

one noun

three adjectives

four adverbs

verbs

one any word

Love

Marvelous, great, powerful,

Quickly, softly, slowly, forever more,

Walking, dramping, loving, admiring, winning,

Love.

By author

Task: Compose a triangle poem.

In conclusion, after compromising these activities for writing improvement, we should evaluate their writing masterpieces on basis of the sequence of ideas. The grammar rule, strict principle and theories should not be insisted on the learners, instead, the huge number of ideas ought to be taken into consideration. My focus, which I would like to say in assessing writing skill, is directed to the demonstration of ideas independently without fearing and freely in the poems. Why we have chosen the poetry is because of being a particular source including free points and ideas.

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ASSESSMENT LITERACY: TEACHERS' AWARENESS OF LANGUAGE ASSESSMENT PRINCIPLES

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Abstract. “Assessment in education can, and indeed should, inform and improve teaching and learning processes and outcomes” (Gordon and Rajagopalan, 2016) [1]. To be able to set effective and sound assessment tasks that can generate learning, teachers should be assessment literate and must know all the underlying principles behind any types of assessment. This article explores the principles of language assessment and their importance by illustrating each one with examples.

Keywords: assessment literacy, assessment principles, validity, reliability, authenticity, practicality, washback

Assessing today's learners in a fast changing and challenging educational context and an increasingly unpredictable world has become one of the difficult tasks for teachers as assessment is not only utilized for accountability as it used to be, but it should also provide learners with a wealth of learning experience. Gordon and Rajagopalan (2016) rightly argues that “we should be investing in a system of assessment that serves the purposes of education, not one that measures the effects of education. In other words, we can and should be conducting assessment for rather than of education” (p10) [1]. One of the important aspects to be able to set effective and

sound assessment tasks that generate learning is the awareness and application of assessment principles. In other words, teachers should have good knowledge of assessment principles and should be able to apply them appropriately.

The following assessment principles, also known as qualities of test (Bachman, & Palmer, 1996) are common in language testing and assessment: validity, reliability, authenticity and washback [2].

Validity

Validity is one of the most important concepts in testing and assessment. Hughes (2003) considers a test/assessment as valid when it measures what is supposed to measure accurately [3]. The following example illustrates the point very well: when you need to assess learners' listening comprehension, then the task should assess listening comprehension. Some of the good tasks to check listening comprehension can be to complete the gaps or short answer questions as they listen a sound file. However, when learners do the tasks after listening to the sound file, then this may check learners' memory rather than comprehension. Only learners with good memory will be able to do the tasks after listening. If this happens, the inferences made from this task will not be valid. A teacher who is assessment literate will avoid doing such tasks.

Another example with assessing productive skills such as writing and speaking. For instance, to assess learners' writing skills, writing a task should be given, not a multiple-choice test. Learners should be given at least two or three genres of writing tasks to make valid inferences about their writing skills. The more evidence is collected about learners' skills, the more valid are the inferences we make about their skills and knowledge.

As validity is a multifaceted concept, it has various types such as content, construct and criterion-related which consists of predictive and concurrent validities (Cronbach & Meehl, 1955) [4]. I should mention here that there is no clear-cut classification of different types of validities. Opinions vary considerable in this topic.

For example, Hughes (2003) argues that construct validity is an umbrella term which encompasses other kinds of validities. In this work I will discuss them separately [3].

Criterion-related validity considers ‘relationship between a particular test and a criterion to which we wish to make’ (Fulcher, & Davidson, 2007, p5) [5]. For example, if we want to know whether a learner will be able to deal with academic oral tasks at university, this will be our criteria. “Predictive validity is the term used when the test scores are used to predict some future criterion, such as academic success. If the scores are used to predict a criterion at the same time the test is given, we are studying concurrent validity” (Fulcher, & Davidson, 2007, p5) [5].

Content validity considers the level of representativeness of the domain to be assessed (Fulcher, & Davidson, 2007, p5) [5]. For example, if we want to assess grammar separately and have already discussed eight different topics with learners, then the test should contain items from at least six or seven topic areas.

Another important type of validity is construct validity. The ability to be tested is referred as ‘construct’ (Weigle, 2002, p41) [6]. Weigle (2002) argues there is no universal definition of the construct which can be applicable for all situations. This means the construct should be defined for each test considering the purpose of the test and target situations [6].

Reliability

Reliability is another important term which teachers should be aware of. “Reliability is often defined as consistency of measurement” (Bachman and Palmer, 1996, p.19) [2]. While doing subjective marking teachers should do their best to achieve reliability. To do that, they have to do benchmarking. The procedure for the benchmarking of productive skills is as follows: two or three students’ papers are copied to the number of assessors. All assessors should check those students’ works and come ready to discuss why they have awarded certain marks. Markers will have to discuss why they have awarded a certain mark. Following the procedure will help the

markers to understand the marking criteria unanimously and try to minimize the subjectivity.

Authenticity

According to Bachman and Palmer authenticity is about “a test task whose characteristics correspond to those of TLU [target language use] task” (1996, p.23) [2]. In other words, teachers should bring real life situation to the examination. For example, for business students, attending a meeting where they try to bid for a major contract can be an authentic task as they will be involved in similar tasks in their professional life. Therefore, tasks they do in the class should reflect real life activities. Then students will be ready for the professional life.

Practicality

Practicality is a term associated ‘logistical, down-to-earth, administrative issues involved in making, giving, and scoring an assessment instrument’ (Brown, 2010) [7]. These include “costs, the amount of time it takes to construct and to administer, ease of scoring, and ease of interpreting/reporting the results” (Mousavi, 2009, p. 518). In case the assessment does not follow such criteria, then it is considered as impractical test. For instance, if the test takes too much time to administer, it is not practical. Alternatively, when the test administration involves too many examiners or invigilators, then again, this test is impractical.

Washback

Hughes’s (2003) and Green’s (2013) [8] definitions of washback are almost identical. They believe that washback is the “effect of testing on teaching and learning”. In other words, while preparing for the test, students should be able to achieve the learning outcomes and learn a lot while preparing for the test. However, an interesting point has been raised by Messick (1996) who argues “a poor test may be associated with positive

effects and a good test with negative effects because of other things that are done or not done in the educational system" (p. 242) [9].

Conclusion

The awareness and practical knowledge of assessment principles are one of the crucially important matters for teachers to develop as a properly set assessment task generates a lot of learning. That is why teachers should be assessment literate and help their learners by correctly assessing them and organizing activities that could result in positive washback.

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THE ROLE OF STANDARDS FOR TEACHER COMPETENCE IN EDUCATIONAL ASSESSMENT

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Annotation: The following article is devoted to the importance of implementation of foreign experience on teachers' assessment literacy competence in Uzbekistan. As the assessment of the educational progress is the vital part of learning, the gaps in the level of assessment literacy of teachers needs to be researched. The international experience on implications for language teachers were studied and some findings were presented in the following article. The main concept is that the standards

for teachers competence in educational assessment frames the core of the level of teachers assessment literacy competence. Thus, implementing the same concept in Uzbekistan and developing the standards for teachers was recommended as the final solution.

Keywords: assessment, student, standard, teachers' assessment literacy.

Assessment is the foundation of an effective learning process. Teacher starts and ends the learning process through assessment. Through previous knowledge questions and discussion teachers motivates students, during the instruction formative assessment not only remain the learners active but also make the learning process effective and assessment at the ends determine that what has been learnt [2;5]. Assessing student knowledge is one of the most crucial responsibilities of classroom teachers. Many teachers do not feel adequately prepared for this task.

During the years of my professional development I have observed learners in my own classes and some of my colleagues' and noticed that learners are frustrated, nervous, bored or unmotivated during the examination. However, the main aim of the assessment is not to frighten students, but to see their achievements. Some learners are afraid of taking tests, and for some teachers it is a hard job to design them. Given that teachers begin using a new content, why not to start applying new assessment, because the aim of assessment is to see progressing evolution, and each educational stage gives a lot of possibilities to evaluate students' understanding and progress.

Thanks to the Presidential decree aimed at producing highly educated young generation, with a broad outlook, a new system of education was established in Uzbekistan. The main objective of the system is – to improve the quality, accessibility, efficiency and strengthening the practical approach to education

Teachers often believe that they need assistance in applying assessment principles, techniques and concepts, as well as making test statistics and providing feedback on assessment-related decisions [4;19-28]. To achieve this goal the mechanism/standard must be put in place to make healthy assessment possible. Creating those mechanisms/standards will require educators to see the assessment through new

eyes. During the research carried out on investigating the experience of international arena, the author have found out that most developed countries do implement the standard for teacher assessment competence. Hence, it is a guide for teacher/professors on assessment related decisions. Even though, the definition and the structure of those standards are some different, but the context and the mission is the same. Being impressed with such system, the author aimed to study the national standard. As the result, there was found that “State Educational Standard of Continuous Education of Uzbekistan” does not include the standard of educational assessment for teachers. The study showed that there are some gaps in training teachers’ assessment literacy.

There were standards created to cover assessment competences required by teachers in classroom (see table 1). In recognizing the crucial need to realize classroom assessment, some standards focus on classroom-based competencies. Since, teachers’ development in education and policy decisions beyond the classroom, other standards address assessment competencies underlying teacher participation in decisions related to assessment at the school, district, state, and national levels [7;49-61].

Table 1.

Standards developed to cover assessment competences

Country	Standard definition
Australia 2014 updated 2018	Assess, provide feedback and report on student learning
Canada 1993	Principles for Fair Student Assessment Practices for Education in Canada
New Zealand 2017	Professional knowledge - Standard 2 Graduating Teachers know about learners and how they learn Professional practice Standard 5: Graduating Teachers use evidence to promote learning
Scotland 2011	Pupil assessment
UK 2011 updated 2012	Make accurate and productive use of assessment
USA 2013 updated 2017 Wales 2017	InTASC Standard Assessment. Definition of AL Monitoring and assessment

The standards are intended to be implemented in several roles, as [7;49-61]:

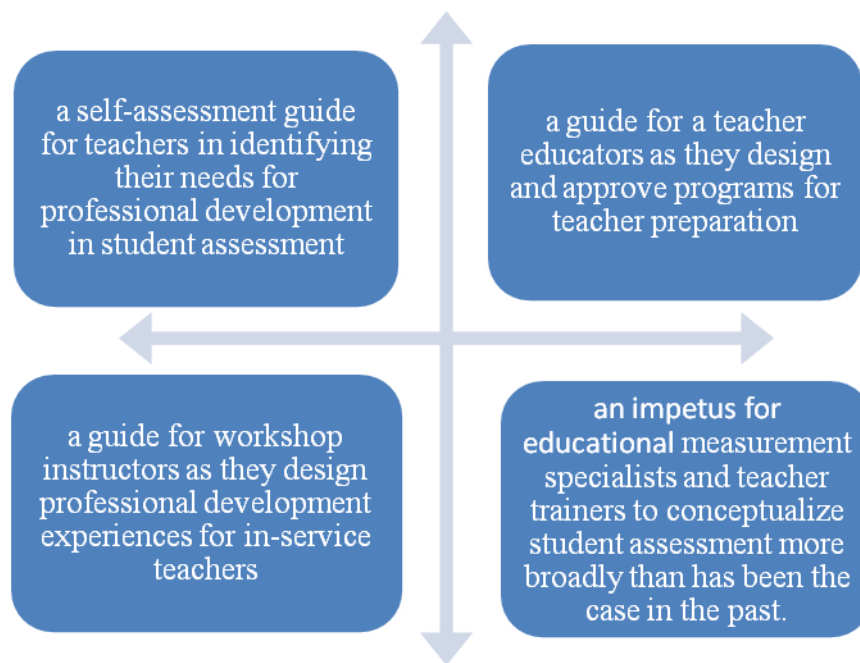
a guide for teacher educators as they design and approve programs for teacher preparation;

a self assessment guide for teachers in identifying their needs for professional development student assessment;

a guide for workshop instructors as they design professional development experiences for in-service teachers;

an impetus for educational measurement specialists and teacher trainers to conceptualize student assessment and teacher training in student assessment more broadly than has been the case in the past.

By establishing standards for teacher competence in student assessment, the four involved association subscribe to the view that student assessment is an essential part of teaching and that good teaching cannot exist without good student assessment [3;20-24]. The standards are intended for use as the following (see picture 1.):



Picture 1. Principles for using standards

The use of standards is a call on teachers to demonstrate skills in selecting, developing, applying, using, communicating and evaluating student assessment information and student assessment practices [5;120]. The standards represent a

conceptual framework or scaffolding from which specific skills can be derived to make these standards operational will be needed even after they have been published. It is also expected that experience in the application of these standards should lead to their improvement and further development [6;29-38].

To sum up, by establishing standard for teacher competence in student assessment it is important to remember that student assessment is an essential part of teaching and that good teaching cannot exist without good student assessment. Training to develop the competencies covered in the standard should be an integral part of pre-service preparation. Also, such assessment trainings should be widely available to practicing teachers through staff development programs.

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PROBLEMS AND SOLUTIONS OF DISTANCE LEARNING

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Annotation. The problems and solutions of distance learning during the COVID-19 period in Uzbekistan are analyzed in the article. The author of the article makes an attempt to discuss the existing definitions given to distance learning and given his own

one. The existing problems during the distance learning and their possible solutions are also discussed in the article.

Key words: distance learning, information sphere, higher education, full time education, part time education, correspondence learning, interactive television, telecommunications networks, electronic textbook technologies.

Currently, a fairly large number of problems related to teaching in higher education which has been formed especially during the COVID-19 period. And these problems are an integral part of the teaching process and life at a university as a whole. The correct formulation of the decision direction determines the development of any educational institution. The task of any teacher is to convey the necessary knowledge to students in the best possible way, to make sure that they are assimilated in the best comfortable way, as well as not forgetting about the education of worthy members of society, instilling a unique culture of values and civic understanding. In our difficult time of updating and accelerated rates of material assimilation, one of the main problems of education is its correct and timely modernization. It should include not only all the basics of fundamental education, but also have a system of fast, timely updating of information and ways to deliver knowledge to the student.

One of the ways to solve this difficult situation is the use of a distance education system. Education with the use of elements of this system can become a form of education of the modern present and future. The relevance of the distance education system lies in the fact that the progress of society as a whole has moved from the sphere of technology to the information sphere. The information sphere is a conglomerate of basic knowledge and innovative information, constantly updated and changing. It should also be borne in mind that professional knowledge is becoming obsolete. They need to be constantly updated. Distance education, taking into account the peculiarities and problems of higher education, can provide an opportunity for continuous learning and information exchange without losing relevance and novelty. At the same time, a significant advantage of this system is that knowledge and information can be obtained almost without loss of real time and regardless of the real location. It is distance

education that can adequately and flexibly respond to any changes and requirements of the environment and make the necessary changes and additions. Taking into account the solution of all the problems of distance education, this education system can become the most effective form of education both in combination with basic education, and as an independent unit.

To our mind, the main problems of distance education in Uzbekistan are the following:

- the regulatory framework is not fully developed, in fact, there are only separate documents indicating the existence and operation of this system;
- distance education refers to any education other than full-time education;
- the educational and pedagogical aspects of this system recede into the background before the commercial component of this issue;
- the professional competence and readiness of teaching staff to distance education.

Taking into account the subject matter of the problems raised, it is necessary to understand and establish clear definitions of the distance education system, to identify clear facets of its theoretical base, to evaluate the possibilities of providing a knowledge system for different levels of education. Comparing different sources of information, we can give the following general definition of distance education.

Distance education is the newest and most modern model of education, which differs in its specifics from other forms of education. Distance education involves the use of methods, tools, and forms of learning that are different from other forms of education. It is also necessary to take into account the forms of communication of students with the teaching staff and with each other, as an element of the self-learning system. At the same time, distance education should consist of the same components as traditional forms of education. This means that there should be the main goal of training, established by the social order for this form of training; the subject content, established by the current training programs; organizational methods and forms of work; means of training. The latter components are determined by the components of

the technological basis: telecommunications, computer technology, case technology, and similar technical elements.

From the above, we can distinguish the following. Distance learning is part of the overall education system, while assuming the possibility of continuous learning and self-development. It is also necessary to take into account that there is a difference in the perception of distance learning as a system and as a process. Distance education as a system assumes the presence of a complex of structures that, being in interaction, ensure the integrity of the learning process and the profile content of the subjects of study. Distance education as a process should ensure the continuity of learning from a technical point of view, using the innovative components of modern science and technology as support.

Analyzing all forms of education, we conclude that there is a stage of pedagogical design of the direction of education, including all the main components, such as technologies, methods, forms of education. This also applies to distance education. The tasks of this stage can be distinguished by the creation of a theoretical and practical subject-professional base. But the bias should be in the electronic-technical component of the issue, namely, the creation of electronic textbooks, virtual laboratories, technically modern methods of monitoring current and foreign academic performance [1, p. 41].

Distance learning in any discipline is determined by careful, detailed planning and organization of this process, self-organization of the student, setting clear goals and objectives. It is also necessary to include the provision of educational materials as a necessary interactivity and interaction between students and the teaching staff, not excluding group training.

The presence of productive and reliable feedback allows students to receive information about their training in this field of knowledge. It is also necessary to take into account such an important focus of distance education as motivation. To increase its level, there are different techniques and tools. The variability of different methods

and tools, as well as technologies and technical means, should be used in the development of distance education disciplines [2, p.325].

Analyzing the information on distance education, it can be noted that the most progressive and promising are the following training options:

- a process based on interactive television;
- training with the use of telecommunications networks of various coverage;
- application of electronic textbook technologies using the Internet.

Currently, there is no unambiguous definition of interactive television (IPTV) and a complete, unified description of the services that this system can provide to its users. One of the reasons for this is the commercial approach to providing specific adapted technical solutions that are not necessary or objective. The closest definition of interactive television is the following-a digital television technology transmitted over the IP protocol. This is a completely new technology of television, its new generation. The equipment used in the application of this technology includes modern computers that meet the system requirements; TV set-top boxes specialized for this system; media players; telesystems with Smart TV technology; mobile devices [4, p. 15]. The advantage of teaching using such technology can also be attributed to the possibility of direct visual communication with the audience, which is located at a sufficient distance from the teacher. The disadvantage in this case is that it can be called a translation of any traditional lesson (even with the use of any innovative educational technologies).

Considering the next option for building distance learning, we approach the use of the most common telecommunications technology in the form of mail, teleconferencing, information resources of regional networks and the Internet. These technologies are quite advanced and are inexpensive. If you organize a training system based on these technologies, it is also necessary to use the latest means of telecommunications, as this improves the quality of this education as a whole [3, p.124].

The third method assumes the use of CDs or their analogues as a theoretical base, represented by electronic textbooks and basic presentations. The didactic possibilities of

such a presentation of the material are enormous for all forms of education and self-education, both as a basis for theoretical knowledge and as a form of filling in gaps. At the same time, the electronic textbook has all the modern technical qualities necessary for modern improvement of knowledge and skills, such as greater information content, interactivity, multimedia. This makes it possible to optimize distance learning.

In general, the combination of all the considered options makes it possible to improve the quality of education in general, to increase the level of motivation for self-study and personal development.

Care should be taken in order not to confuse distance and correspondence learning. The correspondence form of education is essentially closer to the traditional forms of education, since it assumes constant contact with the teaching staff, with fellow students, the presence of all the elements of traditional education, but represented by special forms. Therefore, we can conclude that additional research on this issue, practical experiments and tests, research and implementation are required. Currently, these processes are not fully implemented and do not meet modern pedagogical requirements [5, p.96].

All this leads to an awareness of the importance of the above-described problems of distance learning. It is necessary to improve and expand the use of distance learning in the regions of Russia because of the great prospects of this form of education, the benefits that this system can bring to the development of an intellectual and highly professional society.

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DIGITAL GRADING SYSTEM IN MODERN EDUCATION

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Annotation: This article deals with the advantages of using digital technologies for grading students' knowledge in standard learning situations and its results in solving educational tasks.

Key words: formative assessment, computer technology, service, Plickers, Class Flow, feedback, portfolio.

Assessment is a way of monitoring a student's academic achievement. It is carried out by the teacher and involves a systematic review and assessment of the student's written work and oral responses. When assessing subject results, the main value is not in itself the development of the system of basic knowledge and the ability to reproduce them in standard learning situations, but the ability to use this knowledge in solving educational-cognitive and educational-practical tasks. In other words, the object of evaluating subject results is the actions performed by students with subject content.

Modern standards impose new requirements on the learning process; the main difference between the second generation standards is the focus on learning outcomes. In accordance with this knowledge, children need to be presented in the form of non-standard texts subject to further research, so that the student changes himself in the course of learning, acquires new knowledge, skills, abilities - which is the result of his educational activity.

Today, there are many opportunities that can help the teacher in planning and assessing his work. They allow teachers instantly to receive feedback from students and tailor your work according to the individual needs of students. And the variety of platforms and applications, the names of which are increasingly found in European education, meet many of the requirements of teachers. Previously, the main function of assessment was to determine the level of assimilation of acquired knowledge by the

student. Within the new paradigm of educational standards, the purpose of assessment is to stimulate learning. Consequently, the teacher is faced with the task of finding such a form of assessing achievements that would contribute to an increase in learning motivation, individualization of the learning process and develop independence in learning. For this, the concept of formative assessment is used, which means assessment in the learning process, as well as the analysis of knowledge, skills, values, assessment and student behavior; a teacher-student feedback is established. Formative assessment helps each teacher to get information about how much and how well his students are learning. Educators can use the feedback they receive to reorient teaching so that children learn more actively and more effectively. Its purpose is to track progress, diagnose and adjust the learning process. When it is included in their lessons, the teacher will be able to see what part of the material has already been mastered, and with which there are still difficulties, and the students themselves will be able to see their progress and what still needs to be worked on. It turns out that the analysis of the lesson more and more should acquire a diagnostic character, that is, be structured in such a way as not only to reveal the fact of mismatch (if any) between the program requirements for the level of training of schoolchildren and the actual state of affairs, but also to establish, if possible reasons for showing up gaps. Forms of assessment with the use of electronic resources help to cope with such requirements, which allow storing the obtained data and building analytics on them. We'd like to look at a few of them, namely Quizzes, Plickers and Class flow.

Quizzes Service is one of the most common surveys and quiz creation services that teachers effectively use to assess the quality of lesson effectiveness. Teacher creates a test (as a rule, these are tasks with multiple choice) on the desired material on his computer, and the students answer these questions from their devices (phone, tablet, computer). In order to get started, students need to go to the site and join the survey by entering the code specified by the teacher. All students have access to the test with the same set of questions, but the sequence of these tasks may vary. The undoubted

advantage of this service is the ability to work with test questions at your own pace, as well as the fact that only he himself sees the student's answers on the screen of his carrier. For correct answers, the student is awarded points. The teacher also has the right to see the process and the result of the individual work of each student in the same way as the work of the whole class. The feature that allows you to see the mistakes made by students is very important. It allows the teacher to focus on problem areas and work through them.

Plickers is one of the most convenient tools for lightning fast feedback. All the students need to show the card with the QR code correctly and the teacher to scan the codes using his phone. Before starting work, the teacher must register on the website and download the application to his mobile phone. Create classes and tests (multiple choice questions) on the site, print cards with QR codes. Next, the teacher assigns the required test to the class and distributes numbered cards; the card number corresponds to the student's number in the class list. When a question appears on the screen, the students lift the card with the right side (A, B, C, D) up, and the teacher scans the cards with the camera of his phone, on the screen of which the students' answers are shown: green - correct, red - wrong. The teacher can show the correct answer by pressing the button on his phone. The results are saved to the database and are available on website and phone for instant analysis. After scanning, the teacher sees complete statistics for each student, which allows him to correctly design the next lesson. The service allows you to print test data by grade, indicating the percentage for the test of each student.

Class Flow Service is a unique multifunctional cloud service that combines several functions: an interactive whiteboard, an interactive lesson designer, a designer of tests, surveys, didactic games and a digital student portfolio, where the teacher notes the individual achievements of each child, stimulating the achievement of positive results. This service provides feedback to the class for both testing and collaborative activities during lessons. The teacher quickly receives the results of students completing any educational tasks, students can see on the interactive board their joint projects

completed in the lesson. This service makes it possible to complete tasks at your own individual pace. We start by creating an account and classes on the platform, after which the teacher has the opportunity to track student activity on the platform. The class code must be distributed to students so that they can complete any teacher's assignments, including individual ones. Having the results of the reflection of the previous lesson, the teacher can design a new one, making individual assignments for students. To organize an instant survey in the lesson, the teacher has several tools: text, choice of answer, number, and yes-no, fixation on the scale of his answer. For reflection on the lesson, you can get acquainted with the opinion of the students; the results of this survey can be presented in the form of a diagram. Conclusions As you can see, the use of modern digital technologies is possible at different stages of the lesson, namely: updating knowledge, explaining new material, primary consolidation of knowledge, generalization, systematization and control of knowledge, and is also a necessary condition for assessing the effectiveness of a modern lesson. The use of information and computer technologies opens up new opportunities for the teacher in teaching his subject, and gives students the opportunity to participate in the creation of elements of the lesson, which activates cognitive activity, develops the creative abilities of students, and contributes to the improvement of practical skills and abilities. Digital technologies of formative assessment allow the teacher to assess the current state of learning and identify ways for the further development of the student, since the goal of formative assessment is the child's personal progress in learning.

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METHODS OF CORRECTING FREQUENTLY USED SPEECH ERRORS IN EFL CLASSES

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Annotation: The intention of the research is investigating the effects of error correction. The correction method cannot be ideal and unique for all kinds of learners since what can seem appropriate for one student can be discouraging for another. Perhaps the best way of correcting speaking activities appropriately and productively is to explore students' feelings and beliefs about it how and when they like to be corrected. The research includes a literature review where the researches on speaking teaching methods and ways are discussed. The article includes the methods of correcting frequently used speech errors in EFL classes.

Keywords: error correction, speaking activities, teaching methods, activities, pronunciation.

The native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.

Learner's errors give signals of an underlying system at work. Errors are, in fact, windows to a learner's internalized understanding of the second language, and therefore they give teachers something observable to react on. Errors of the native language interference may be repaired by acquainting the learner with the native language cause of the error.

An 'error' is a deviation from accuracy or correctness. A 'mistake' is an error caused by a fault: the fault being misjudgment, carelessness, or forgetfulness.

An individual language_user's deviations from standard language norms in grammar, pronunciation and orthography are sometimes referred to as errors. However, in light of the role of language usage in everyday social class distinctions, many feel that linguistics should restrain itself from such prescriptivism judgments__to avoid reinforcing dominant class value claims about what linguistic forms should and should

not be used. One may distinguish various kinds of linguistic errors – some, such as aphasia or speech disorders, where the user is unable to say what they intend to, are generally considered errors, while cases where natural, intended speech is non-standard (as in vernacular dialects), are considered legitimate speech in scholarly linguistics, but might be considered errors in contexts.

In linguistics, it is considered important to distinguish errors from mistakes. A distinction is always made between errors and mistakes where the former is defined as resulting from a learner's lack of proper grammatical knowledge, whilst the latter as a failure to utilize a known system correctly. [16]

On the other hand, errors are systematic in that they occur repeatedly and are not recognizable by the learner. They are a part of the learner's interlanguage, and the learner does not generally consider them as errors. They are *errors* only from the perspective of teachers and others who are aware that the learner has deviated from a grammatical norm. That is, mistakes can be self-corrected with or without being pointed out to the speaker but systematic errors cannot be self-corrected.

Words missing is one of the most common error that the students make. Out of these errors, the most common one is article omissions and they occur almost exclusively with the article ‘the’. The least common is failing to put in a word, usually ‘that’. From this information one could assume that the students usually used to omit words. This is either because of the fact that the students do not know it is needed or because of a temporary mistake in performance.

Word order error is defined as such when the sentence is well structured if two words next to each other switch places. Sometimes a direct translation works and sometimes it does not; from this comes also the fact that switching places of two words can make an important difference. This makes it difficult to define it as an error or mistake [3].

Spelling errors This topic is unique for the younger students as all the older students have written their papers using word processors. Thus they make a very limited

number of spelling mistakes. The data from the younger students are all handwritten and then copied which makes this analysis possible. For it to be defined as a spelling error and not a spelling mistake, the student has to show that they have trouble spelling this particular word; this was easily definable as most students wrote sentences by reusing most of the words from the previous sentences.

Grammatical errors. Large percentage of errors are defined as grammatical, and the two errors that occurs the most are errors in apostrophe use and using the wrong personal pronoun. In the letters, the omitted apostrophe is taken as a grammatical error; while the personal pronoun error is much more uncommon and only occurs in a few instances it is still one of the most common errors made; an example of this is using “she” instead of “her”. The errors are due to the fact that the apostrophes are not articulated clearly when speaking and thus the students write the way they speak and miss the apostrophes. According to their teacher, most classes focus on the spoken word and not the written at this level, which affects their writing in that they write according to the pronunciation when they do not know how to spell the word.

Morpheme errors as with the younger students, the older students also make mistakes when they fail to add affixes or other morphemes to words. This type of error is widespread among the major students. Students make several varying morpheme errors: they miss a necessary morpheme; they fail at adding the correct morpheme or they fail at adding any morpheme to the base 19 word even if it is needed.

Teacher can correct them later in the same class (with a game like a grammar auction or just eliciting corrections from the class) or in a future class (for example writing error dictation pairwork worksheets or using the same techniques as can be used in the same class). Instructor should make sure that s/he give positive reinforcement as well, e.g. “Someone said this sentence, and that is really good” or “Here are some things that people said in the last activity”, “I heard several people say this one” “Can anyone correct this sentence? It has one missing word/ one-word missing/ You need to add one word” “The words are in the wrong order/ You need to change the words

around/ change the word order/mix the words up”, “This is a typical mistake for ...”, “Don’t worry, even native speakers make this mistake sometimes/ every nationality makes this mistake”, “This mistake is something we studied last week” and etc.
[11]

Speaking about error correction, we can’t ignore the non-verbal means of communication, since they are also part of oral speech. In addition, mimics and gestures carry a huge amount of information in communication

For example, *facial expression*. Someone raises an eyebrow, tilts head to one side or give a slight frown. Most people will do this naturally, but there is a slight chance a teacher’s expression will be too critical or too subtle for students to pick up on, and one can (amusingly) practice facial expressions in a teaching workshop by participants communicating certain typical classroom messages (“move over there to work with this person”, “work in pairs” etc.) using just their heads and faces, including feedback on spoken errors.

Body language. The problems with using body language to show errors could also be that it is taken as very serious criticism or that it is too vague. Possibilities include using one’s hands (rolling a hand from side to side to mean “so-so attempt”; making a circle by moving index finger to mean “one more time”; or a cross with fingers, open palms or even forearms to show a very clear “no” or “wrong”- probably only suitable for a team game where the responsibility is shared), head (tilted to one side to mean “I’m not sure that sounds correct”), or shoulders (hunched to reinforce “I don’t understand what you are saying”). Again, practising this in a teaching workshop can be useful, as can eliciting other body language teachers could have used after an observation.

Point at the correct language. If we have something on the correct form easily accessible on the whiteboard, in the textbook or on a poster, just pointing at it can be a subtle but clear way of prompting students to use the correct language. What you point at could be the name of the tense or word form they are supposed to be using, a verb

forms table or the actual correct verb form, a grammatical explanation, or another grammatical hint such as “future”, “prediction” or “polite”. For instance, “Have a look at your books/ the board” or “The correct version is somewhere in this chart/ poster/ table”, “You copied this down earlier. Have a look in your notebooks”.

Repeat what they said. This can mean repeating the whole sentence, one section of it including the wrong part, the sentence up to the wrong part, the sentence with the wrong part missed out (with maybe a humming noise to show the gap that should be filled) or just the wrong part. Teacher can illustrate that s/he is showing them an error and give some hint as to which bit is wrong by using a questioning tone (for everything you say or just for the wrong part). This method is overused by some teachers. For e.g. “The women BUYED the dress?”, “The women BUYED?” “BUYED?”

Just say the right version. The students can then repeat the correct version or tell you what the difference between the two sentences was and why their version was wrong. Because the students don’t do much of the work in this way of being corrected, it might not be as good a way of remembering the correction as methods where teacher gives subtler clues. It can also be more face-saving than asking them for self-correction, as trying to correct themselves risks making even more mistakes. The “right version” could mean the whole sentence or just the correction of the part that was wrong. In the latter case, you can then ask them to put it into the sentence in the right place and repeat the whole thing: “I understand what you are saying, but you need to say...”, “We studied that materials at previous class. “Daily” has a different meaning to “day”, so you need to say...?” or “The past form of the verb “read” is pronounced /red/. So your sentence should be...?” [15].

Tell the students how many mistakes they did. This method is only really suitable for controlled speaking practice, but can be a very simple way of giving feedback in that situation. Examples include “Most of the comparatives were right, but you made two mistakes” and “Three words are in the wrong position in the sentence/ are mixed up”. Teacher should make sure that s/he uses this method when students can remember

what teacher referring to without too much prompting. As “Very good, but you made just one mistake with the passive” (For a tongue twister) “Good attempt/ Getting better, but in two places you said /u:/ where it should have been /u/. Can you guess which words?”

To use grammatical terminology to identify the mistake. For example, “Botir, you used the wrong tense”, “Not the Future Simple”, “You need an adverb, not a verb” or “Can change that into the past/future tense?” This method is perhaps overused, and teacher need to be sure that the grammatical terminology isn’t just going to confuse the students more. “Because that is the present perfect, you need to add the auxiliary (verb) ‘has/have’” or “Say the same sentence, but with the superlative form” and etc.

Give the rule. For example, “‘Ago’ usually takes the Past Simple” or “One syllable adjectives make the comparative with –er, not more + adjective” This works best if they already know the rule, and teacher at least need to make sure that they will quickly understand what s/he is saying.

Give a number of points. This is probably best saved for part of a game, especially one where students work together, but teacher can give each response a number of points out of. The same or other teams can then make another attempt at saying the same thing to see if they can get more points. If teacher doesn’t want students to focus on accuracy too much, s/he should tell them that the points will also give them credit for good pronunciation, fluency, politeness, persuasiveness and/ or originality of ideas. “Very good fluency and very interesting, but a few basic mistakes, so I’ll give your team a score of ... Practice your script in your team again for 5 minutes and we’ll try it one more time” or “You got all the articles right this time, so I’ll give you 9 out of 10”

To ask partners to spot errors. This is a fairly well-known way of giving feedback in speaking tasks, but it can be a minefield if the person giving feedback has no confidence in their ability to do so or in how well the feedback (i.e. criticism) will be taken, and even more so if the person receiving the feedback will in fact react badly.

This method is easier to do and easier to take when they have been told specifically which language to use while speaking and so to look out for when listening, usually meaning controlled speaking practice tasks. The feedback can be made even simpler to give and collect and more neutral with some careful planning, e.g. asking them count how many times their partner uses the target form as well as or instead of looking for when it used incorrectly.

Try again! Sometimes, students don't need much help at all but just a chance to do it again. This is likely to be true if teacher has trained them well in spotting their own errors, if there was some other kind of mental load such as a puzzle to solve that was distracting them from the language, or if they have had a chance to hear someone else doing the same speaking task in the class or on a recording. Teacher may use the phrase: "One more time (but think about the grammar more this time/ but concentrating on making less mistakes instead of speaking quickly)" or "Give it another go".

The main purpose of writing current article is to prove the importance of teaching speaking with the help of modern methods including gaming and activities to different age groups.

Concluding our ideas, I would like to say that teachers should not be afraid of using activities and games written above in their EFL classes, because these techniques are very effective if they are prepared well. In addition, I would like to mention that majority of learners love to play, as activities bring them relaxation, fun and help to remember words easier [1].

Furthermore, these error correction techniques and activities create friendly competition and motivate learners to be involved in the learning process and participate actively. Finally, implementation of these innovative methods brings an efficient language practice in the real context, hence, increasing learners' usage of English in an interactive, communicative way.

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STUDENTS' COMPETENCE AND DIFFICULTIES IN ESP CLASSES

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Keywords: design teaching materials, oriented learning environment, professional goals, elaborating the area of language work.

ESP is designed with the specific needs of students in mind. Upon completion of the ESP courses, students must demonstrate adequate language skills in specific situations. However, in many cases, the performance of ESP students was considered unacceptable or poor (Bacha & Bahous, 2008; Chia et al, 1999; Jasso-Aguilar, 1999;

Wang, 2004). Students' general English proficiency is generally considered to be an indicator of success or failure in learning English (Shi, Corcos, & Storey, 2001; Tsao, Wei, & Fang, 2008). Some teachers attributed the low ESP to poor English proficiency. They argued that the students' English proficiency is not sufficient to take ESP courses, making ESP courses ineffective.

By contrast, the students often declare themselves to be suffering from learning difficulties, which makes them perform badly in an English class. Some researchers also announced that students suffer from learning difficulties relating to the content of ESP (Gatehouse, 2001), the instruction of ESP (Bacha & Bahous, 2008; Leki & Carson, 1994), and the tasks engaged in the ESP courses (Ferris & Tagg, 1996a/b). The students have difficulties participating in class discussion, asking and responding to questions, and general listening comprehension. Learners have difficulty coping with ESP courses because of weak English skills (Jackson, 2004). The weakest language skills are reported more often in the previous studies, such as inadequate vocabulary (Tsao, et al, 2008); and grammar (Chang, 2000).

ESP content is also seen as one of the factors influencing ESP learning; the level of difficulty of the content should be accessible and acceptable to the learners since most learners lack general English skills (Basturkmen, 1998; Chang, 2004; Huang, 1997; Huang, 2001; Jackson, 2004; Tsao, et al. 2008; Wang. 2004). In addition, ESP classroom exercises should be applied based on learning objectives and should be meaningful in relation to the specific purpose of their subject area (Flowerdew & Peacock, 2001).

Uzbekistan is located in Central Asia and, like any other country, is concerned about “globalization”. For this reason, the Ministry of Higher Education and Scientific Research has tried to propose adequate programs and systems that will serve this frankness to the outside world. Education reform at the Higher education level is predetermined in such a way that the educational system and scientific research go hand

in hand with international ones. Consequently, this reform is an illustration of how the authorities are trying to apply the systems used in most developed countries to Uzbekistan.

The LMD system consists of a license with 6 semesters (three years of study with the equivalent of a Bachelor's Degree) and a Master's degree with two years (4 semesters) and a Doctoral degree with three years of research work (6 semesters) upon completion of which the student must write a dissertation. The system is based on so-called "fundamental units" that students must collect by the end of each semester. In addition, there is a new element - the "Credits" system, meaning that if students do not receive the credits they need, they can move on to the next semester with modules that remain overdue.

In the Faculty of Chemistry, the English module is officially involved in the program. Two or three examinations plus a tutorial mark are given at the end of each semester during the year to evaluate the students who are expected to have obtained some basic rules in English, the appropriate terminology used in Chemistry as well as the capability to read and use general and specialized materials. The substance of the exam includes a complete scientific text or gap filling activities to assess their level in English. Some questions about the text, and scientific terms are also included. An important part of the exam is also dedicated to translation. The content of the tutorial is also elaborated as important step to estimate the learners' ability in reading and writing skills. It consists of reading an article in their sphere of research and to translate it from English into Russian and Uzbek.

The participants in this study are 25 first-year Bachelor's students from the Faculty of Chemistry, and two teachers; one is a language specialist from the department of English and one subject specialists from the department of Chemistry. These first-year Bachelor's students have been registered in their academic programs during the first semester of the 2020-2021 academic year since it is the semester in

which the English courses are scheduled. They are studying in a specific field of research which is “Methods of teaching Chemistry”.

The 23 paragraphs in this research move around one key question which was “What most important skills from each of the four language skills do they suppose important in these English courses?” The frequency data represent that these chemist informants received all the chapters for Listening, Speaking, Reading and Writing to be significant in their first- year Bachelor’s English courses. The results are showed by average to very high percentages of students’ responses of those 23 chapters (50%). As can be resulted from Table 2.D-4 through 2.D-7, five sections these informants most likely measured less necessary to focus on in their English courses. These five chapters are Chapter 1 of Reading Skills (50%), Chapter 2 of Writing Skills (40%), Chapter 3 of Speaking Skills (45%) respectively and Chapter 4 of Listening Skills (42.5%) as shown in Tables 1.D- to 2.D-, accordingly. These chapters are Reading textbooks, writing e-mails, speaking to foreign visitors, small talk and following lectures.

Responses to the First Two Levels of Importance			
Reading Skill	Item No	Count	Percentage
Reading text on Chemistry	4	29	.50%
Reading specialized articles	2	28	70%
Reading instructions for laboratory	5	25	50%
Reading course handouts	3	23	57%
Reading study notes	6	21	52%
Reading textbooks	1	20	50%

Table 2.D: Rank Order of Six Chapters of Reading Skills

With respect to the frequency data of the students' answers to those 23 chapters of Language Skills, the results show that if chapters 1, 13, 18, 19, and 20 as mentioned earlier are less considered, the other chapters of the four main skills of Language Skills were received to be strongly important with very high percentages of student's responses: Reading Skills (52.5% to 72.5%), Writing Skills (52.5% to 70%), Speaking Skills (55% to 75%), and Listening Skills (52.5% to 67.5%).

Responses to the First Two Levels of Importance			
Writing Skills	Item No	Count	Percentage
Writing a report	11	22	40%
Taking notes in class	7	25	50%
Writing small texts	12	23	50%
Translation	9	25	62%
Summarizing	10	23	57.50%
Writing texts/ exams answers	8	25	52.5%
Writing e-mails	13	14	30%

Table 2.D: Rank Order of Seven Paragraphs of Writing Skills

It should be noted that the first-year Bachelor's students of Methods of teaching Chemistry at the University of Samarkand perceived their English-language needs for all these four main skills of Language Skills to be almost equally important.

Responses to the First Two Levels of Importance			
Speaking Skills	Item No	Count	Percentage
Participating in conferences (online)	14	30	65%
Giving spoken presentations	15	27	50%
Asking questions in class	16	26	65%

Speaking to English foreign students	17	22	55%
Speaking to English foreign visitors	18	18	25%
Short talks	19	16	30%

Table 2.D-6: Rank Order of Six Items of Speaking Skills

Responses to the First Two Levels of Importance			
Listening Skills	Item No	Count	Percentage
Listening to teacher talk	23	27	50%
Following oral questions/answers	21	22	55%
Listening to spoken presentations	22	21	50%
Following lectures	20	17	32.%

Demographic changeable and students' English language competence

The review began with a description of the teaching/learning situation. Sample population – Bachelor's students in the field of Methods of teaching Chemistry at the Faculty of Chemistry. Students age from 18 to 22 years old; 15% of the sample students belong to the LMD system, while 25% belong to the classical one. Most of the informants are female. All of this allows us to conclude that our students are experts in their field (see Table 2.A-5) and that if they have been studying to university, most of them would not study English due to the lack of language teachers. as one or two faculty members are not enough to work with a large number of students in various fields. These expectations confirm, at the same time, that although levels of language

ability varied, most students had a pre-intermediate level of English proficiency before and after entering university (see Table 2.A-3).

Regarding the students' level of capability English language which is usually considered as the indicator of success or failure of English learning in prior studies. Among the important findings of the present study, both teachers and students perceived the students' overall English ability to be unequal, measured as a critical factor in their poor results in ESP learning. As supposed, many students perceived their level in reading, writing, and listening as pre-intermediate while, more than half of the respondents were the least able in the speaking skill in spite of their needs to improve their basic English language skills; and this was due to the lack of time and practice during the lectures; another reason behind such poor level in speaking was their weak English background in oral production at the middle and secondary schools. It can be concluded, that ESP students comprehended their weaknesses in English mainly in listening and speaking and most of them presented a high degree of understanding (see table A-6) to improve their English language skills to take better learning outcomes than in their present ESP learning situation.

Students' perceived English language needs, wants and lacks

Moreover, to students' English competence, most students commented that ESP is important and helpful not just for their academic studies but also for their future careers. The findings of this section (part B) showed that there are some English language sub-skills that the students have to manager in order to function effectively in the object situation. Both teachers and students (see Graph 2.4) specify that the main reasons for studying English as an instant need are:

- To understand lectures on chemistry in English
- To read and translate scientific articles
- To take part in oral discussion

This was obvious from the results of the data collected which performed the importance of English language skills and their classification according to students' needs (see Graph 2.6). Interestingly enough, all the language abilities have been deliberated by both subjects and teachers to be important to obtain despite of being used regularly or not. However, there was an agreement between students in perceiving reading and listening to be number one in terms of needs more than writing elaborated as the most important for students' main studies, and most included during ESP classes. On opposite, the speaking ability is taken as a key skill which would benefit the students' future professional careers. In terms of lacks in the English language, multiple choice questions explored the subjects' self-rating in Table 2.B-1, which is pointing of their general feeling that they did not have a sufficient level of English ability. The results showed that while the students perceived themselves as being at a medium level in reading, writing, vocabulary, and listening skills; they rated themselves to be weak in pronunciation, grammar, speaking and communication abilities. Compared to teachers' view about the students' deficiency, the findings indicated that speaking and writing were seen as the most difficult problems by the teachers. These learning difficulties mostly resulted from the lack of basic ability of English such as vocabulary and grammar. Another reason may be due to the absence of practice in the English language. In conclusion, the results of this part indicated the students' wants for preparation to develop their ability in the English language. Consistent with the self-ratings of them ability in performing the English language skills, the students exposed greater interest in receiving training in speaking, pronunciation and grammar more than writing and reading.

- *Students' awareness of the actual course content*

ESP is more problematic and sophisticated than its counterpart (EGP) in English education. In the present research, both teachers and students agreed that ESP courses has positive effects on students' professional careers and sphere of study, though there are possible problems with ESP course as well. In the present study, the teachers are

faced with several difficult situations, such as insufficient student language skills, unsatisfactory instruction hours and mixed level class. Contrariwise, students also were confronted with problems other than unsatisfactory English language skills, such as low achievement in ESP, the contradictory teaching materials and methodology since most of the lectures focused on terminology, glossology and translation, and from time to time on grammar and vocabulary on top of the absence of video-visual aids during the lectures. They also persisted on the great role of ESP trainers as a person who helps and guides them in learning to stimulate autonomous learning rather than as a teacher who controls everything in class.

As a conclusion, lack of interest and fall the quality and level of chapters' result in little improvement of the language; a stunning majority of students expressed their disagreement about the extremity of the sessions which proved the supposition that the present English courses are not improving the desired students' language proficiency to their desired level (see Table 2.C-3).

-Students' understanding of the English- language needs

Regarding the perceived English-language needs of the first-year Bachelor's Chemistry students at the Samarkand State University, the discoveries are related to four main areas: Language Structures, Rhetorical Categories, Language function and Language Skills in order to suggest an adequate course to reply to their needs. The results to the question "what language structures do these chemistry students suppose important for their study in these future English courses?" showed that specific glossologies are perceived as being most important by the participants since these are two lexical spheres regularly used in science English. They are specific vocabulary and sub-technical one, mentioning to those "common" words that appear with special meaning in specific fields. The students consider vocabulary essential for comprehension of scientific texts and in their sphere of specialization (terminology and scientific discourse) since it is one of the major sources of difficulties (see Table 2.B-1)

from which a Bachelor's student is likely come across when dealing with scientific English texts, regardless of his/her level of English capability.

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THE ROLE OF MULTIMEDIA TECHNOLOGIES IN ASSESSING THE KNOWLEDGE OF ENGLISH

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Abstract. This article discusses the possibilities of using multimedia technologies in English classes in primary school. The importance of combining innovative and traditional educational tools in order to assess the foreign language communicative competence of young learners is also touched upon.

Key words: multimedia technologies, teaching English, young learners, assessment, Foreign language communicative competence.

The peculiarities of the modern development of society determine an increased interest in the use of multimedia technologies as an important means of ICT in English classes in primary school. The creation of an artificial language environment for young learners using multimedia technologies is an important task for every English teacher.

The use of multimedia technologies stimulates the study of the material and carries the child into the familiar digital environment. An in-depth study of the English language takes place, the learner's personal qualities develop, thinking skills develop, and the possibilities of education, its variability and individualization increase as well. The combination of multimedia technologies and traditional educational tools in English classes in primary school is one of the important ways to solve the problem of modernizing the educational system of the Republic of Uzbekistan.

This trend includes the use of audio-visual and animation effects in the English language learning process [3]. The research by many scientists confirms the positive role of multimedia technologies in improving the effectiveness of teaching in English lessons.

English teachers can use multimedia to create more colorful, alive and stimulating language classes. It is necessary to mention the fact of existence of many techniques to implement in various forms to teaching situations that now threaten "to undermine the classroom completely as a place of study" [4].

Multimedia technologies can be used for different purposes: for teaching spoken English, to increase reading, listening or writing skills, for distance education. Without taking over the role of the teacher and without limiting the functions of traditional teaching methods multimedia technologies are designed to be effective in assessing knowledge of young learners. [3]

The introduction of multimedia teaching technologies into the practice of teaching English should be carried out on the basis of a number of principles. "The teaching principle" in modern pedagogical literature is understood as the initial positions, which together determine the requirements for the educational process as a whole and for its components - tasks, goals, methods, organizational forms. [2]

At the present stage of educational methods development, many similar principles are distinguished. However, all of them are directly interconnected with each other, forming a complex system aimed at achieving the set educational goals [2]. The

classification of educational multimedia technologies is based on the principle of organizing the educational process, based on the goals and type of learners' activity, which they perform when interacting with multimedia technologies.

By the nature of the interaction between the user and the multimedia resource, educational multimedia technologies used in schools of Uzbekistan are related to interactive resources.

By educational content, multimedia can be divided into types:

- type of obtaining information (Informational),
- type of practical training (Practical),
- type of control and assessment (Control).

Multimedia provides tremendous opportunities for testing the level of English language proficiency using audio-visual material, text, as well as the ability to record your own voice, check and correct the pronunciation. It is possible to use various test materials: substitutional, selective, true-false, template, creation and presentation of a collective work - a project, graph, etc.

The number of computer programs developed for testing learners' knowledge is large. We offer you six programs that are often used to organize knowledge testing. The selection criterion is not only the widespread use of programmes, but also the ability to customize the use of the mother tongue interface to interact with the test taker. The following programs were selected: MyTestXPro, x-TLS, INDIGO, Moodle, OpenTest and Let's test. [1]

As it is known, the language learning requires plenty of different resources to be used during the learning process. It is undoubtable a time-consuming way to learn a language. In this case, English Grammar Test app is perfect to use to raise the level of learners. The test is divided into two levels. Each level consists of 30 tests and 20 exercises. After completing the test, a learner can easily see which aspects of English grammar require more practice. The app explains why an answer is not correct and offers simple explanations for each question that help to understand why to use certain

answer instead of the other. To reach effectiveness in teaching English it is important to practice giving feedback. The use of applications can help learners with good and bad sides. Teaching is not about punishing because of mistakes but on helping and giving explanations.

There are a number of multimedia programmes and applications that provide the following types of assessment:

- correct use of letters, words, phrases;
- correct use of sentence structures;
- voice filling of dialogues.

Linguistic games (crosswords), assessing the knowledge of the learned material with the help of simulators, which are very popular and effective in elementary school.

The assignments are a multiple-choice test, where you need to choose the correct meaning of a word; insert the correct word into the context of a sentence; and match a word or description for illustrations.

As the research shows, plenty of teachers believe that the use of multimedia technology may give good performance in language teaching, and the use must be as much as possible. They believe multimedia technologies may help with creation of more real language environment, may motivate learners to participate in class, and may help teachers assess learners. The famous methodologists Young and Bush mention, that if a teacher doesn't possess clear sense of effective use of technologies, it can lead to neglect of the technology use in class, or superficial use of technology with ineffective instructional support or curricular connection [5]. And ultimately this leads to a loss of interest and motivation to learn the language.

Thus, for a teacher, the use of multimedia technologies provides an opportunity for continuous improvement of teaching materials, operational control over the educational process, and the introduction of new organizational forms of education.

The use of modern multimedia technologies is effective at all stages of teaching a foreign language and when working with students of different groups. This approach to

teaching allows not only to increase the motivation of students, but also provides an individual approach to each student. [6]

Multimedia promotes high-quality control of knowledge with the possibility of self-control, creation of test materials in a single database and analysis of the results obtained.

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PRACTICAL TIPS TO ASSESS LEARNERS' WRITINGS

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Annotation. This article discusses some useful practical tips for the teachers to assess writing. The author suggests three types of assessments: teacher, peer and self-assessments to put into practice. Moreover, the advantages of using effective assessment techniques: a reflective language journal and correction codes are given in the article.

Keywords: Formative assessment, peer assessment, self-assessment, a reflective language journal, correction codes, feedback.

Most research into the assessment of English as a second language (ESL) writing so far has been conducted in the context of higher-level writing, such as academic writing, and has typically focused on multi-level tasks which are developed

with the intention of eliciting a large variety of performances [1,p.6] There is, however, very little literature on task development in the context of “a level-specific approach, where one task targets one specific proficiency level” [2, p. 1).

Nevertheless, such an approach is necessary when trying to establish whether a test candidate has mastered a particular level of writing, as is the case in the Aptis Writing Test. In addition, as ESL learners are limited in what they can do with writing at the lower levels, test developers are naturally limited in what they can assess.

There's a real problem to assess the learner's writing and often the results are not welcomed by the learner. However, there are some useful strategies that can be taken into account:

- * Use clear descriptors to assess writing
- * Follow the learner's achievements and efforts
- * Use techniques that are helpful in learning and teaching writing
- * Discuss different approaches to clarify your learner's needs and preferences
- * Provide written or spoken feedback with some explanation to get rid of the mistakes of your learners
- * Show real example of candidate writing, examiner grades and comments

The assessment scale which includes the band scores and full comments to analyze the learner's strengths and weaknesses in writing can be a good guidance for the writing teachers. The content, communicative achievement, organization and language are the main points to use in the assessment template. While assessing according to these criteria, it is important to pay attention if the writer cover all task response or if the content is relevant to the task. In communicative achievement part, the communicative purposes such as comparing, contrasting, explaining and recommending strategies should be included to hold the reader's attention. As for the organization of the written task, some transitional or linking devices are necessary to add in connecting the ideas and make the text more coherent. Language is assessed by checking a range of vocabulary, grammar with full control, flexibility and sophistication.

Some effective writing assessment types are used by the teachers: teacher assessment, peer assessment and self- assessment.

Teacher assessment may be performed by different assessment criteria, written or spoken feedback can be provided as well. Try different strategies of giving feedback, such as record audio or video feedback. It will be more personal and supportive to hear the teacher's voice than giving them written feedback using red pen. Avoid criticizing your learners, instead you may encourage them to be more ambitious and not to fear of making mistakes. Be specific with each of your learner by showing them not only weaknesses, but also strong points using formative assessment and remember to praise them including some personal positive feedback. The teachers should keep in mind that in some cases praise gives more effective results than criticism!

In peer assessment, the learners may have a great opportunity to feel themselves in teacher's shoes. Peer assessment encourages a reflective attitude and helps them to understand the assessment criteria. They learn to respect each other's opinion, listen others and work collaboratively. In this type of assessment the students must be given a checklist or model to use when giving feedback to a classmate or peer. First the teacher should give a clear list of things to follow or provide a model of how to assess a piece of writing.

Another effective assessment tool is self-assessment which may be used for the learners who are moving up a level. It reinforces process writing and develop the learner's editing skills. For example, in process writing they may try to have several attempts to achieve better results. Learners evaluate their achievements by using self-evaluation template which is suggested by the teacher. In this kind of assessment the learner mostly focus on their interests and experiences. This will give them a good sense of focus for the rest of the course, and a good starting point of self- awareness and learning autonomy.

Teachers should reflect on improving the learners' writing abilities by using different useful language strategies. For example, keeping a reflective language journal

may be very effective in developing writing abilities of the learners'. The advantages of keeping a reflective language journal can be discussed and advised for the learners to practice the gained material for a long period, to keep a record of the new words and expressions they've heard or seen, to identify the common challenges they have to face, to show the ways to overcome these difficulties. We may encourage our learners to spend fifteen minutes every day to review and revise the material they've studied. They may write some new words or structures using them in the meaningful context in their journals with full examples. Moreover, they may analyze the form and function of the words or structures and guess the meaning of the new words by interpreting the surrounding words. It is important to work on the pronunciation of the words, stress and intonation features that may be different in other contexts, or even think over the translation of the words/ structures and decide which one better to use to interpret the meaning.

Using correction codes is another effective method in written assessment. A correction code is used to show learners what kind of mistakes they have made in written work. The teacher underlines each mistake and writes a symbol or an abbreviation next to it, showing the kind of mistake. This is a common tool to optimize learning opportunities from mistakes learners make in written work and to encourage the editing stages of process writing. This way the student learns from their mistakes and takes more responsibility in correcting errors and learning from mistakes. According to Ferris (2006: 83-84), teachers should provide indirect feedback that engages students in cognitive problem solving as they try to correct their errors, considering the feedback they have received. One helpful way of doing this is the implementation of error correction codes in the writing lessons. As stated by Sheppard [3,p12], students who received indirect written correction on their errors showed an improvement, which in some cases was statistically significant. Ferdouse [4, pp.62, 86] conducted a study at Stamford University Bangladesh. It was found after

study period that with the assistance of correction codes provided by the instructor, students became more skilled in writing effective paragraphs.

In conclusion the writing is one of the most difficult skill to master and it is challenging to assess it but it can be very effective if the teacher chooses the appropriate techniques. As far as I am concerned the learners must be engaged not only in learning process but also in assessment. By doing so we direct them to be more objective and to feel the teacher's responsibility.

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ASSESSING PRAGMATIC COMPETENCE IN EFL CLASSES.

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Annotation. This article reveals the principles of assessment strategies and their main characteristics in order to make the teaching English more efficient. Good organized assessment provides motivation for students and conduce to attain good results in learning. Teaching and learning foreign languages require gradual and ongoing process with one aim to communicate in different social circumstances. Pragmatic assessment focuses on appropriate choice of words regarding to the social and cultural circumstances. The awareness of pragmatic competence can prevent misunderstanding and lead to successful communication.

Keywords: assessment, purposes of assessment, pragmatic competence, pragmatic awareness.

Nowadays, the role of assessment has greatly altered and it has become not only an important and essential in the process of learning and teaching but also it “has become both the vehicle and engine that drive the delivery of education” [2,98]. In fact, teaching will be productive and learning effective if the teacher can master using the principles of assessment in teaching. Because good organized assessment provides motivation for students and conduce to attain good results in learning. There are different purposes of assessment, well known among teachers: diagnostic, formative and summative. Such order of evaluation can give effective results otherwise teaching will not be progressive.

Let us focus on the first assessment purpose from an aforementioned order - diagnostic assessment, main aim of which is to identify students’ background knowledge, where they are now and how to continue their learning for effective and best results. “What students already know is the most important factor in determining what they will learn”. Moreover, it is helpful for teachers to organize good teaching where objectives directed on students’ needs. Interview is a good technique to make a picture about learner as individual, his or her expectation from learning and identify acquisition of language because interviews can provide information about students’ prior knowledge as well as their interests and misconception [1,142].

Formative assessment or it can be said assessment for learning, which controls not only learning but teaching process as well. “Formative assessment is a planned process in which assessment evidence and information about student learning is collected and used by teachers to adjust their ongoing instructional programs and by students to adjust their current learning strategies or tactics” [1,139]. Formative assessment leads to formative feedback providing comments on students’ current achievements, strong and weak sides. Feedback promotes a great opportunity for students to amend their learning. Regular use of formative assessment improves

student learning, especially for those students who are struggling. Learners need to be directed and characterized properly, as they “need a mirror to reflect back to them an image of what they are doing, or what they are not - some means of judging how well they do whatever they are trying to achieve” with one aim for further improvement [4,93]. Thus, teacher must timely give students sense of what they have learnt and how to make progress.

Formative assessment provides with information of how learning is proceeding while Summative gives general and final result of what has learnt. According to Arends and Ann Kilcher, When the chef tastes the sauce it is formative assessment; when the customer tastes it, it is summative”. Summative assessment or assessment of learning has one aim to identify achievements and final results of any course. Summative assessment summarizes what student have learned at the end of an instructional segment such as a unit of work, a course of study, or a year in school [1,139].

Since communicative approach was introduced, a new trend of teaching was applied successfully in EFL classes. Being aware of grammar and lexical meaning is not enough for language acquisition. To support effective teaching with productive learning, language must be implied not only as a tool to express one’s thoughts but also adopt broad potential in communication. Therefore, pragmatic competence supports one of ways to provide genuine experience in learning. But there are some difficulties how to assess pragmatic competence and motivate learners to focus their attention on pragmatic accuracy.

Pragmatic competence teaches an appropriate choice of language due to the situation and introduces different effects of utterances on participants during conversation. The main difference between pragmatics and linguistic competence is that first one does not teach via dictionary meaning, it deals with what is beyond. Crystal defined pragmatics as: “... the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using

language in social interaction, and the effects their use of language has on the other participants in an act of communication” [3,240]. Thus, the use of utterances depends on social factors, culture or context, in which communication occurs. One interesting fact that I have noticed that pragmatic competence is widely discussed and considered to be the issue of high interest in theory but still has poor practical implementation in classes. The answer can be that grammar has precise rules and choice of words is clear. For this reason, promote learning with focus on pragmatic competence is not a simple task. Since language is not structured according to rules and totally depends on own principles and experience within particular area and culture.

Here some suggestions that can be applied for some purposes of assessment while teaching pragmatic competence. Kasper and Ross identified that "how the appropriateness of language-mediated action is evaluated depends in large measure on how context in the target domain and the test task is conceptualized and analyzed" [6,7]. Therefore, tasks for pragmatic assessment must provide a great deal of contextual information to rise pragmatic awareness. Authentic input can provide effective results for better comprehension, for example, audiovisual materials are great help in stimulating and assisting in language teaching. Authentic video materials are carried out indirect contact with native speakers that uniquely leads to the understanding of real language in use.

The awareness of pragmatic accuracy can be observed when students comprehend and know how to use correct language norms: how, where and to whom you address to achieve successful communication. At the beginning of the course or term to determine pragmatic literacy interview or test can be hold. The most common test will be to choose right expression in a certain situation. It is very important to be informed about learner's background knowledge of using correct norms in the target language. Hence, this data will promote effective classes with focus on students needs. During formative assessment an effective way is to organize activities that are based on authentic materials and follow with Role play, Case study and discussion. While

discussion activity students can be asked to compare L1 and L2. For example, to compare and analyze specific norms of both languages in terms of relevant usage of speech act or particular speech intention. In this case it would be appropriate to apply formative feedback since this type of assessment psychologically supportive and motivates for further productive learning. Therefore, all mentioned above can lead in turn to a detailed study of the language and successful implementation in future.

Assessment cannot support effectiveness of good practice without principles such as validity, manageability, reliability, transparency, redeem ability, authenticity, fairness and etc. Validity signifies assessing what it out to assess. Thus, “validity is evidenced by the degree that a particular indicator measures what it is supported to measure” [5,11]. The main aim of studying is to obtain knowledge, which can be applied in real life. The principle of Authenticity provides actuality in learning and creates motivation. Sally Brown claims that “the method used need to be authentic, that is, assessing what they claim to assess” [8,83]. The next principle is the most essential for learners is to be assessed fairly. This principle incorporates different factors and maintains nondiscrimination against students. Main feature of fairness in assessment is care about providing an equal opportunity for all learners. When learners find assessment fair, their attitude towards learning becomes concrete and effective.

Considering significance of applying all features in the aggregate assessment definitely provides and goal-oriented process with fruitful outcomes. Ramsden suggest that: “The assessment of students is above all about understanding the processes and outcomes of student learning, and understanding the students who have done the learning. In maintaining this understanding, we aim to make better not only student’s learning but also our teaching” [7,288]. Hence, assessment should not be the purpose of teaching, but a tool which can reveal not only students’ skills, talents and abilities, but also motivate them to get positive outcome in teaching process.

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EDUCATIONAL TECHNOLOGIES BASED ON A PERSON-CENTERED APPROACH

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Annotation. In the pedagogical and psychological literature, the concept of "technology" is often found, which came to us along with the development of computer technology and the introduction of new computer technologies. In pedagogical science, a special direction has appeared - pedagogical technology. It seems that this term appearance and the corresponding direction of research in pedagogy is not an accident.

Based on the understanding of technology as a set of techniques and methods for obtaining, processing and processing raw materials, pedagogical technology is not just research in the use of technical training tools or computers, but research to identify the principles and develop methods for optimizing the educational process by analyzing factors that increase educational efficiency, designing and applying techniques and materials, as well as by evaluating the methods used.

Keywords: individualization, flexibility, pedagogical processes, pedagogical impromptu, overcome conflicts, methodological development, person-oriented approach, humanistic direction, individual characteristics, collaborative learning, multi-level learning.

The concept of "pedagogical technology" can be considered in three aspects:
scientific - as a part of pedagogical science that studies and develops the goals, content and methods of teaching and designs pedagogical processes;
process-as a description (algorithm) of the process, a set of goals, content, methods and means to achieve the planned learning outcomes;
activity-as the implementation of the technological (pedagogical) process, the functioning of all personal, instrumental and methodological pedagogical tools.

Like any technology, pedagogical technology is a process in which there is a qualitative change in the impact on the student. Pedagogical technology (PT) can be represented in the form of formula: $PT = G + T + C + M + F$
where: G-goal; T-tasks; C-Content; M-methods (techniques, tools); F - forms of training. In comparison with training based on the methodology, the training technology has enough advantages.

The technology is based on a clear definition of the final goal. In traditional pedagogy, the problem of goals is not the leading one, the degree of achievement is determined inaccurately. In technology, the goal is considered as a Central component, which allows you to determine the degree of its achievement more accurately. The technology in which the goal is defined very accurately (diagnostically) allows you to develop objective methods for monitoring its achievement. The technology allows you to minimize the situation when the teacher is faced with a choice and is forced to switch to pedagogical impromptu in search of an acceptable option.

In contrast to the previously used methodological developments aimed at teachers and their activities, the technology offers a project of the educational process that

determines the structure and content of educational and cognitive activities of students. Each teacher perceives the methodological development of the lesson in different ways, therefore, the activities of students are organized in different ways. Designing students' learning activities leads to a higher stability of success for almost any number of students.

A school graduate should have the necessary knowledge, skills, and skills, carry out various activities, be able to use new information technologies, and be ready to cooperate, trying to avoid and overcome conflicts. All this can be achieved only with a person-oriented approach to education and upbringing, when the needs and capabilities of the student are taken into account.

Awareness of the need to speak at least one foreign language has come to our society. For any specialist, if they want to succeed in their field, knowledge of a foreign language is vital. Therefore, the motivation to study it has increased dramatically.

However, the difficulties on the way to mastering a foreign language did not decrease. The main ones are the lack of active oral practice for each student in the group and the lack of necessary individualization and differentiation of training. You can and should compensate for this by using the methods, approaches, and training technologies developed in the methodology. We are talking about the need to implement a person-oriented approach in teaching a foreign language, which belongs to the humanistic direction in pedagogy. The main principle of this direction is related to the fact that the center of learning should be the student, not the teacher, the activity of knowledge, not teaching. The personality-oriented approach affects all components of the education system and the entire educational process as a whole, contributing to the creation of a favorable learning and educational environment for the student.

The personality-oriented approach assumes a special emphasis on the socio-cultural component of foreign language communicative competence. This should provide cultural orientation training, familiarizing students to the culture of the country of the target language, better understanding of the culture of their own country, the

ability to present by means of foreign language, enabling students the dialogue of cultures. All this increases the requirements for the level of foreign language training of students. The personality-oriented approach assumes flexibility in defining goals, takes into account the personal interests of students, their individual characteristics, and creates prerequisites for greater learning effectiveness. This approach creates a special relationship between students and the teacher, between the students themselves, and forms a diverse learning and educational environment, often going beyond the classroom and school.

The World practice knows various ways to solve the problem of personality-oriented learning. Modern textbooks on educational psychology distinguish three main technologies in teaching: collaborative learning, project method, and multi-level learning. Let's look at each one in more detail.

Training in collaboration.

For the school, the most interesting experience is learning in collaboration as a General didactic conceptual approach. These technologies fit perfectly into the classroom system, do not affect the content of training, allow you to achieve the most effective predicted learning outcomes and reveal the potential of each student. Taking into account the specifics of the subject "foreign language", these technologies can provide the necessary conditions for activating the cognitive and speech activity of each student of the group, giving each of them the opportunity to understand, comprehend new language material, and get sufficient oral practice to form the necessary skills and abilities.

So, here are some options for learning in collaboration.

In the implementation of collaborative learning, called Student Team Learning (STL), special attention is paid to group goals (team goals) and the success of the entire group (team success), which can only be achieved as a result of independent work of each member of the group (team) in constant interaction with other students of the same group (team) when working on the topic/problem/question to be studied.

Variants of this approach can be considered individual-group and team-game work.

Project method.

The project method belongs to the methods and, accordingly, to the technologies of personal approach in teaching foreign languages. The project method is a set of educational and cognitive techniques that allow you to solve a particular problem as a result of independent actions of students with a mandatory presentation of these results. Project technology includes a set of research, search, and problem methods that are creative in their very essence.

It is known that learning a foreign language makes a significant contribution to the overall development. The project method is the essence of the developing, personality-oriented nature of training. In our opinion, the quiz held at foreign language lessons represents a synthesis of creative, research and informational methods of projects. As a research project method, it allows students to participate in a research search. The quiz gives the teacher an opportunity to have informal contact with students, who are easier and more accessible to go to it when they are busy with something interesting, helps to build trusting relationships, build communication based on a friendly disposition.

In modern education, more and more emphasis is placed on working with information. Working with information in a foreign language, especially if you take into account the opportunities offered by the global Internet, becomes very relevant. Here, the teacher's help will consist in selecting and using technologies in their practice that are focused on such types of activities. Collaborative learning can help you develop these skills while also preparing you for more complex information - based activities, such as using the project method.

Method is a didactic category; a set of techniques, operations of mastering a certain area of practical or theoretical knowledge, a particular activity, a way of learning, a way of organizing the process of learning. Therefore, if we talk about the project method, we mean exactly the way to achieve the didactic goal through detailed

development of the problem. The development should be completed with a practical result. The main requirements for using the project method are the presence of a significant creative problem that requires research to solve it; practical, theoretical significance of the expected results; independent activity of students in the classroom or outside of school; structuring the content of the project; use of research methods.

The stages of developing the project structure and its implementation include:

- presentation of situations that allow you to identify the problem;
- hypotheses for solving the problem and discussing them;
- discussion of methods for testing hypotheses in small groups;
- work in groups to find facts, arguments that confirm or refute the hypothesis;
- protection of projects of each group with opposition from all those present;
- identification of new problems.

The typology of projects is quite extensive. For example, research, creative, role-playing, informational, and practice-oriented projects are distinguished according to the characteristic of the dominant method. By the nature of coordination, projects can have open coordination (direct) and hidden coordination (implicit). According to the number of participants, projects are divided into individual, paired, and group projects. In terms of duration, short-term, medium-term, and long-term projects are noted.

Multi-level training.

A person is so versatile that it is sometimes very difficult to take into account possible turns in his development. Based on tests in individual subjects, groups of different levels are created, for example: A, B, and C. Students continue to study in their classes, but they go to their own groups for lessons in individual subjects. Throughout the training, there is a system of tests and tests. At any time, if the student shows better results and expresses a desire to move to a higher-level group, they will be given this opportunity. Practice shows that teachers have long recognized the need for a differentiated approach to learning, so that they can devote more time to lagging

students, without losing sight of the rest, creating favorable conditions for everyone in accordance with their abilities and capabilities, the peculiarities of their mental development and character.

By multi-level training, we mean the organization of the educational process, in which each student has the opportunity to master the educational material in individual subjects of the school curriculum at different levels, but not lower than the basic level, depending on their abilities and individual characteristics. At the same time, the student's efforts to master this material and apply it creatively are taken as a criterion for evaluating the student's activity.

Thus, the use of innovative forms of learning in contrast to traditional methods on the way to learning assigns the student the main role, in which the teacher is an active assistant, organizes, directs and stimulates educational activities.

In their activities, the teacher must solve not only educational tasks, but also create conditions for students to independently search for creative work, encourage them to research, develop skills of orientation in a huge information space and independent decision-making. The introduction of innovative technologies in the educational process is considered as a necessary condition for solving the tasks set. A constantly developing information support system combined with technical support ensures the quality of the educational process.

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A PROPOSAL ON ASSESSMENT CRITERIA OF SECONDARY SCHOOLS IN UZBEKISTAN

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Abstract. Teaching English is deemed as an inseparable part of education in Uzbekistan. Since the beginning of 21st century, innovative systems have begun to be applied in every sphere of educations in our country. A number of new decrees, resolutions have been enacted by the Ministry of Public Education and the President of Uzbekistan. In order to achieve the goal, a new rating system was adopted by the Ministry of Public Education in 2011. This proposal is devoted to a language policy and planning of teaching English in secondary schools in Uzbekistan. Language plays an important role in the development of every individual and the country. Therefore, teaching languages according to the modernized standards of today's world is very important. Since languages evolve in a faster pace, scholars have introduced new methods of assessing to the current system. Uzbekistan as a developing country pays great attention to teaching languages as well. But the grading system in schools remained the same as the old one that is used in the former Soviet Union which is 5 point scale. That is why pupils who get "2" mark from English lessons lose their interests in learning language and become pessimistic. So this proposal advocates for the implementation of the new grading system which has been used in developed countries (USA, UK) for a long time in primary and secondary education. The author suggests to replace the old grading system with the alphabetical order system.

Keywords: assessment, evaluation, language planning, proposal, policy.

Educational Setting

Einer Haugen first used the "language planning" term giving a definition like "the activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogenous speech community and an attempt to guide the development of the language in a direction desired by the planners not only predicting the future on the basis of available knowledge concerning the past,

but a deliberate effort to influence it" [1, 8]. Later on, Kamwangalu wrote a more concise definition about language planning: "Language planning has been described as a government authorized, long-term, sustained, and conscious effort to alter a language's function or form in society for the purpose of solving language problems" [2, 20]. Having analyzed these definitions, we can infer that language planning refers to any activity which identifies the aspects of language learning. This proposal is about replacing the current grading systems in Uzbek schools with the one that has been used by developed countries for a long time. Firstly, we implement this trend in schools that are located in the capital city Tashkent where there is enough resources for new ideas. There are 318 public schools in Tashkent at the moment (www.data.gov.uz). These schools are located within eleven districts and are regulated by Tashkent City General Directorate of Public Education. The new grading system is applied for the English language subjects first. If this experiment gives good results, it then can be used in different subjects and different parts of the country by the Ministry of Public Education of the Republic of Uzbekistan.

Political or Administrative Setting

The language planning may occur at macro level or micro level. The macro language planning is related to the nationwide planning or policies. It can be a language planning in a country or state. On top of the macro level, there is a micro language planning that is related to local schools and big communities, also specifying the small community, family, and individual choice levels [3, 11]. This proposal is carried out in micro level covering large community which is Tashkent public school English language classes. The actors who participate in this proposal also play an important role in the promulgation of the current proposal. Zhao categorizes the individual actors' agency in LPP definitions into the following four types:

- ✓ People with power
- ✓ People with expertise
- ✓ People with influence

- ✓ People with interest

People with expertise and people with influence are the actors of this proposal. Because the experts who are responsible for the grading systems in each district and English language teachers might apply this in classrooms.

The Stakes for Assessments

The changing of the marking system for testing in the micro group, which we choose is that will be efficiency and beneficial or not in one educational season. We can prepare the report of the ratios of the students marking in both specific period, which is the previous educational terms report before testing and after the testing of the term's reports will be comparing with each specific part. The comparison who is the attending the lessons tasks, homework and checking the ratio of the students who is getting the high marking during the lesson or lower marks. As a result, the comparison the both term's reports we can easily know the changing the marking system is affecting to give the motivation for the students to study. To wrap up, if the changing the marking system becomes effective than the previous system, then all schools in Uzbekistan might be able to start using the new grading patterns.

Target Language Features

A number of grading systems are used in global education. The choice on what evaluating framework to utilize is a matter inside the elite authority of the individual school or advanced education organization, and ordinarily up to the individual employee or disciplinary division inside the school or establishment, school or institution. For example, there is no mandatory grading system in US schools. If you visit the website of U.S Department of Education, three types of assessment criteria are given: norm-referenced grading system, criterion-referenced grading systems and alternative grading systems.

Norm-referenced grading systems are intended to encourage students to compete within the group and to be on top in order to get excellent grades.

Criterion-referenced grading systems are based on the standards that the educational establishments create. There might be all Straight-A students within the same class or all students might fail due to the individual performances of learners. As it is described in the Figure 2, plus or minus signs might be attached to the letters in order to demonstrate more accuracy on the assessment. The current proposal suggests the second percentage shown in the diagram which is A 90-100, B 80-90, C 70-80, D 60-70, F below 60.

We can also come across with other types of alternative grading systems: Pass-Fail Systems. Some U.S. institutions, schools, and establishments use pass-fail reviewing frameworks, particularly when the understudy work to be assessed is exceptionally emotional (as in the expressive arts and music), there are no commonly acknowledged standard degrees (likewise with free investigations), or the basic necessity is satisfying a solitary agreeable guideline (as in some expert assessments and practica).

Non-Graded Evaluations. Various U.S. institutions, schools, and foundations don't allocate numeric or letter grades as an issue of strategy. This training is normally founded on a conviction that evaluations present an improper and diverting component of rivalry into the learning interaction, or that they are not as important as proportions of scholarly development and improvement as are deliberately made staff assessments. Numerous staff, schools, and establishments that follow a no-grade strategy will, whenever mentioned, produce evaluations or convert their understudy assessments into formulae adequate to specialists who require conventional proportions of execution.

Methods and Practices

The current proposal is about the replacement of the grading system with the new grading system which is alphabetical order: A, B, C, D, and F. The grading system that is being used by local schools at the moment remained from the former Soviet Union education system. Evaluation criteria on a five-point scale:

Grade 5 - students are well acquainted, their knowledge, answers and work fully meet

all the requirements of the curriculum;

Grade 4 - Students who perform well meet the requirements fully, but have incomplete or major errors;

Grade 3 - satisfactory assessment - for students who know the basic information on the subject, but make mistakes and shortcomings;

Grade 2 - not enough - knowledge can be obtained only by students who partially meet the requirements of the curriculum;

Grade 1 - student answers, work and practical assignments are given when they contradict and do not correspond to the program. [4, 25]

In

the first phase of the project, one assessment specialist from the US was invited to conduct seminars for English language school teachers on the implementation of the alphabetical grading system in classes.

In the first phase of the project, the teachers apply the new system in practice as an experiment. Lastly, The ministry of Public Education of the Republic of Uzbekistan will learn the results of the experiment by conducting surveys and researches. If they find that the experiment gives the expected results, than it can be applied in the whole country for all schools.

Culture

Nowadays classrooms in schools are becoming more and more diverse culturally. Before traditional Uzbek classrooms used to be culturally monotonous. Therefore most of teachers are not ready to meet all the expectations of students with different cultures. Local teachers have to be trained so that they are able to meet all the world standards. An example can be the standard that is also aligned to the TESL program. The standard is called "culture as it affects student learning". It encourages English language teachers 'to propose in terms of culture sensitive methods to instruction and demonstrate the belief that all learners can learn' (Tesol Standard 2). This is one of the basic standards of the courses that are taught in MA in TESL field. That is why implementing the

proposed grading system in local primary and secondary schools can be a good sign to assess pupils in a way that is understandable globally.

Example: There was a pupil who was born and raised in The United States of America at the school that I used to work for. His family had to move back to Uzbekistan due to the job situation when he was studying in 3rd grade. And he continued his studies in Uzbek school in the grade. But he felt very uncomfortable on the assessment criteria as they are only used in former Soviet Union area institutions. So the new grading system might be comfortable for all the pupils with different cultural backgrounds.

Conclusion

Assessment is a new subject for Uzbek students on the grounds that there isn't such kind of module in graduate projects. We have had a chance to get and revise the information on General Linguistics, Sociolinguistics, and World Englishes. With the assistance of the educator, the course goals and Tesol principles adjusted to the module are expressed. The primary goal of this proposal is to succeed in teaching English and to prepare teachers and pupils for activating a new rating system (evaluation system). Language learners might be able to participate actively in every lesson. We be able to encourage pupils to take part in all activities.

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THE IMPACT OF ASSESSMENT ON PRIMARY SCHOOL STUDENTS' SELF-ESTEEM

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Abstract. This work is devoted to the study of the impact of assessment on the self-esteem and motivation of primary school students. The paper examines the motivation of young students to improve their education, based on their assessment and feedback provided by the teacher. It also studies the psychological state of young students and their formation as a person. And a thorough study of the relevant literature on this topic and revealing the necessary results. The practical significance of this study is to improve the quality of teaching and learning, with the help of the necessary evaluation criteria for primary school students.

Keywords: Assessment, feedback, self-esteem, motivation, academic achievement.

Introduction

Assessing the knowledge of learned materials and evaluating course achievements are the integral part of the educational process. With the help of assessment, the teacher can plan his/her opinion on the improvement of the student's knowledge, and the student himself/herself can find out what kind of assessment his knowledge is drawn to, what needs to be improved, or even what to get rid of [10,34]. Grades often affect students' self-esteem. Self-esteem is one of the essential elements which influence the student's academic performance. It has been noticed that high self-esteem can contribute to good academic performance. Self-esteem can be pointed out as an individual's comprehensive evaluation of competence regarding one's self-worth [8,23].

The primary function of assessment can be considered the formation of cognitive motivation. It should be noted that the assessment often affects the student's

self-esteem and has its own positive and negative sides. Primary school students are in the period of formation of their self-esteem and personality, which affects their social and personal life, interests, social circle, etc. The assessment shows the student's place and role among his classmates, which affects his psychological state and behavior. The teacher is the person who contributes to the development of self-esteem and motivation to further improve the student's education in the right direction, with the help of feedback as ratings.

This paper finds out why it is so important to properly evaluate the knowledge of primary school students, while not negatively affecting their self-esteem by studying relevant literature and previous investigations, related to the issue.

Literature review

Most of the time of childhood period and the development of personality, the youngster spends in school. It is there he learns to be independent, meets new people, and makes new friends. And it is necessary that at this as self-esteem is developed since it controls the formation of a young scholar's confidence in himself and his talents, serves as the base for the improvement of personal completeness. So, the teacher's assessment is the leading influence on the student's self-esteem. The teacher evaluates the pupil as an individual, his skills and abilities. It is urgent to check it with care, as one of the main influences of young learners' assessment is the motivational impact [5,191].

To properly convey to the young student his level of knowledge and skills, while not negatively affecting his psychology and perception of the information given to him, it is necessary to correctly explain his mistakes and vulnerabilities with properly formed feedback. Due to the control, a "feedback" is established between the teacher and the students, which allows them to assess the dynamics of mastering the educational material, the actual level of knowledge, skills, and abilities of the system and, based on their analysis, make appropriate adjustments to the organization of the educational process. Feedback is a major segment of the assessment process. It has a

significant effect on student learning and has been described as “the most essential factor that enhances achievement” [9,17]. Using feedback, you can reduce the gap between the current level of student performance and the goal of learning. Feedback, with an emphasis on the necessary improvements, can help build students ‘self-esteem and improve academic performance.

Different investigations have come to the agreement that academic performance and self-esteem are undoubtedly related to each other [4,67]. High self-esteem helps individuals to view themselves as active and intelligent individuals to push for changes through effort and set higher goals which causes learning new concepts. It is quite clear that students with high self-esteem show high results in the educational process and are more motivated to become even better and more successful. Based on this, it follows that low school performance has been identified with emotions of ineffectiveness, shortage of chances, and likewise with perceptions of fail and dissatisfaction [6,557]. It was acknowledged that good academic achievement is built from such points as friends and family, surrounding society, and encouragement [2,58].

The motivation of pupils is demonstrated in their effective actions in the schooling process [1,77]. Motivation uplifts student’s passion for the tasks offered to them. Motivated students, willing to do anything to show their best skills and will try to do everything at the highest level. Therefore, it is very important not to negatively affect the self-esteem of students and allow them to reveal their talents and skills, so that in the future they will be confident in their abilities and want to improve and develop them. The teacher’s role is crucial to guarantee the quality of assessing the pupils’ knowledge [11,59]. Teachers and the entire school administration as a whole should not be indifferent to the assessment system and education as a whole, they should have the experience, skills, and professional qualities to establish an effective assessment of students ‘knowledge [7,27]. To properly and effectively evaluate primary school students and at the same time not reduce their motivation to acquire knowledge, it is necessary to establish several criteria that will help improve the quality of teaching

and learning. According to the Assessment Reform Group of Cambridge University (2002) teacher should:

- set effective planning;
- focus on how pupils perceive information;
- be the authoritative face in the classroom;
- have professional skills;
- be mindful;
- motivate pupils;
- clearly explain the purpose of assessment;
- give effective feedback to the pupils;
- acknowledge any achievement, whether it is small or big.

[3, 13]

In general, the grade earned by a student at school has a significant impact on the further learning process and self-esteem. Teachers need to properly assess the knowledge of young students and not let their motivation collapse, as it helps and promotes the independent desire of students to improve their knowledge and skills in a particular field of education.

Conclusion

The purpose of this work was to find out how important the correct assessment of the knowledge of primary school students for their further development. In the process of studying the necessary literature, it was revealed that during the school age children develop character, outlook, and self-esteem. It is always important for them that someone authoritative or adult praises and encourages their efforts giving an assessment and parting words. The teacher, being the most authoritative person in the classroom, should motivate and direct students in the right direction. According to the [5,191], the teacher should very carefully and sensitively evaluate the students ' knowledge, since motivation is one of the main factors that encourage further interest in learning. It was also revealed that it is necessary to establish feedback between the

teacher and the student. Feedback allows you to explain in detail a particular student's assessment, while explaining what needs to be improved and helping to further improve the student's skills. According to [9,17], feedback is one of the fundamental factors in the development and improvement of student's academic performance. It should also be noted that academic performance and self-esteem directly link and complement each other. The student with high self-esteem shows the best and highest results than the one with low self-esteem. Self-confident students are also confident in their knowledge and skills; they are motivated to gain even more knowledge and increase the range of their abilities. On this basis, it is necessary that teachers should encourage even a small and insignificant achievement of the student, because perhaps for the student himself this is a very big reward for his efforts. Due to this, students will have an interest in gaining knowledge, learning something new, which of course will help the development of themselves, education system and society in general.

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EVALUATION OF THE RESULTS OF THE QUALITY OF EDUCATION ON THE BASIS OF MODERN EDUCATIONAL TECHNOLOGIES AS A PEDAGOGICAL PROBLEM

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Annotation. In this article the authors develop recommendations for the preparation of future teachers for the technology of assessment of educational outcomes and the effective organization of assessment through the modernization of the educational process.

Keywords: Knowledge, score, assessment, monitor, respond, academic, skill, education, knowledge, task, pedagogical tools;

The emphasis will be placed on strengthening the professional training of future teachers, teaching them to apply the assessment of knowledge, skills and abilities in practice through in-depth study of specialties and specialties.

There is currently no specialist who does not use measurements during his or her career. The more complex the problem, the more important the measurements.

The quality of education is a set of important aspects and characteristics of learning outcomes that are able to meet the needs of students, society, and customers.

The required level of quality education can be achieved through a certain social pedagogical system.

Nowadays, the assessment of knowledge (professional knowledge) and skills of students is one of the necessary parts of the educational process and is closely related to the degree to which the educational process is properly [3] organized. Because by assessing the knowledge and skills of students, at each stage of the educational process, the achievements and ways of preparing them as students (prospective students) are taken into account. Assessing students' professional knowledge and skills is one of the most difficult tasks for teachers.

The simplification of the current scoring scale has a negative impact on students' cognitive activity, leads to an unhealthy attitude to learning and the learning process, and reduces their responsibility for learning. Because formal, meaningless, and worthless assessments do not require a diagnosis of student achievement, they are achieved in ways that are far removed from pedagogical tools and are only “reminiscent” of success in appearance.

It is well known that in qualifying practice, in the process of controlling the formation of students' knowledge and skills, the following common pedagogical goals are set, which are necessary for their development as junior specialists, which are generally accepted and understood by all of us:

- To provide solid knowledge of the basics of science;
- Formation of cognitive activity and logical thinking of students;
- Forming in them an interest in knowledge and profession;
- Formation of professional skills;
- Increase student activity;
- Self-fulfillment, self-employment, self-discovery;
- Opportunity to learn from each other;
- Elimination of mental disorders;
- Overcoming shyness;
- Provide opportunities for feedback;

However, in many cases, the question of what tasks, assignments, and exercises students should be able to perform in order to demonstrate that these goals have been achieved remains unclear.

Another factor influencing the validity of the assessment is the presence of various control objects

In practice, if the knowledge acquired by some science teachers serves, for others the ability of students to apply theoretical knowledge in practice is taken into account, and so on. As a result, various aspects of the professional training of students in

colleges are assessed, and special systems for monitoring and evaluating their professional knowledge and skills are emerging.

“The relative subjectivity of the assessment of students' knowledge and skills is a result of the insufficient development of methods to control this system.

In some cases, college students are required to master the control over the level of formation of their knowledge and skills. This can also be done by examining elements that are almost unrelated, separate, and often reflect secondary information. The quality, complexity, and sequence of questions are often determined intuitively by the teacher. How many control questions can be asked to objectively assess students' knowledge and skills on a topic, how many exercises can they control, and how can exercises and tasks be compared based on their diagnostic weight? [5.89,91], say researchers N.Gulamova, D.Mahmudova and F.Kuchkarova.

There are currently a number of shortcomings in the assessment and control of professional knowledge and skills of college students by some teachers, including:

- * Lack of a clear control procedure;
- * Lack of rational use of control forms and methods;
- * Control is often not aimed at didactic purposes;
- * Ignoring the specifics of the material used in teaching the subject, the conditions of work in the classroom

According to experienced teachers, the use of new technologies for assessing the professional knowledge and skills of students, the use of new modifications of tests, computer equipment and control curricula will ensure effective pedagogical monitoring of the educational process.

For example, the criteria for determining the theoretical knowledge of students are:

- Number of correctly completed tasks;
- The ratio of tasks given and solved;
- Independence in the process of completing the task;

- Linking theoretical knowledge with practice;
- Relate the result to the given task;
- Comparison, generalization of individual processes, identification of general and specific aspects, similarities and differences;
- Be able to reveal the internal content of events and processes;
- Be able to find and explain interrelationships and laws.

In addition, the criteria for assessing students' professional knowledge can be classified as systematic, generalized, consistent and robust, based on which general and specific skills meet the technical requirements for the quality of professional activities of junior professionals in mastering the methods of work in production.

In the assessment process, criteria can be defined through the meaning and content of the information that students acquire as knowledge and skills in order to ensure that they take an active approach to the learning process.

1. Quantitative criteria are applied on the basis of interval scales, which help to analyze and draw conclusions using statistical methods. These criteria can be taken as the coefficient of strength of the mastered learning material.

2. Qualitative criteria cannot be measured directly on the interval scale, but are used in the analysis of the content of pedagogical events on this scale. Quality criteria is the level of knowledge of the student of the study material. It is used on the basis of the level of understanding of the study material, the level of mastery of the study material and intellectual skills. [1]

The effectiveness of the educational process in vocational colleges, the consideration of the criteria for assessing the quality of professional knowledge and skills acquired (or received) by students, indicates that the general approach to this problem in education is not sufficiently developed.

At the same time, its effectiveness can be increased by measuring (evaluating) one or another component of the learning process. Measurements are made in a timely manner, only when the criteria are available.

Assessment of knowledge and skills of vocational college students the quality of knowledge is determined by the fundamentality, superiority and usefulness of the knowledge acquired after the completion of the learning process.

At present, the quality of education is a very important, problematic and topical issue. Because all other social issues, political problems and economic indicators develop depending on the level of quality of education.

The concept of educational effectiveness also needs to be taken into account when assessing the quality of education. How do the criteria for determining the quality and effectiveness of education differ?

Quality is the ratio of the result to the goal (or vice versa), efficiency is the ratio of the result to the cost.

Researchers M.Akhmedova studied preschool children Identification and analysis of acquisition [2.204], S.Abdullayeva 6-7 A test for the gradual detection of young children in school using the method, Begmatova N.H. The knowledge of kindergarten children on the use of multimedia technology in evaluation [3.63,66] conducted research.

The quality of education and the effectiveness of education is one of the main factors determining the quality of life in society. The more the state and society spend on general and vocational education and the results meet the highest international standards, the higher the quality of life. Determining the effectiveness of education requires achieving a high quality of education at the optimal cost.

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THE MEANING OF PLURILINGUALISM IN LANGUAGE ASSESSMENT

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Abstract. This article is aims to provoke and inspire current and future language educators and assessors to adopt appropriate stances on plurilingualism, relevant to the context for the learner.

Keywords: language assessment, plurilingualism, CEFR, real-life communicative needs, reports

The original volume of the Common European Framework of Reference for Languages (CEFR) pointed to the growth in importance of plurilingualism in language learning, and defined the term as ‘the dynamic and developing linguistic repertoire of an individual user/learner’. Language testing bodies, and Cambridge English is no exception, are now engaging in the debate and are recognising plurilingual abilities in language learners, both in theory and in practice.

Plurilingualism has been a recurring theme of discussion within the Association of Language Testers in Europe (ALTE), a grouping of language testing organisations of which Cambridge English is an important member. ALTE's 7th International Conference had been due to be held in Madrid in April 2020, but understandably was postponed to April 2021 due to the Covid-19 pandemic.

The theme of the conference was, and remains, Safeguarding the future of multilingual assessment, with one particular strand on Defining the construct of multilingualism in language assessment.

Many papers submitted for the conference focused on the construct and the practice of integrating plurilingualism into language assessment, and Issue 78 of Research Notes takes up the discussion.

Some of the conference paper authors have written articles for this issue, in the hope of shedding important light on how to understand the plurilingual dimension in language assessment. The authors are from, or writing about, ALTE Member and Affiliate organisations.

In the first article, plurilingualism and its role in English language learning and assessment is presented by Seed, making the case that the integration of learning and assessment helps us understand the construct of plurilingualism in language assessment. In addition, a simple framework is presented which aims to categorise the different ways in which plurilingual competence is recognised in assessment.

The second article, by Seed and Holland, aims to show how Cambridge English has begun to respond to the need for recognising the value of learners' plurilingual repertoires in discussion with international bodies and policy-makers, as well as in some of the projects, products and tests that they create.

The final three articles look at what may be considered a form of plurilingual assessment, reflecting on the integration of learning and assessment in their respective, and very different, cases.

Gandini discusses how more than one language can be used in assessment from an ALTE Institutional Affiliate, designed to suit the real-life communicative needs of people in the South Tyrol border region of Italy. She explores the use of cross-linguistic mediation and reports on a study currently in progress.

De Backer, Slembrouck and Van Avermaet then explore the use of test takers' plurilingual repertoires as an education and assessment accommodation in non-language

school subjects in an attempt at test fairness. This project comes from an ALTE Member and Van Avermaet is one of ALTE's Individual Expert Members.

Finally, Fiorenza and Diego-Hernández, who come from two different universities where ALTE Members and Affiliates are based, report on a project aimed at encouraging and assessing language learners' general plurilingual abilities.

This short collection of articles aims to provoke and inspire current and future language educators and assessors to adopt appropriate stances on plurilingualism, relevant to the context for the learner.

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THE IMPLEMENTATION OF PORTFOLIO ASSESSMENT IN INTEGRATED ENGLISH COURSE

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Annotation. Portfolio assessment is a learner-centered assessment and it is also an assessment for learning. The development and implementation of portfolio assessment in the integrated English course was described, and then a survey on the learner's perception toward the use of the portfolio assessment was conducted. The results showed that student have positive attitude toward the use of the portfolio assessment, the portfolio assessment developed students' language competence, enhanced their cross-cultural knowledge and promoted their learning autonomy and motivation. Finally the problems in using the portfolio were discussed.

Keywords: student achievement, teaching portfolios, assessment tools, students' cultural backgrounds, education programs.

Teaching practice is an important phase of teacher education that provides opportunities for teachers to reflect on their developing teaching philosophies and put them into action. This process helps teachers to bridge the gap between theory and practice, to step into the professional teaching environment by sharing, cooperating, and collaborating with their more experienced peers, and to observe seasoned teachers in the classroom.

Today there is much talk about the necessity to evaluate student achievement and current knowledge during or after teaching and learning process as it plays a very important role in education. Principally, through evaluation, both teachers and learners can get positive and negative output in teaching.

An assessment is a tool used for grading students objectively, and the types of assessments implemented vary concretely to obtain certain goals that a teacher has set during the learning process as part of language development. To create optional assessments targeted for a certain class or group of students, there are rubrics that must be followed, and these rubrics shape the forms of evaluations. [1,1].

Unlike assessments, evaluations are not scientific applications; they are actually a subjective means of testing students that depend on the accuracy of the evaluator's or the teacher's successive conducts. Moreover, it is quite impossible to conduct an end-of-a-scholastic-term or end-of-a-course assessment without having generally evaluated the students genuinely, otherwise the results would expectedly be disappointing. Many

factors affect how evaluations should be performed in an English language classroom, such as the students' cultural backgrounds, the teacher's teaching methods, the level of the students and their learning abilities. An evaluation is a prolonged process that requires patience, accurate observations and sincere results that show a decline or a progress in a certain language area to apply proper recovery plans and rubrics. Therefore, evaluations are the back-up for assessments, and they identify what assessments should be conducted and finalize how the summative assessments should be conducted.

Teaching portfolios are increasingly popular tools for both evaluation and professional development. Portfolios are currently in use in a variety of settings- in university teacher education programs to foster the growth of pre-service teacher, with the national board for Professional Teaching Standards to certify and reward teaching excellence and in school districts to hire and evaluate teachers. [1,2].

Why have educators turned to teaching portfolios? Proponents contend that portfolios present authentic views of learning and teaching over time, offering a more complete and valid pictures of what teachers know and can do. Moreover, they believe that portfolios promote professional development by providing teachers with a structure and process for documenting and reflecting on their practice. Portfolios are exciting as assessment tools because they allow teachers to represent the complexities and individuality of their teaching in great detail. Ensuring that the evaluation process is manageable and fair requires that several elements be put into place in advance, including identification of sound content and performance standards for teachers, specification of the requirements for construction of a portfolio, and design of an efficient evaluation system. Teachers create portfolios for a variety of reasons. In teacher education programs, students develop portfolios to demonstrate their achievement. Later, they may present these portfolios at job interviews. Experienced teachers construct portfolios to become eligible for bonuses and advanced certification. And, some administrators have invited teachers to become architects of their own

professional development by having them create portfolios based on individual growth plans.

A portfolio might include items such as lesson plans, anecdotal records, student projects, class newsletters, videotapes, annual evaluations, letters of recommendation, and the like. It is important, however, to carefully select the contents of the finished portfolio so that it is manageable, both for the person who constructs it and for those who will review it. While the specific form and content of a portfolio can vary depending upon its purpose, most portfolios contain some combination of teaching artifacts and written reflections. These are the heart of the portfolio. The use of portfolios in assessing teaching has evolved in practice due to many currents, including the work with pre-service teachers and initial certification, the emergence of the portfolio in the process of applying for national board certification, and as the evolution of more authentic forms of student assessment has taken hold.

All portfolios should contain carefully selected examples of teacher and student work, framed by commentaries and captions, and brought to life through extended conversations with colleagues and supervisors. Creating a professional portfolio involves considerable effort — good teaching, so you have something to showcase in the first place; careful planning; thorough record keeping; thoughtful selections of items to include; and certainly a fair measure of creativity. [1,3].

Portfolios have much to offer the teaching profession. When teachers carefully examine their own practices, those practices are likely to improve. The examples of accomplished practice that portfolios provide also can be studied and adapted for use in other classrooms. Too often, good teaching vanishes without a trace because we have no structure or tradition for preserving the best of what teachers do. Portfolios allow teachers to retain examples of good teaching so they can examine them, talk about them, adapt them, and adopt them. Finally, it is important to remember that the objective is not to create outstanding portfolios, but rather to cultivate outstanding teaching and learning.

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RETHINKING THE CONCEPT OF CONTINUOUS ASSESSMENT

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Annotation. The article discusses the approaches to continuous assessment of student progress. While the traditional views on continuous assessment focus on attendance, participation, a presentation or a project work, there is a variety of assignments that can help develop not only students' language skills but critical and transferrable skills as well. Several examples of continuous reading tasks are presented in the given article.

Keywords: continuous assessment, epilogue, exit ticket, pinwheel discussion, reading

Assessment and especially continuous assessment plays a major role in the student progress. Students need to feel safe about the tasks they are given and the assessment criteria [1]. However, using typical tasks demotivates students and may even lead to decrease in their performance.

Teaching language at universities includes continuous, midterm and final tasks. As a rule continuous assessment contains several tasks depending on the subject. Typical language tasks for a Reading course can be: reading an article or story and writing a review; doing a reading test; reading and discussing an article or a story. The Writing course as a rule focuses on a process-based writing and during the semester students need to submit a portfolio with the letters, essays and other types of writing.

Listening&Speaking courses focus more on productive tasks such as debates and discussions, role plays or presentations.

One type of task that can be used in the class is so-called “exit ticket”. By the end of the lesson students are asked to recall what they have learnt. Typically the “ticket” is a card with a question concerning the covered materials. Students need to answer the question in order to “exit” the class. However, there can be some drawbacks in this approach as if the class consists of more than 15 students it takes time to the teacher to create questions for each class as well as to listen to each student’s answer. One way to avoid this is to give the tickets to random students. It must be noted that the questions should not be aimed at checking only the knowledge of the material covered during the lesson. The teacher can ask questions like: “What did you learn today?”, “Tell one thing that was new for you today.”, “What did you find out about yourself or your classmates today?”, “What did you like/dislike about the lesson?”.

One more way is to ask students to rate the effectiveness of the lesson or their comprehension of the covered topic. The data, received from the students, allows the teacher to reflect on own teaching, see the gaps and work on them. The teacher may ask students to choose one of 3 colours [1]:

Red- the lesson was not effective/student did not understand anything;

Yellow- the lesson was somehow effective/student understood a part;

Green- the lesson was effective/student understood everything.

These questions make students reflect on the lesson. It is especially important as many students complain that they “did not learn anything”. Additionally, with the development of IT, it is possible to adapt this task to online classes. A simple example is the use of Padlet. The teacher creates a board with a question. Students write their answers, give feedback or have a discussion. The teacher’s task is to create an appropriate question to promote different responses. Using this task on a regular basis makes students think about their own learning and notice the progress.

Moving to the other tasks that can be used during the classes, some examples of Reading continuous assessment assignments will be given below.

Continuous assessment:	30%
1 Attendance/Participation	10%
2 Task 1- Pinwheel discussion (in-class)	4%
3 Task 2- Comparison & Contrast (project work)	4%
4 Task 3- Epilogue (in-class)	4%
5 Task 4- Fanfic (project work)	4%
6 Task 5- Review (in-class)	4%
Midterm assessment	20%
Test	
Final assessment	50%
Test	
Total	100%

The table above shows the assessment profile for Year 1 Reading course. Continuous assessment contains 5 tasks each worth 4 points. Each task is given with the certain time frame- one task every 3 weeks. As the semester lasts 17 weeks, 2 of which go for midterm and final week, the other 15 weeks allow to divide the tasks equally during the semester. Students are given the due dates for the tasks and the consistency makes them feel the responsibility for own learning. The tasks are divided into “in-class” and “project works”. The former are done during the lesson and do not require any preparation from the students, while project works are done in the period of 4-6 weeks and require more effort.

Let us take a closer look at some of the tasks.

Pinwheel discussion

Students work in 3 groups. They read articles on a certain topic. Students need to read them at home and make some notes. In class students work in 3 groups:

- 1- pro- should be ready with the ideas supporting the topic;
- 2- against- should be ready with the ideas opposing the topic;
- 3-provocateurs- should be ready with questions to other group members.

In class, groups discuss and compare their notes.

Students sit in front of each other, one representative from each group starts the discussion. Each student gives an idea about the writing, the provocateurs ask questions to keep the discussion. After some time, group members shift and other students speak. The teacher is a time keeper and facilitator. On the board, teacher may write some of the assessment criteria and put ticks during the discussion to promote more active participation. Put marks for groups, not individual members, to activate all team, not individuals.

This task develops students' collaboration as they need to compare their notes, exchange ideas, be ready with possible questions from the other teams. The good side of this task is equal participation of all group members. However, the teacher should be especially careful with the "provocateurs" as success of the activity largely depends on them.

Epilogue

- 1 Students work in 3 groups (possible 4, but the reading must be shorter).
- 2 Students are given the story that does not have the clear end to read. The story is cut into several parts (1 for each student).
- 3 Students do the jigsaw reading activity. Each group is given a poster, where they need to brainstorm the main events, characters of the story (notes, pictures etc.).
- 4 Students need to create the end of the story (write notes on the poster too).
- 5 Students may stick their posters with brainstorming and ending of the story on the wall, then students go around the room, look through the writings.
- 6 The final stage, students read their versions in class, compare and discuss ideas.

As reading is not a productive skill, the task product will focus either on speaking or writing. The two examples above focus on the speaking and writing respectively.

Using the right continuous assessment tasks not only allows the teacher to evaluate the students' progress accurately but also to motivate students to study and to make them aware of own learning.

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HOW TO MASTER COMMUNICATION SKILLS THROUGH BUSINESS-GAMES

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Abstract. The best way to develop communication skills is through business-games in the educational process in technical universities. For that reason, it is necessary to define the purposes and problems of a business-game, a plot of a game, the structure of game groups, speech material of a game taking into account level of training of students. A business-game intensifies educational process, imitates conditions of professional activity of future experts, promoting formation of skill of work in team.

Keywords: business-game, communication, professional orientation, special terminology, vocational education, relevant directions.

At the present stage, professional education provides training of specialists not only in special objects, but also achievement by students of a certain level of proficiency in a foreign language. According to program requirements, a priority problem of the subject "Foreign language" in technical college is training in communication at a foreign language. For the fullest professional education, training in the professional focused communication at a foreign language is one of the relevant and

perspective directions of development of professional education. As the basic principles of training in professional communication in a foreign language, it is possible to allocate the following: the professional orientation meaning extensive knowledge of special terminology, communicativeness and country study aspect.

To fulfill the program requirements, it is necessary to intensify educational process due to application of effective methods of training. Knowledge of a foreign language is a component of vocational training of the expert and one of prerequisites of his further successful work. For this purpose, it is necessary to develop communication skills in a foreign language in professionally significant aspects.

Modern pedagogical technologies for training in language of specialty allow to bring educational process closer to professional activity. For some decades, active forms and methods have already been used in vocational education. However, the advanced methods in the conditions of a higher education institution are used insufficiently now. It is necessary to intensify educational process, to introduce active methods of training in the professionally focused communication in a foreign language.

One of the effective methods of training in the professionally focused communication in a foreign language in non-language higher education institution is a business game which allows to break successfully psychological and speech barriers in business communication situations and promotes formation of communicative competence of a future expert.

We understand a complex of the situations united by methodically uniform scenario which is a form of the organization, training and control of collective educational activity as a business game.

Business-game can be presented in the form of several stages of joint activity of the teacher and students: a) preparation for a business-game and it's carrying out b) realization of goals and discussion.

Preparation for holding a business-game has to include work on lexical and grammatical material. In the course of preparation and holding a game important

functions are performed by the teacher. The teacher faces the following main objectives: selection of language and speech material for a game subject, creation of the business-game scenario, the organization professionally oriented training of speech of students. The efficiency of educational process with the use of a business game depends on technology of creation of methodologically correct scenario and its application in the course of training. At the same time, it is necessary to define the purposes and problems of a business-game, a plot of a business-game, the structure of game groups, speech material of a game taking into account level of training of students. A business-game intensifies educational process, imitates conditions of professional activity of future experts, promoting formation of skills in teamwork.

Besides, a business-game in a foreign language can be used as a method of training and as a control method at the end of studying of a subject. It can be applied at various grade levels in higher education institution, also lexical, grammatical, conditional and speech and speech exercises can precede it.

It is expedient to write down business-game on video. The video allows at a discussion stage in groups to analyze speech behavior of participants of a game, their action, manner to behave, a mimicry, gestures, official style of clothes.

Besides, a business-game in a foreign language can be used and as a control method. Control of assimilation is exercised in pair work of students in the form of playing of mini-situations. At the same time much attention is paid to the correct lexical and grammatical structure of phrases. Students at first acquire speech clichés and lexical material in mini-dialogues in which specific speech objectives, and then in the tasks of communicative character more difficult on structure and the contents are implemented.

In terms of prospects in training, the last stage — a stage of discussion of a game is especially important. At this stage of a business game the communicative competence of participants of a game is subject to the analysis and also the assessment of separate situations and a game in general is carried out.

Besides, the general discussion it would be expedient to conduct individual survey in writing where students could estimate a business game as a way of training in the professional focused communication in a foreign language.

However, possession of a certain lexicon, grammatical and speech skills does not guarantee success in business communication yet. For successful business communication, it is necessary to know features of the country of the learned language. Acquaintance to mentality of the people, rules of holding business meetings and business communication help to avoid misunderstanding and the inconvenient moments in communication with foreign partners.

Although business-games in a foreign language is not a new method of training for students, nevertheless there is a need of removal of some psychological difficulties. It is for this purpose recommended to hold during preparation for the most business game the mini-games representing one or two situations with the subsequent short analysis and correction of mistakes. Cast is recommended to be provided to students, having pointed out at the same time features of roles and situations. The role of the teacher in the process if the business-game is held for the first time comes down to a role of the consultant or coordinator of actions of students. In the subsequent games it is necessary to provide to students more independence in organizational issues. The teacher should encourage an initiative, the independent and creative relation of students to the charged role.

On the basis of the above it is possible to draw a conclusion that scientifically and methodically reasonable use of business-game is an active and effective method of training in the professional focused communication in a foreign language and means of an intensification of educational process, allows to break successfully psychological and linguacultural barriers in situations of business communication in a foreign language and leads to formation of communicative competence.

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CONTINUOUS ASSESSMENT AS A TOOL FOR ENHANCING LINGUISTIC COMPETENCE

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Abstract. The article reviews the principles and methodology of textual analysis at the practical classes of the theoretical course of Modern English Lexicology which is a compulsory subject in the teaching program for the English language learners. The lexicological analysis of authentic texts serves as a continuous and effective assessment tool for enhancing linguistic competence of future EFL teachers.

Keywords: Continuous assessment, lexicological analysis, linguistic competence, language stratification, feedback, learner-centered approach, student-learning goals, linguistic insight

Within the context of education the focus of assessment is on learning process. Vocabulary analysis is believed to be an effective tool to enable future foreign language teachers to acquire the skills needed to deal with the dynamic language development which are indispensable in the learning process. Besides, the vocabulary analysis, together with vocabulary learning, is a basic mechanism for the enhancing the linguistic competence of the future English language teachers.

The main aim of assessment is to facilitate students' learning (2,4). Assessment allows for evidence-based decision making about measures for improving curriculum, pedagogy, methods and instruments for advising and motivating students learning process. Assessment for learning (or formative assessment) is used with the aim to form and develop knowledge, skills and competence in order to reach expected results (1,101) .

In communicative approaches to the foreign language teaching the linguistic competence belongs to the key concepts and represents the ability to be able to apply grammatical, lexical, syntactical and stylistic rules to oral and written utterances. Discourse investigations and textual analyses provide enough evidence of the importance of the linguistic competence to be the major competence represented by the rules of phonetics, grammar, semantics, syntax and stylistics shared by the speakers of the same language.

Linguistic competence reveals how words and phrases are made and conceptualized. Indubitably, to fully accomplish a communicative goal, non-linguistic factors should also be taken into account in constructing meanings tied to time, space, and social context. Here the pragmatic, sociolinguistic and strategic competences facilitate developing students' ability to understand how the language works in different discourses, cultures, environments, etc.

Vocabulary consists of so many and so diversified language elements that its study and learning is far from being just simple memorizing words and using them in different thematic or situational environments. A quick view at the Internet sites related to vocabulary studies demonstrate a wide range of opinions and approaches to the role of vocabulary knowledge in language learning – from the extreme view that the main goal is to “communicate ideas”, no matter what words or grammar or pronunciation you use, to the consideration that the more elaborate the vocabulary is the deeper your language skills and linguistic insight are and the higher your professional prestige is.

The Modern English Lexicology course aims to enable students to understand and interpret the magic of the Word, its role in the vocabulary building-up and enlargement, which involves awareness of the structural, semantic, word-formation and phraseological aspects of the English vocabulary. It also looks at etymological feature of the language, its role in the creative force and intercultural relevance, the linguistic and communicative appropriateness of the semantic classification of the vocabulary in the language performance.

The course envisages the continuity of all previously studied linguistic disciplines such as phonetics, grammar, history of English, country studies, etc., to make the students comprehend the links between the language theories and the reality of living speech, on the one hand, and the language-learning and language-teaching processes, on the other, keeping in mind that the majority of EFL students are future English teachers.

The extralinguistic reality as well as social and cultural phenomena can no longer be separated from a linguistic science. The pragmatic information and the ways of its drawing from the text under analysis is incorporated in Lexicology course as the importance of discourse analysis in the vocabulary research has been widely acknowledged in modern language teaching pedagogy. It is the inalienable responsibility of the language teacher to draw on the insights of modern Linguistics into the internal and external aspects of the language normative behavior and its dynamic change.

One of the key indicators of our success at school, at universities, in research and, indeed, in life, is believed to be our vocabulary, and “the reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information” (4,20).

Within the Modern English Lexicology course students learn the basic characteristics of the English vocabulary, such as morphological types of English words, structural, semantic and functional classification of lexical units and ways of semantic change, etymological characteristics and word-formation patterns, the peculiarities of set expressions and idioms, principles of lexicological analysis and classification of the vocabulary units, and they apply and improve their own vocabulary research skills through working on practical exercises and text analysis related to the vocabulary analysis and classification. At this course for the first time they get acquainted with the concept of vocabulary as a system and the metalanguage used to describe it.

By the end of the course the graduates acquire the desired competences to identify, analyse and assess the status and pragmatic potential of various lexical units, and are able to -describe the word as the basic language unit, its structural, semantic and functional characteristics; describe the differences between various types of vocabulary units – morphemes, words and set expressions; carry out the meaning analysis and semantic classification of the vocabulary into semantic classes, such as synonyms, antonyms, homonyms and others. They learn how to distinguish and explain various types of morphological structures and types of stems; describe the structural, semantic and functional differences between grammatical and derivational morphemes. They can determine various types of word formation and their relevance for the modern vocabulary enrichment; identify productive and non-productive ways of word building, present valid examples and explain the ways of creating neologisms. They are able to distinguish the types of the formulaic language and idioms, explain the basic principles of their classifications and ways of forming, describe them from the point of view of their idiomaticity and linguacultural specificity.

Their continuous assessment is conducted in the form of the complex lexicological analysis of the given text – an extract from an original English text, preceded with a list of 15 questions related to the semantic, structural, word-formation, phraseological, etymological and other aspects of the text's vocabulary, by applying proper resources and attending to pragmatic, discourse-based factors (3,16).

The Modern English Lexicology course aims to enable students to understand and interpret the magic of the Word, its role in the vocabulary building-up and enlargement, which involves awareness of the structural, semantic, word-formation and phraseological aspects of the English vocabulary. It also looks at etymological feature of the language, its role in the creative force and intercultural relevance, the linguistic and communicative appropriateness of the semantic classification of the vocabulary in the language performance.

The lexicological analysis of the words within authentic literary extracts are aimed at developing their socio-linguistic competences, language intuition and enriching their professional linguistic and communicative thesaurus. This form of assessment demonstrates that the intended outcomes of the course are being achieved, the set standards are being maintained, students receive feedback on their learning to improve their performance, they are motivated to do self-study work and their progress is properly evaluated (5,7).

The effective modern vocabulary teaching and learning strategies should represent the linguistic dimensions incorporated into learners' language learning process. Teachers should strive for developing a dynamic view of the language change which is a part of the sociolinguistic reality. Lexicology gives them a foundation for understanding and accepting linguistic development and change and increases students' awareness of vocabulary prescription and variation, allowing them to cope with the global English language universe successfully.

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INNOVATIVE APPROACHES TO THE ASSESSMENT OF STUDENT PROJECT WORKS

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Annotation. The article deals with the innovative approaches to the assessment of project work done by students in the English language classroom. It also describes the functions and areas of assessment.

Keywords: project work, authentic assessment, verbal feedback, practical development, rubric, 4P model.

Since the independence was proclaimed special attention has been given to foreign language education in our Republic. The importance of knowing the languages has been arising. President Shavkat Mirziyoyev in his recent Address to the Oliy Majlis states: “Indeed, a person who seeks to acquire knowledge and master new professions must work hard, including on foreign languages, without which it is impossible to reach high levels in the contemporary world. Following these requirements, I propose to define the study of physics and foreign languages as a priority for the next year” [1,13]. This proposal is a key factor for modernization of teaching foreign languages at all stages, and the importance of teaching and learning through innovative approaches and methods becomes essential. The multistage model of foreign language teaching has been worked out on the basis of continuous succession, taking into consideration the international standards, and localization of English language teaching and learning methodology and materials adapting to the national context [2, 11]. To communicate effectively students are required to express themselves effectively both in writing and speaking.

In Project based learning students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex questions and problems. The project work is especially important when teaching a foreign language at a university, where 70% of all activities for mastering the

new material is acquired through self-study. When working on a project, students most of the time work outside the classroom, developing, planning and creating their individual or group project. In the process of such work, creativity, communication skills, the ability to work with new information are activated. Personal interest of students arises in the development of a practically significant project related to a real problem and professional topics.

The project work is a collaborative workshop that occurs over time, include evaluation components that consider teamwork, organization and planning. When using project work method, teachers should set the project's goal and objectives. And while evaluating a project, they should use the same goal and objectives, seeing how their work measures up to their expectations. They may have actually exceeded their expectations in some ways, and may have fallen short in others.

Assessment is considered as playing powerful role in teaching, mainly in foreign language teaching. An important role of assessment is the diagnostic process, i.e., by establishing what students have learned, it is easier to plan what students need to learn in the future. Project work is a method of allowing students to use what they have learned in classes in a practical context. It is this practical application of projects that make them such a useful part of the learning process. Although project work may look easy, a brief introduction with this way of working will show how demanding it really is for both teachers and students. Students must make connections between one piece of learning with another. They have to transfer the skills acquired to other areas such as science and geography, and vice-versa. They have to familiarize themselves with a wide range of information. This is much more demanding than learning one isolated fact after another. Integrated work of this kind is often the best preparation for higher education and future employment. Many forms of assessment, such as assignments and learning activities, are written by teachers for students, i.e., teachers do the thinking and students act on their instructions.

There are different approaches to the assessment of the project work. Starkings suggests using rubric sheets to assess the projects done by students [3,3]. The first column of the rubric sheet contains the project's goal and objectives, which were drawn from the planning sheet that students completed earlier. The second column allows students to evaluate each part of the project to see if it matches the original plan. The third column allows students to jot notes about ways they could improve their work. The last columns provide a numerical rating.

Besides rubrics are used to make teacher's expectations more specific. Making a rubric for the final product and various components of project work can ensure a more accurate and useful assessment. A rubric is an authentic assessment tool. Its functions are:

- Providing clear expectations for a project.
- Examining the product as well as the entire project-building process.
- Enumerating the performances on which students will be evaluated.
- Explaining what constitutes excellence during the project process.
- Helping students understand what they need to do to excel.
- Removing subjectivity and bias from the evaluation process.

Sharing and clarifying the performances that will be assessed during a project removes mystery from the evaluation process, helping students focus on specific actions they can take to improve their performance [5,7].

Students' project work can be assessed at completion or may be assessed in stages. Different methods of assessment may be used. A good motivation factor is to Assessing the projects in stages gives students an indication on their progress and induces them to continue with the work. The purpose of staged assessment (or assessment in stages) is to provide feedback for students at various points throughout the project. This enables students to attain the maximum benefit and guidance throughout the project period.

One of the approaches used to assess project work is called 4P model. This model was developed at South Bank University and is assessed in each of the 4 stages [3,5]. Suggested weightings are:

Project Log 20%

Project report 25%

Practical development 40%

Presentation 15%.

The project work is assessed on an individual basis, thus allowing for individual members within groups to be assessed this way. The assessment will take into consideration the individual student's involvement in the group and his/her individual effort and contribution to the overall project. The mark is to be made on continuous assessment, determined by the supervising teacher during the project's time span. In making a judgement the supervisor should refer to the content and accuracy of the student's individual logbook, which each group member keeps during the project life time. When grading the student's project work and the group writing project, the following areas should be taken into account:

Project Log:

1. The individual student's effort and commitment.
2. The quality of the work produced by the individual student.
3. The student's integration and co-operation with the rest of the group.
4. The completeness of the logbook.

Written Project Report:

1. Introduction.
2. Project specifications.
3. Statistical techniques used and calculations.
4. Solutions to the problem.
5. Recommendations and conclusions.

Practical Development:

1. The group's investigation of the practical aspect (as evidenced in the report).
2. Integration of the practical development with the rest of the project.

3. The group's/individual analysis and design of the problem.
4. The group's/individual attempt at practical development.

Project Presentation:

1. General quality of the presentation.
2. Integration and teamwork.
3. Interest, content and originality.

Verbal feedback is another method by which a student can respond immediately to correct their errors in the project and prevent future mistakes. Feedback provides a useful support for giving comments which may be lost in the formal grading. This method can be used by teachers and students similarly to create an atmosphere of encouragement. Feedback can be negative as well as positive since students need to know their strengths and weaknesses. If a staged assessment is used feedback can be given at the end of each stage so that students know exactly what grades they have achieved up to that point.

In conclusion, the assessment of projects is a complex matter and there is no single agreed way of achieving this. Different approaches interact with different practical methods to produce a variety of procedures to follow. The teacher must decide which is the most appropriate method to use under the circumstances. The overall purpose of assessment is to provide information about the students who have been assessed. Feedback should be given as soon possible after the project has been graded.

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THE PRIVILEGES OF THE DIAGNOSTIC PRE-ASSESSMENT.

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Annotation. The article is devoted to the study of the diagnostic assessment in the study of a foreign language at the academic stage. Diagnostic assessment can identify trends, dynamics of the formation of training products. In article have been discussed the usage of pre-testing as a type of diagnostic assessment in the lexicology class for identifying the background knowledge and level of the learners in order to apply further steps in teaching.

Keywords: Assessment, progress, diagnostic tool, pre-assessment, strengths, weaknesses, valuable insight, current knowledge

Assessment of knowledge is an integral part of the teaching and learning process, as Murphy and Torrance noted, “wherever learning takes place, it is important for the learner, teacher and others involved to know what happened, both in terms of the learning process and in terms of expected or unexpected results ”[1].

Several years ago, assessment tools and methods were chosen at the level of the Ministry of Education or program developer. However, with the reorientation to learner-centered technologies and communicative teaching methods in many positions, control over the collection and interpretation of information about assessment has moved from centralized authority to classes where assessment occurs regularly. This change gives the teacher a decisive role in the assessment of students and motivates the search for new methods of assessing the success and progress in the educational process.

Individual response and performance-based assessment are characterized by a deliberate shift from traditional formal assessment to less formal, namely less quantitative. Pierce and O. Malley define such (alternative) assessment as “anyway to control the level of formation of knowledge and skills of learners, which is designed to demonstrate their progress without being a standardized or traditional test ”[2, p. 432-

434]. Specifically, alternative assessments look at changes in learners' needs, interests, and learning strategies, integrating assessment and cognitive performance. In addition, they indicate successful educational and cognitive performance, highlight positive features, and provide an ongoing rather than a mid-term evaluation.

Until recently, the area of assessment in EFL classes was dominated by mid-term control of student achievement, focusing on the formation of certain linguistic aspects and linguistic correctness, rather than on communicative competence. Communicative teaching methodology places significant emphasis on the current assessment "with a lot of descriptive characteristics about the language development of students and the study that follows language development along with other learning abilities" [2, p. 432-434].

Therefore, the assessment becomes a diagnostic tool that provides feedback and speaks about the relevance of the curriculum and teaching materials, the effectiveness of teaching methods, the strengths and weaknesses of students. In addition, it helps to demonstrate the success of students in mastering a foreign language, which leads to increased motivation and also stimulates more study, and the teacher to work on "polishing" the learning process, and not its product.

As we know Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose learner difficulties and to guide lesson and curriculum planning.

And I want to give a real sample from one of my lessons that used diagnostic assessment. In my lesson on English lexicology, I used the technique "Picture drawing and Creating a word" in order to identify my students' background knowledge on the new coming topic. With the help of this technique, I planned to awake the background knowledge of my learners.

In my diagnostic assessment tools, I have focused on whether students are familiar with the 'concept of compounding' and the influence of this on understanding,

exploring the information of the topic. The results of the diagnostic assessment tool one will tell me what special items should have been explained, while the 2nd one will give me information on whether students are familiar with the terms used while doing the discussion activity.

As a teacher using diagnostic assessment tools in the classroom will instantly gain valuable insight into our students' thinking based on their answers and can adapt our lesson accordingly, as discussed below. A group of teachers creating this assessment together would have used their experiences and ideas to discuss and share the possible misconceptions students have with area and perimeter, and hence had a greater insight into the topic before teaching the lesson. Finally, a student creating a question like this would not only need to demonstrate their understanding of the area but also their understanding of where other students may go wrong, which represents a deep level of learning. Further, students may reflect on the lesson and write what they have learned from the lesson. The results of the diagnostic assessment tool can be used in developing the other topics, which need to be taken into consideration. The working syllabus can include them and the lessons can be developed for teaching that topic. Diagnostic assessment can help you identify your students' current knowledge of a subject, their skill sets, and capabilities, and to clarify misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help you better plan what to teach and how to teach it. One can use the following types of diagnostic assessment:

- Pre-tests (on content and abilities)
- Self-assessments (identifying skills and competencies)
- Discussion board responses (on content-specific prompts)
- Interviews (brief, private, 10-minute interview of each student)[3]

So I used pretest on content as drawing a picture and find other drawn pictures for creating compound words. It helped me to identify the level of knowledge on the content as strong and weak learners. Why it needed me as I wanted to make small group work with the 'discussion wheel' technique and pre-diagnostic testing helped me to

divide students into groups and deliver the task according to the difficulty as easier to weak learners and more complex to strong learners.

The diagnostic testing will show the needs and challenges in the key area that could help the teacher to decide on the planning the teaching process. This helps to inform the teacher's lesson planning, learning objectives, and identify areas that may need more or less time spent.

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THE ELECTRONIC-BOOKS IN DEVELOPING ENGLISH LESSONS

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Annotation: This article explores the role and importance of e-textbooks in improving the quality of education in elementary school. It also recommended the shortcomings and problems that we currently facing and necessary actions to be taken.

Key words and expressions: e-textbooks, components, tendency, textbook, interactivity, didactic study, primary school, lesson process, animation

E-books, or electronic books, are digital copies of books. E-books can be accessed online or can be downloaded to a device. They often include images, animations, sounds and interactive components. Because eBooks go beyond words on a page, they appeal to a wide variety of readers and learners.

The simplest e-books are simply a digital version of the actual physical book. They are no more than a PDF or some such. They don't come with any extra features

other than what you get with the platform on which you are reading the e-book. These may include a dictionary to check terms or the capacity to annotate the book or take notes separately.

In other e-books, there are interactive activities incorporated into the process to check whether the reader has comprehended the material, or whether there has been any improvement in their grammar or vocabulary.

The electronic books, or e-Books, offer students, teachers and schools an additional medium or tool of instructions that can support or enhance the learning process. All this while, the use of e-Books is limited to college students. Using e-Books as text books in the classroom at schools is a new paradigm especially in developing countries. As with all books, there are various types of e- at an e-book is, and its advantages, limitations, strategies and framework of using it as a text book in classrooms. 12 Published by Elsevier Ltd. Keywords: E-Books, Textbooks, Classrooms; 1. Introduction It all began in 1971, when Project Gutenberg was started by Michael Hart who used computer to store, retrieve, and search information. It was named as e-Books or electronic versions of print books. [1.129]

Since that, this Project Gutenberg creates thousands of free texts and copies of books which can be downloaded or accessed online. The key definition of e-Book varies due to its nature and extent. The Oxford Advanced Learner's Dictionary (2011) defines an e-, Arthur (2001), Dennis (2001), and Harold (2002) are among researchers who incorporate the conceptual definitions of e-Books. Somehow, Armstrong et al. (2002, p. 217) comes up with the definition used by many scholars: [. . .] any piece of electronic text regardless of size or composition (a digital object), but excluding journal publications, made available electronically (or optically) for any device (handheld or desk-bound) that includes a screen. (Becky Holton, a journalist and a blogger)

Now that we know what eBooks are, let's see how they can be used in the classroom. How would you use eBooks in the classroom? Your answer will likely

depend on many different factors including the grade level of the students and resource availability.

E-books in the Elementary Classroom: a smart board serves as a whiteboard and computer all in one. It projects digital content for group viewing. Many smart boards have speakers to integrate sound into presentations as well as integrated touch technology. A student can turn the pages of an eBook by swiping his or her hand across the screen of a smart board. Of course, eBooks are not limited to smart boards. Students can access them on classroom computers, laptops, tablets or e-readers, small, portable, tablet style devices designed strictly for reading. The options are nearly endless for the use of eBooks in primary education.

The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. [2,96]

Teaching with Media to Enhance Teaching and Learning-media – like all other teaching techniques – should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. However, there are a number of important considerations for faculty before they integrate media or ask their students to use or develop media in their courses. This section explores tips for effectively using media, notes a number of common mistakes to be avoided and describes how to involve students in creating media on their own. The dramatic growth of social media creates new opportunities for engaging students. These include social networking sites such as Facebook, MySpace, LinkedIn, and Twitter along with blogs and wikis. (Ali A R Aldallal University of Kufa)

Media can be a component of active learning strategies such as group discussions or case studies. Media could be a film clip, a song you hear on the radio, podcast of a

lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience.

The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

Existing media resources can be used within lectures to stimulate interest in and develop knowledge of the material being taught. This traditional approach is teacher-centric, and information is pushed to the learner. Media allows the instructor to facilitate the transfer of expert knowledge to novice learners. Given the tremendous rate of technological change, instructors face an ongoing challenge in choosing the most effective media platform to reach their students. Instructors can also create their own media to effectively and efficiently convey knowledge. [3,147]

Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form (Salomon, 1979). Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall (Cowen, 1984). In Willingham's (2009) research he asks a simple question to make his point, "Why do students remember everything that's on television and forget what we lecture?" -- because visual media helps students retain concepts and ideas. Bransford, Browning, and Cocking (1999, p 194) also note the crucial role that technology plays for creating learning environments that extend the possibilities of one-way communication media, such as movies, documentaries, television shows and music into new areas that require interactive learning like visualizations.

Many media sources (feature films, music videos, visualizations, news stories) have very high production quality capable of showcasing complex ideas in a short period of time. This helps develop quantitative reasoning. Learn more about this

technique using the Teaching Quantitative Reasoning with the News module. Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if the scenes have strong emotional content. The use of media sources helps connect learners with events that are culturally relevant. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date. News stories can be used to connect theories taught in the classroom with real world events and policies. Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen. Students can hone their analytical skills by analyzing media using the theories and concepts they are studying.

The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends. Students can experience worlds beyond their own, especially if the media is sharply different from their local environment.

Using media oftentimes requires additional work (e.g. prepositioning a DVD it at the start of a scene before class, digitizing media for playback on a computer and making sure that the audio-visual equipment is functioning properly beforehand). Media scenes (e.g. humor, drama, terror, and language) may distract some students from the theories and concepts the scenes portray. Some students may become offended by media with objectionable content. [4,67]

Utilizing media takes time away from other classroom activities. Instructors need to decide whether the media makes its point efficiently and with enough effect to warrant the use of class time. Media that are short (generally 10 minutes or less) minimize the class time spent on content unrelated to the learning objectives.

Students will be reading these apps on a smartphone or tablet, or some other kind of smart device. These have various capabilities, like voice recording capabilities, or

video recording capabilities. They are also able to support many free apps that can turn what is basically a passive and receptive lesson into something where the student interacts continuously with the book and even engage the creative process to come up with their creations as part of the learning process. Once students create their own work, they can share them in the form of an email or a blog that is dedicated to classroom activities.

Here are five simple ways that teachers are using e-books to enhance classroom learning and development.

1. Entice with pre-reading teasers.

“Pre-reading tasks play the role of motivating the learner, especially when students are asking ‘Why do I need to learn this?’” says Thomas Wood of Best Essay Tips.

Before you present a topic to any learners, you will need to prove its relevance to their lives and future. Pose questions that intrigue them. Encourage students to do a little research. By the time they are tackling the actual book, they are more prepared to learn.

2. Enrich with multimedia.

E-books don’t just include text. They often include other forms of media that you wouldn’t find in a print book: audio, video, and 3D models.

Foreign languages come to life as students hear the strange new words and sentences pronounced naturally. Stories of historic events enter our world and imagination with videos. Science labs become more tangible when 3D models are available for students to explore. Media enriches lessons and imagination for students and teachers alike.

3. Engage with Interactive Content

While a print book is passive and depends on the memory of the student alone, an e-book is interactive and pulls readers into interactive games, questions, and even

online discussions, enticing students to engage with the e-book. Kinesthetic learners no longer feel alienated by dull passive-learning books.

4. Provide Countless Resources

Expand the resources you make available for your students. With a simple phone, tablet, or e-reader, a student can carry the equivalent of an entire library in the palm of their hands, which means they have access to a lot more material than they would have otherwise. Teachers can curate the lists of recommended readings and with so many free school e-books, students become independent self-learners.

5. Open Doorways to E-learning

E-books are only one kind of digital technology among many out there, and they help to introduce the students to the wonderful world of digital learning. Students can begin blogging, blogging, creating their own e-books or even their own apps. Sharing and collaborative platforms facilitate discussions and often form a launching pad for students to begin student-initiated and driven projects.

The argument over whether children's digital books count as educational story time or just screen time has been going on for a while. Given that digital interactive books (often called story apps) are hybrids of books, short films and digital games, their educational value largely depends on whether they are used to promote specific literacy skills or just to have fun with a story.

Many schools have begun to use i-pads, Google Chrome books and other portable touch screens in lessons, giving children more opportunities to access digital books and story apps. Accessing an interactive digital book is a different experience from clicking through an e-book on the desktop PC and many teachers, especially those in primary schools, are legitimately questioning the value of using these resources in their literacy lessons. Digital books with interactive features such as games and hotspots (areas in the digital text or image which act as hyperlinks, activated by tapping on the screen) have been found to impede children's story comprehension and vocabulary learning. Yet, there is also evidence to suggest that children are attracted to and

motivated to read those digital books which are fun and personalisable and that children do access such books at home.

Teachers are keen to explore the dual purpose of digital books and literacy apps to entertain as well as educate. This means the best ones in an educational context have high-quality texts as well as a digitally enhanced narrative and open up the world of imagination, with possibilities for children to be creative and explore their own ways into a story or literacy activity. Digital books which can meet both objectives are therefore likely to be successful.

Conclusion

E-books are the future of the classroom, alongside many other kinds of digital technology. With the variety of interactive content in e-books, learning becomes easier for all types of learners: auditory, visual, kinesthetic and even tactile learners. While physical reading materials will always have their allure, e-books add a new and revolutionary dimension that your students will definitely come to enjoy. It will also make your life easier as a teacher during your all lessons.

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THE CONCEPTS OF ASSESSMENT AND EVALUATION

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Annotation. To find out whether an organization has benefited from investing in a learning activity, it needs to evaluate whether the knowledge, skills or behavior of the participants has changed in a way that enhanced job performance or carrier development. The evaluation process should extend beyond the trainers and learners to involve the stakeholders as well, who must support the learning enterprise. Enhancing the learning process should be a shared responsibility.

Keywords: Assessment and evaluation, learning activities, learning process, learning needs, Initial assessment, Assessment measures, Formative assessment, Summative assessment, Criterion-referenced assessment,

Assessment and evaluation

The concepts of assessment and evaluation tend to overlap and, in some languages, there is no difference between the terms. In the context of learning activities, the terms will be used to mean the following.

Assessment measures what individuals have learnt as a result of learning activity (e.g. by testing a learner`s knowledge, skill or behavior).

Evaluation measures the worth of a learning experience (e.g. by judging whether the learning experience met its objectives, made a difference to the organization or was good value for money) and helps improve the learning process.

Though there are differences between assessment and evaluation, they are intimately linked because a full evaluation has to include information on what the individuals have learnt.

Assessment-basic concepts

Assessment can be used for a variety of purposes, including recruitment, identifying learning needs, performance management and certifying competency. Here we will emphasize assessing a learner's knowledge, skill or behavior before, during and after a learning event.

Assessment may be categorized by when it occurs in relation to a learning event.

- *Initial assessment.* Identifying the existing knowledge and skills of individuals, to decide which learning would be most suitable for them. This also gives a basis for assessing the resulting gain in knowledge and skills.

- *Formative assessment.* Gaining information during training to provide feedback to both learners and trainers about progress, and whether any alterations are required.

- *Summative assessment.* Summative assessment. Determining the knowledge and skills acquired after a learning event in terms of the learning outcomes, or the gain in learning since the initial assessment.

Formative assessment allows the trainer and learner to monitor progress, thus reducing the chance of failure at the summative stage.

Assessment may also be categorized according to whether it relates to an external standard.

- *Criterion-referenced assessment.* The learning of individuals is compared with a standard such as job competencies or specified learning outcomes (an absolute measure).

- *Norm-referenced assessment.* The learning of individuals is compared and they are then ranked (a relative measure).

Norm-referenced assessment only works when there is a large number of course members.

Assessments are used as a basis for making judgments, some of which may be crucial for the learners being assessed (e.g. for job satisfaction or career progression). They therefore need to be reliable and valid.

- *Reliability.* The extent to which an assessment process yields consistent results each time it is used in similar circumstances.

- *Validity.* The extent to which an assessment process measures what it claims to measure. Internal validation is concerned with assessing whether learners have met the required learning outcomes: external validation deals with whether the learning outcomes were based on an accurate assessment of the learning needs.

Assessment processes also need to be administratively workable and consistent with any professional, functional and status-related expectations. Consideration will now be given to the evaluation process. Ways of carrying out assessment will then be described in the context of evaluating learning activities.

Purpose of evaluation

Evaluation is an important part of the learning cycle. It can provide information about:

- Ways of improving the delivery of learning activities (e.g. are the learning methods and content appropriate?)
- Whether the organization benefited from its investment (e.g. have the learning outcomes been satisfied and has job performance improved?)

A full and frank evaluation improves learning activities, engages learners and their line managers, enhance the credibility of training, and provides evidence of the value of learning events and programs for the organization.

According to Easteby-Smith the purpose of evaluation can be specified in terms of categories.

-*Proving.* Demonstrating to stakeholders that positive outcomes have resulted from training and development based on judgement about the value of those activities.

-*Improving.* Identifying how training processes can be improved. -

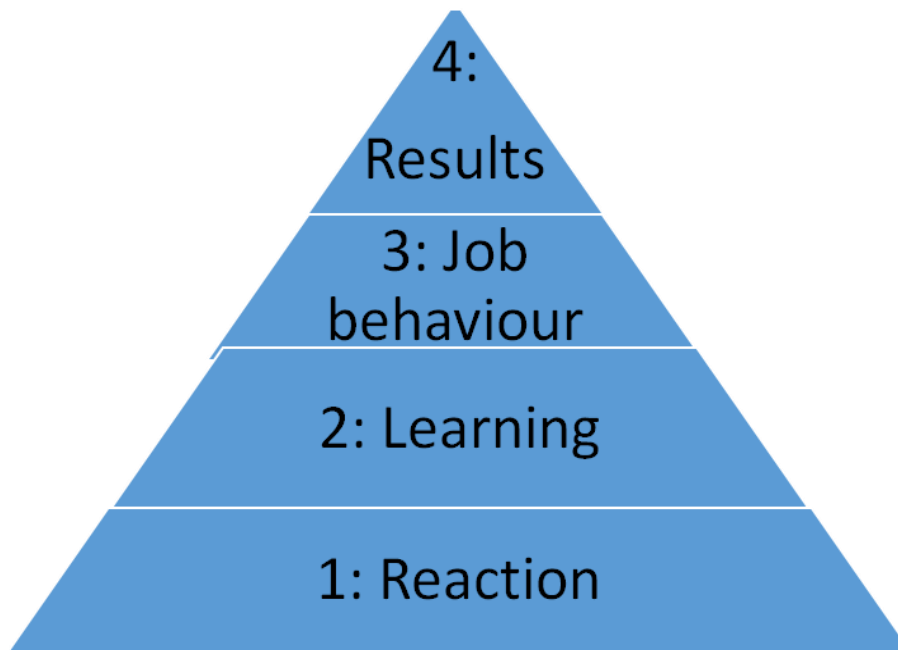
Learning. Providing feedback to support individual learning. -

Controlling. Ensuring that learning is being delivered according to agreed procedures and requirements.

So, we can say that evaluation is only effective if the results are communicated to all the stake holders, and any concerns are promptly acted upon.

Model- Kirkpatrick

A widely used approach to evaluation is the Kirkpatrick model, which proposes four levels of evaluation.



Level 1: Reaction. Are learners satisfied with the learning activities?

Level 2: Learning. Have the required changes in knowledge, skills and behavior been achieved?

Level 3: Job behavior. Has the knowledge, skills and behavior acquired through the learning activities improved job performance?

Level 4: Results. Has the learning had an impact on the performance of the organization?

An organization can use various techniques to evaluate at these four levels. Also an evaluation process might incorporate techniques that provide information about several levels at the same time.

Level 1: Reaction

Finding out about the satisfaction of learners gives the trainer feedback on how to improve the learning process, administration, facilities and domestic arrangements. Seeking the views of learners gives them have a role in the learning process and in making it better.

Feedback may not reflect the true feelings of some learners (e.g. they may give a high rating to avoid offending anyone, or a low rating because they were an unwilling participant).

Rating can be subjective and influenced by a variety of factors.

Using questionnaires is the most common way of gaining information, especially as they are easy to prepare. They often cover:

- Content. What is relevant?
- Learning methods and materials. Are they suitable?
- Length, structure and pace. Is the learning length, pace and structure ok?
- Learning outcomes. Are they clearly defined?
- Trainer skills. Does the trainer have the required knowledge and skills?
- Learning transfer. How much of the learning will be used in the workplace?
- Facilities and domestic arrangements. Are they satisfactory?
- Administrative arrangements. Do you get the information you need?

Level 2: Learning

The next level is to find out if changes in knowledge, skills and behavior have been achieved. There is hierarchy of knowledge and skills.

- First level. Recall knowledge and rehearse skills.
- Second level. Apply knowledge to a new situation and apply skills in a new context.

- Third level. Use knowledge to solve problems and use skills in a creative way.

When developing ways of assessing learning, there needs to be clarity about which level is relevant. Also ensuring that the assessment covers the learning outcomes is important.

The level of knowledge is usually determined by the use of tests. These fall into two broad categories:

- Objective: Yes/No or multi-choice questions that test knowledge of facts, regulations and procedures most easily.
- Subjective: Open questions, essays, oral questioning, interviews or case studies that test knowledge and application of complex concepts.

Level 3: Job behavior

Unfortunately, just because something has been learnt it does not mean that it will be used to improve performance on the job. Organizations should therefore assess whether learning is being put into practice.

One difficulty in doing this is that there are factors other than the newly-acquired knowledge, skills and behavior that can influence job performance. The transfer of learning into improved performance can be influenced by factors such as:

- *Support*. The level of support given by the line manager and the learner's colleagues.
- *Practice*. The time available to practice new skills and behavior, and to reflect on and assimilate newly-acquired knowledge.
- *Culture*. The expectations of the organization.
- *Infrastructure*. The availability of IT or other infrastructure support.

Despite these complicating factors, the assessment of job performance provides valuable information about the overall impact of a learning activity. There are basically three ways of assessing the impact of a learning activity on job performance: Questionnaires, Direct observation and Interviews.

Level 4: Result

When conducting an evaluation, it is worth going through the following steps:

- *Clarify the purpose of the evaluation.* Ensure that the person commissioning the evaluation and those carrying it out agree on its purpose and the deliverables. Identify all partners in the evaluation and their needs as well.
- *Plan the approach.* Decide what resources are available to do the evaluation, what data is required and how to get the data.
- *Consider the demands on others.* Ensure that the size and scope of the evaluation matches the learning activity, and that it places a reasonable demand on respondents and those analyzing the information.
- *Test the arrangements.* Check the evaluation before rolling it out. A small evaluation might just need someone to check whether a questionnaire is logical and understandable. For a more wide-ranging evaluation it may be necessary to pilot the whole process.
- *Implement evaluation.* Carry it out, monitoring whether there are any problems and adjusting as required. Do not draw early conclusions, and take care with sensitive data.
- *Analyze and interpret the data.* Use the data collected to answer the original question.
- *Prepare a report.* Use the analysis to prepare a report that covers the scope and purpose of the evaluation, the methods used, findings and recommendations.
- *Provide feedback.* Give feedback about the outcomes of the evaluation to that has contributed.

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PROVIDING SELF –ASSESSMENT IN ONLINE EDUCATION

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Annotation. This paper highlights the importance of self-assessment in online education. It describes benefits of self-assessment, tools and strategies of implying in online environment.

Keywords: self-assessment, autonomous learner, metacognitive awareness, online education

As many classes are conducted remotely in the era of Covid-19 tutors think over managing their online courses properly. Teaching today's young generation involves challenges as they are digital and a modern teacher should come over with different types of devices, programs, tools and strategies that can be applied during the lesson. One of the strategies keeping students' motivation in online education is self-assessment.

Self-assessment doesn't mean to ask students to grade themselves. Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly [Goodrich, 1996; Gregory et al., 2000; Hanrahan & Isaacs, 2001; Paris & Paris, 2001; Andrade & Boulay, 2003]. Self-assessment helps a teacher to collect data about the learner. This information can be used in order to adjust tasks, make them more or less complicated. It is also so fruitful for learners in various ways. As research shows that a student who use self-assessment strategies learn more, earn better grades, receive higher grades. Here we can see benefits of self-assessment in online education:

- inspires students to take charge of the vision and revision process.

-creates a clear plan of the path to success, they can identify ways of improving their work.

-learners can set their goals and define their aims. According to evaluation they are able to watch the direction of their learning.

- enhance their metacognitive awareness, that means being aware of how they learn. This assists in becoming more effective and autonomous. Learners identify their level of confidence, they choose particular methods of improving their learning.

- provides persistence. This provide students with motivation and assist in gaining knowledge independently, quite significant ability in online environment.

- being open to continuous learning. If students are open to continuous learning that receiving feedback from any source is considered valuable. Such kind of people always strive for amendment, always growing, always modifying and improving themselves. These habits maintain personal and career growth.

As D.Gardner suggests, “The role of teachers in facilitating self-assessment falls into three parts: first to raise awareness among learners of the benefits of self-assessment; second to provide guidance on, and materials for, conducting self-assessments; and third to help learners understand the significance of the results. Teachers have a unique combination of knowledge, expertise and skills which not only allows them to undertake this role but actually makes them the best people for the job.”

Teachers facilitate in creating opportunities for learners to make conscious choices where evaluation is utilized to their own needs. As learners become more autonomous, they are likely to be more inventive in their assessments and require less support.

There are many tools and strategies that can be used as self-assessment.

We can use rubrics for assessments. They are in forms of matrix or grid. Rubrics are sometimes called “criteria sheets”, “grading schemes”, or “scoring guides”. Rubrics can be designed according to the content of the subject.

Student survey, multiple choice boxes, checkboxes and Likert scales empower students to control their own assessment process independently.

Data tracking is one self-assessment tool that is particularly useful for English learners. A data tracker has the student record their percentage of correct answers on various tasks over a period of time. With English learners, this often looks like tracking progress on the four language domains throughout the semester:

Reading/writing/speaking/listening

In essence, data tracking involves students creating a simple graph where they mark the date of the task on the x-axis and the percentage correct on the y-axis. So, if the student completes a listening exercise during Week 2 and gets 4 out of 5 correct, they would graph 80% in the Week 2 column. After completing another listening exercise in Week 3 and earning a 3 out of 5, they would add 60% to the Week 3 column.

As the graphs are filled in over time, areas of relative strength and weakness and/or specific concepts students do not quite yet understand would become apparent. Data trackers often also have an area for students to periodically reflect on their data patterns and to generate new goals based on their observations. Data tracking is ideal for Interchange classrooms to help students set personalised, language-specific goals.

Providing checklists with online activities is another self-assessment tool that can give students confidence to know exactly what is required of them and a framework that they can measure their progress against. For instance, if a student is asked to complete a writing assignment online, if they have a rubric that clearly specifies what mastery looks like, they can evaluate their own work prior to submission to ensure that they have met all the criteria.

It is also useful to build in a learner feedback option as this may be the only way of monitoring the success of such assessments.

Progress in information technologies and improvement of online teaching require to apply new tools and strategies in a modern learning environment. Self-assessment

remains as an engagement of students` motivation and tracking their learning. In real life instructors cannot always give feedbacks, grade their learners. For that reason better integration of self-assessment turns better preparation into creative life.

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MODERN WAYS OF LEARNING ENGLISH

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Abstract. Nowadays we very often confront with the fact, that the knowledge of English becomes a vital necessity. Did you know that over two billion people in the world now speak this language? And this figure is ever growing. It's the language of international business and politics. It is the primary language used for most computers and for the inner workings of the Internet. The ability to speak and understand English is mandatory in certain fields, professions and occupations. Learning of foreign language requires a sufficient amount of time and effort. That's why great amount of people are trying to take possession of it. But it is not so simple, as it seems to be. Various techniques are required for people with different level of proficiency and ability. With the appearance of the Internet new ways of learning the language came into sight.

Keywords: Language, enjoyable, difficult, understand, listening, reading, writing, speaking, communicate, affordable, download, popular, cooperation, mandatory, consideration, eventually, convince, knowledge, replenish, motivation, methods, environment, habits, different, innovative, classroom

Learning English, or any new language, is not as difficult as most people think. There are several ways of learning English. The most popular and effective are:

1. Self-study
2. Training in groups
3. Individual training with a teacher
4. Practice abroad

By far the most important factor is how much time you are immersed in the language. The more time you spend with the language, the faster you will learn. It means spending time enjoyable connected to the language you are learning. Listening, reading, writing, speaking, and studying words and phrases are considered to be essential in English.

If you do want to learn the language, take control. Choose content of interest, that you want to listen to and read. Seek out the words and phrases that you need to understand your listening and reading. Do not wait for someone else to show you the language. Discover the language by yourself.

Reading is the easiest and most affordable way to replenish vocabulary of foreign words and constructions. And that's why you should begin or continue learning English with the help of reading original or adapted books. Read and practice every day! It's very important. Read things that you like, things that you can mostly understand, or even partly understand. If you keep reading you will get used to the language.

Phrase books can be useful for the odd sticky situation or emergency when you need to whip your book out and know how to communicate something. Phrase books are great for learning simple greetings, numbers and knowing simple tourist phrases, but to

develop your knowledge further you will need to know how to complete sentences and learn about grammar. The modern methods of the group have important impact on the way of thinking and acting of children. Their application is made as a game with rules. Presented in this way, the methods convince the children to participate to the activity, for an active learning and cooperation and determine them to collaborate inside the group. The teachers should know how to use these modern group-work methods taking into consideration the different personalities of the children. Each child needs a special gesture, questions, advice, motivation and attitude depending on the situation.

The following tips should be followed each time we apply team-work plays:

- The period of time for the activity has to be mentioned to the children.
- The steps and rules of the activity should be presented gradually.
- The activity has to be connected to the reality.
- The activity has to offer to the children the possibility of feed-back, of correcting themselves.

Children learn English as a second or foreign language much faster than the adults. They imitate the teacher's pronunciation, sentences, phrases, and words more easily. They do not ask for explicit rules which explain how sentences are put together, produced, and pronounced. They may ask for the meanings of words, but they are able to intuitively identify salient features of the meanings of a word and use the word more or less correctly.[2]

Everyone loves music because it's fun and having fun is important when you're trying to learn a language. Songs are catchy and easy to listen to, so try downloading or buying music in a foreign language. Repetition is the key to learning, so if you listen to the same song again and again you will eventually know the words.

It's a great way to learn about the popular or traditional music styles in that country too. If you have a favorite popular song try to find it sung in another language or find the lyrics with the help of the internet and sit there with them whilst you listen to the song.

One of the easiest ways to learn English is to practice online. While there is a variety of great websites online that will allow you to learn and practice English. Try one of the many online grammar exercise sites available on the internet. You will find varied exercises and quizzes for most grammar points where you will have useful explanations. One of the best reasons for doing lots of exercises and tests is that they give you a benchmark to compare your future results with. If you never test yourself, you will never know about your progress. Start now by doing some of exercises and tests, and return in a few days to see what you've learned. Keep doing this and you really will make some progress with English. Also you can find a lot of useful online lessons in the Net.

Whether it's talking to people at the checkout in the supermarket, asking for directions, ordering food in a restaurant or chatting to people at a social gathering, you will be speaking the language on a daily basis. Being in a particular country for a long period of time you will be forced to learn the language in order to be able to communicate with people.

It is efficient way to go to English-speaking country and live there a few months. When you are in a language environment and communicate with native speakers, English is learnt very quickly. Music has an ability of getting stuck in our heads. Tunes and lyrics will often infiltrate our thoughts and play over and over in our minds. All of which will help you to learn English with songs as you easily memorize vocabulary and phrases. In fact, after a short period of time you will find it almost impossible to forget them. Songs are emotional. Our relationship with music is deep, powerful and hugely rewarding. It is a key that unlocks our emotions, influences our moods and enhances our mental and physical well-being. When something is emotional, then of course it is also easier to remember. Listening to music is an easy habit. One reason people find language learning difficult is they don't have an extra minute in the day to devote to their studies. But when you're learning English through songs, you don't need to set aside too much time because you can take the music with you wherever you go.

We know several ways of learning language such as the silent-way method. It came into existence when the idea of learning a language by forming a set of habits was seriously challenged in the early 1960s. Linguist like Caleb Gattegno looked at language learning from a learner's point of view by studying the way babies and young children picked up the language. In other words, students are responsible for their own learning. They are initiators of learning and capable of independently acquiring language. This method gave importance to the learning process and not teaching. The Silent Way emphasizes learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. There's a big emphasis on pronunciation and a large chunk of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement. The teacher evaluates their students through careful observation, and it's even possible that they may never set a formal test as learners are encouraged to correct their own language errors. [5]

The pronunciation of the sounds in a language includes stress, rhythm and intonation. Each language has its own specific pronunciation system. In early childhood it is not difficult for us to acquire the specific intonation and pronunciation of our native tongues. We need no formal instruction. However, it is quite different with a foreign language we want to master. The difficulty starts when the learner of a second language to the new language he or she is learning. Some sounds are similar in two languages and so they will be easily acquired. Other sounds will need more attention and so they will have to be extensively practiced until they become habits. The proper learning of pronunciation forms the basis for further success in mastering English. The teaching of pronunciation requires on the part of the teacher several examinations and analysis. Pronunciation cannot be learned by mere imitation by everyone. There are exceptionally talented pupils who can acquire a good pronunciation by nothing more than listening to

the sound of English. The majority of students need additional aid. They must be taught how sounds are introduced. In this way, to the checking power of the ear is added the constructive power of placing the vocal organs in certain positions, so as to produce certain sounds. The movement of the tongue cannot be seen, it is almost all the time hidden from sight. The complex and difficult utterances that make up speech up sounds can be properly reproduced by listening, imitation and especially by giving description as to their formation. [6]

Foreign language lessons include the stages of developing relevant speaking skills and competencies through the presentation of new learning material, its practice through a variety of exercises, and its application to a variety of speech situations.

A number of interactive methods can be used to increase student engagement in the classroom. The term interactive method is derived from the English word “interactive”, which means to increase students’ internal activity. We should talk about the use of interactive methods of training, which encourage interest in the profession; promote the efficient acquisition of training material; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists.

We will give an overview of the modern teaching methods that are most widespread in the scientific and methodological literature and have the potential to form the competences of future professionals. The training, case study, behavioral modeling, peer feedback, play project, metaphor game, storytelling, basket and action learning methods—and their potential in professional training. There are a number of types of this method, some of which are currently widely used interactive methods such as "brainstorming", "business games", "pinboard", "cluster", "cinquain", "cubic technology", role-playing games are aimed at increasing the activity of students in the educational process. In interactive teaching, group teaching, small groups of 3-5 people are effective.

Summarizing the above, it can be called "Innovative technology". Innovative technologies are ways to improve the acquisition of knowledge through the use of factors that increase the effectiveness of education, the design and implementation of various pedagogical processes. Its main purpose is to make innovations and changes in the activities of teachers and students in the educational process, which requires the use of interactive methods. Interactive methods are based on the active, free and independent thinking of each learner involved in the learning process. In short, learning a foreign language using computer programs can be more effective and motivating. Playing these types of games with flash cards has been proven to help students learn a foreign language quickly. It is actually difficult to say which teaching method is effective unless used in a classroom of students with different need, learning experience, intellectual levels, cultural background and attitude towards learning English as a Second Language. Sometimes more than one method is used to bring out the desired results in the language classroom where communication becomes the key factor of teaching-learning process.

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THE TRANSFORMATION OF ASSESSMENT SYSTEM IN HIGHER EDUCATION IN UZBEKISTAN

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Abstract. This article gives a short overview on historical development of assessment system in education in the country of Uzbekistan. It provides an explanation to the credit-module system based on European countries experience. Also, the article

discusses the effectiveness of credit-module system in the context of Uzbekistan by providing opinions of some representatives working in higher and secondary schools in Uzbekistan.

Keywords: Assessment system, educational standard, transparency, grading system, rating system, workload, study load, transformation, curriculum.

After the collapse of the Soviet Union in 1991, there were few significant changes in the education system of the Republic of Uzbekistan. In the first decade, it almost resembled the former Soviet Union education system in which primary and secondary schooling was compulsory and consisted of pre-primary (age 2-7), primary (grade 1-4) and high schools (grade 5-11). All educational institutions in Uzbekistan including primary, secondary schools and higher education inherited the old assessment system of that period which was based on giving the grades such as 5-excellent, 4-good, 3-satisfactory, and 2-unsatisfactory. There was no higher grade than 5 and lower than 2.

In 2009, there was an attempt to change the grading system by introducing a rating system by the Ministry of Higher and Secondary Special Education (Regulation on higher education, 2003). The goal of the new regulation was:

- To control and analyse the progress of students' knowledge, skills and abilities, and their compliance with State Educational Standards.
- To guarantee accurate, transparent and effective assessment
- To organise and analyse systematic and precise attainment of students' knowledge
- To develop students' abilities to work independently, effectively and use information resources
- To ensure ongoing and continuous training in specific subjects
- To create conditions for the computerisation of educational process.

The Ministry of Higher and Secondary Education appointed that the students' achievement should be assessed on the 100-points scale, while current and

interim exams compile 70 points and final exam 30 points by adopting new regulations on the rating system in 2009. Particular attention was paid to the utilization of the testing system in the final exams, at the end of each semester which was based on multiple-choice test or written examination. The rector of the university takes the highest responsibility for the quality and transparency of the final examination. Therefore, the board for this exam were appointed by him (EACEA, 2017).

The objective of the rating system was to raise quality assurance in higher education; however, demerits of this evaluation were higher than merits. Primarily, the university educators' work doubled because the rating system was oriented on the mathematic calculation of each student's point which was time-consuming. Furthermore, many students did not understand it and simply equalized points to the grades, for example, 86-100 points equal to 5(excellent), 71-85 points equal to 4 (good), 56-70 points equal to 3 (satisfactory), and lower than 56 is 2 (unsatisfactory and failed). Unfortunately, appointed objectives did not approve its expectation, therefore, grading assessment was restored by the act of the Ministry of Higher and Secondary Education in 2018.

Those frequent transformations in assessment system negatively impacted on students' knowledge and also brought much confusion to the university stuff.

Another major problem was the lack of transparency in the final examinations in both assessment category. Many students are and were able to cheat at the final exams and get a higher score. The reason is that there is no common standard for testing which should be used for all students. Moreover, there is no separate department which is responsible for composing test-questions and its quality is, therefore, low. Every teacher of the course module is responsible for the quality of the test questions. That is, university teachers compile exam tests themselves according to the level and ability of their students but not to the requirements of the curricula. Another reason for the ineffectiveness of previous assessment systems is that the exam papers were checked by the university professors who was the course instructor. Sometimes it brought unfair

results because human factors such as emotions, kinship, hostility, or friendship also played a role in the evaluation process. Therefore, in order to provide transparency, a different department should work on assessment, those who are responsible for the quality assurance and those who work separately from the teaching process and who are not in direct contact with students. Thus, they will issue similar test-questions for all students.

On October 8, 2019 “Concept of development of the higher education system of the Republic of Uzbekistan until 2030” was approved by the current president of Uzbekistan. According to it, 85% of universities in the country are planned gradually to move to a credit-module system till 2030. The pivotal objective of this decree is to update the education system in Uzbekistan. Particular attention was paid to introduce fair assessment system in higher education. Therefore, in the next 2020-2021 academic year, more than 33 universities in the country are expected to switch to the credit-module system. This is a pilot project; therefore, it will be accomplished step by step. The experimental universities are those which are high-rating ones inside the country and, therefore, to accomplish the project will be less challengeable. Then gradually other high educational institutions will move to the credit-module system.

What is the credit-module system?

Credit-module system is a complex assessment system which is successfully used in world high rating universities. The annual amount of credits is 60 in the European Credit Transfer and Accumulation System (ECTS). Attack (2020) pointed out that “ECTS credits, indicate the required workload to complete a study programme, or a module within a study programme. ECTS points indicate only workload; they do not indicate a grade”.

One academic year in Uzbekistan consists of 2 semesters, a student will need to earn 30 credits per semester during their studies. A bachelor’s program typically consists of 4 years, a student is required to earn in a total of 240 credits to earn this degree, and 120 credits to complete a master’s program. Each credit represents a

workload of certain subjects that a student must complete. ECTS Users' Guide 2015 (2017) explained that, 1 credit represents on average 25-30 hours of workload. This means that if a student should earn 6-credit, he must complete 150-180 workload hours in total during the semester ($25 * 6 = 150$; $30 * 6 = 180$). In credit system 30-hour of workload is for 1 credit, then 12 hours ($30 * 40\% = 12$) are classroom hours, and 18 hours ($30 * 60\% = 18$) are for student independent study (Atack, 2020). Based on this distribution, the determination of 6 credits is 72 hours ($((30 * 6) * 40\% = 72)$ of classroom workload during the semester. 108-hour is to earn the specified credits in certain subject ($((30 * 6) * 60\% = 108)$). A student has to do an independent study at home or in the library (ECTS, 2018).

From the above, it is apparent that the concept of student learning time is not limited and measured by class time, but it is measured by the total hours of a student spend for study. Moreover, the main source of knowledge is not only teachers but also libraries and online resources which are effective in independent learning. In the credit-module system, the concept of study time depends on the student's time management ability, but not from the teacher's one.

The effectiveness of the credit system in Uzbekistan.

The question about the effectiveness of the credit-module system in Uzbekistan educational institutions is still controversial. Some people opine that effectiveness will be less due to many reasons. However, others believe that this is the best option to provide transparency and establish a robust learning environment. To provide more clarification I conducted a conversation with the authority of Ferghana State University. As he stated that many institutions in Uzbekistan are not ready to accomplish this transformation. The first reason is many educators of higher education are not aware of the concept of the credit-module system. Therefore, the ambiguity among educators and students will arise and bring gap in the learning process. He claims that it should be engrained in high schools then high-school students will be fostered in that environment. On the other hand, another representative from high school claims that

this system should be adopted in higher institutions because the students who are future teachers should be acquainted with this system first. Then, they will be able to teach the younger generation. All in all, Uzbekistan government needs a holistic mechanism by which education system will grow and its universities will take high position in world university ranking. This mechanism will be a high contribution to the development of the country and it will produce world-recognized scholars and researchers.

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CHET TILINI O'QITISHDA MUHITNING O'RNI

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Annotatsiya: Ushbu maqolada chet tilini o'qitishda bugungi kun o'rganuvchilariga muhitning o'rni, sinf xona, devor bezakari, parta stol joylashuvi, va boshqa unsurlarning ahamiyati dars sifatiga ko'rsatadigan samaralari haqidagi fikrlar va amaliyot tajribalari to'g'risidagi ma'lumotlar keltirilgan.

Kalit so'zlar: Sinf muhiti, global jamiyat, his-tuyg'ular, stress, kognitiv faoliyat, atrof-muhit, jismoniy faollik, resurs, tinglovchilar, ijobiy muhit, salbiy muhit, kooperativ ta'lim, maqsad, dinamika, fizikaviy muhit.

Davlatimiz rahbarining 2012-yil 10-dekabrda qabul qilingan “Chet tillarni o'rganish tizimini yanada takomillashtirish chora tadbirlari to'g'risida”gi qarori

bugungi kun zamon bilan hamnafas bo'lgan yoshlarga chet tillarini puxta egallash imkoniyatlarini yanada oshirdi. Tilni o'qitish talabalar o'rganmoqchi bo'lgan til bilan munosabatda bo'lishni anglatadi. Albatta, o'z ona tilida so'zlashadigan mamlakatda o'qiyotgan o'quvchilarning imkoniyatlarini xorijiy til sifatida o'rganayotganlar bilan taqqoslash qiyin. Shu boisdan o'qituvchi uchun eng muhim vazifa - bolalar tilga kirib borishlari uchun sinfda munosib muhit yaratishdir. Barchamizga ma'lumki, sinf muhiti har qanday talaba uchun ikkinchi o'qituvchidir, shuning uchun ushbu atrof-muhit har bir talabaga ta'limni yetqazib berishda qay darajada muhimligi haqida mulohazalarimizni o'rtoqlashamiz.

O'quvchilarning juda ko'pchilik qismi maktab sinfxonasida o'tirishga odatlanishgan. Bu yerda ular global jamiyatda muvaffaqiyatga erishish uchun zarur va munosib deb topilgan turli ko'nikmalarni o'rganadilar. Sinf shunday muhim makonki, o'qitishda maksimal samaradorlikga erishish uchun o'qituvchining asosiy suyanchi hisoblanadi. Sinf muhiti o'quvchilar bilimiga ta'sir qiluvchi eng muhim omillardan biri. Oddiy qilib aytganda, o'quvchilar o'quv muhitini ijobiy va qo'llab-quvvatlovchi vositalarni ko'rsalar yaxshiroq o'rganadilar. Sinfning ijobiy muhitiga tahdid solishi mumkin bo'lgan omillarni barchamiz yaxshi bilamiz: ya'ni bolalar uyidan sinf xonaga olib keladigan muammolari, o'qishga bo'lgan muhabbatning yetishmasligi va bunday muhitda qolib ketgan talablarda motivatsiyaning sezilmasligi, zerikarli test sinovlari va boshqa shu kabi sabalar. Biz ushbu omillarning barchasini nazorat qila olmaymiz, ammo ularning salbiy ta'siridan himoya qilish uchun oddiy strategiyalarni amalga oshirsak nima bo'ladi? Yaxshi yangilik qila olish mumkin ya'ni biz his-tuyg'ular kuchidan foydalangan holda har kuni o'quvchilarning tajribalarini samarali o'rganishimiz va o'zgartirishimiz mumkin. Agar siz allaqachon bunday o'zgarishga vaqtingiz yo'q deb e'tiroz bildirayotgan bo'lsangiz, xavotirlanmang: biz hissiyotlar haqida gapirish uchun har kuni sinf yig'ilishini o'tkazish haqida gapirmayapmiz. Taklif qilingan strategiyalar sizning yo'riqnomangizdan osonlik bilan o'rin egallashi mumkin. Bundan tashqari, ular hashamatli yoki favquloddagi narsalar

emas: biz xavf ostida bo'lgan hissiyotlar kuchini ko'pincha e'tiborsiz qoldiramiz. Sizning sinfingizda o'quvchilarga energiya kuchayishini ko'rsatish uchun takroriy yoki batafsil yo'naltirilgan vazifalar bilan birgalikda rang-barang bo'lgan ranglarni ishlatishga harakat qiling. Masalan sariq rang: o'quvchi diqqatini tortadi, to'q sariq rang: kayfiyatni ko'taradi, yashil rang: kishini tinchlantirish konsentratsiyasiga ega, moviy rang: o'quvchini o'rganishga undaydi. Tadqiqotning mo'l-ko'lligi hissiyotlarning ta'limga ta'sirini belgilaydi. Masalan, stress, kognitiv faoliyatga sezilarli salbiy ta'sir ko'rsatadi. Bu o'rganish jarayoniga kelganda afsuski, salbiy voqealar kuchi o'z omilini ko'rsatadi. Biz o'zimizni o'quvchilarimizni salbiy kuchga qarshi ijobiy kuch paydo qilishimiz zarur. Salbiy holatlarga qarshi turish uchun etarli darajada ijobiy tajribalarni taqdim qilish orqali biz o'quvchilarga tengdoshning tanqidiy izohi yoki stressli sinov paytidagi holati yo'l qo'yilishi mumkin bo'lgan "salbiy muhit" ga tushib qolishining oldini olishga yordam beradi. Shu tarzda salbiy his-tuyg'ularga berilib ketish o'quvchilarning diqqatini kamaytiradi va ularning turli nuqtai nazarlarni ko'rish va muammolarni hal qilish qobiliyatiga to'sqinlik qilish tufayli o'rganishlarini susaytiradi. Ijobiy muhitni yaratish, o'qishni doimiy ravishda yaxshilaydigan kuchli sezilarli natijalarni keltirib chiqaradi: agar o'quvchilar o'zlarining xatolaridagi hazilni ko'rishlari, muvaffaqiyatlarini nishonlashlari va o'zgarish ko'nikmalari ularda borligiga o'zlarini vakolatli his qilishlari mumkin bo'lsagina, ular o'rganish bilan faol shug'ullanishadi va natijada bu samara beradi. Quyidagi yechimlar va strategiyalar sinfda duch keladigan muammolarni baholashda va ularni hazil, yangilik va maftunkorlik kabi ijobiy elementlar bilan singdirish orqali ularni hal qilishga yordam beradi. Birinchi qadam bizning o'quv muhitimizning hozirgi holatini o'rganish va uning qanchalik samarali ekanligini baholashdir. O'zingizning sinfingizda kuzatuvchi bo'lish uchun bir-ikki kunni oling yoki o'zingizning hamkasbingizni o'zaro kuzatmoqchi ekanligingizni taklif qiling.

Talabalarning topshiriqdan tashqari sarflagan vaqtlari va haqiqiy ish bilan shug'ullanadigan vaqt nisbati qanday? Muammolarni keltirib chiqarishi

mumkin bo'lgan turli xil "ommaviy chalg'ituvchi omillarni" yodda tuting, masalan, xonaga kiradigan yoki chiqadigan odamlar, shovqin darajasi, talabalarning o'tiradigan joylari va kunning vaqtini, o'qitish va o'rganish eng samarali bo'lgan lahzalarni aniq bilishingiz, ushbu daqiqalarga olib keladigan narsani tahlil qilishingiz va ushbu tajribalarni ko'proq yaratish usullarini topishingiz kerak. Siz aniqlagan unchalik samarasiz lahzalarga kelsak, quyidagi strategiyalar sizni jalb qilish va o'rganish uchun qulayroq muhit yaratishga yordam beradi. Nega atrof-muhit tilni o'rganish uchun muhim? Biz yashaydigan muhit bizning kayfiyatimizga, munosabatlarga kirishish qobiliyatiga, ishdagi yoki o'yindagi samaradorlikka ta'sir qiladi hatto sog'ligimizga ham. Bundan tashqari, ikkita muhim sababga ko'ra, o'quvchilarni o'rganish va rivojlantirishda kichik yoshdagi guruh muhiti juda muhim rol o'ynaydi. Birinchidan, yosh bolalar miyaning tez rivojlanishi jarayonida dastlabki yillarda miyada u foydalanishi mumkin bo'lganidan ko'ra ko'proq sig'im yoki birikmalar rivojlanadi. Bola foydalanadigan narsalar kuchli aloqalarni shakllantiradi, ishlatilmaydigan vositalar esa kesiladi. Buni aniqlashda bolalarning tajribalari yordam beradi. Rivojlanayotgan bola miyasining rivojlanishini imoratni qurish bilan taqqoslashadi: "Kerakli materiallarning yetishmasligi rejalar o'zgarishiga olib kelishi mumkin bo'lganidek, tegishli tajribalarning yetishmasligi genetik rejalarda o'zgarishlarga olib kelishi mumkin". Bolalarning tajribalari atrof-muhit bilan cheklanganligi sababli, biz ularga taqdim etadigan muhit bolaning miyasining rivojlanishiga hal qiluvchi ta'sir ko'rsatadi. Sinf muhiti talabalar va o'qituvchilar uchun juda muhimdir. Devorlarning rangidan tortib, stollar tartibiga qadar hamma narsa o'quvchilarda taassurot qoldiradi va talabaning bilim olishiga ta'sir qilishi mumkin. Ijobiy ta'lim muhitini yaratish sinfda muvaffaqiyat qozonish uchun juda muhimdir. O'qituvchilar kutib olish muhitini yaratishi kerak, bu erda talaba o'zini xavfsiz his qiladi va ular bilan bo'lishishni xohlaydi. Sinf xonalari talabalarni teng ravishda namoyish etishi va har kim bir-birining ismini bilishi kerak. Sinfda hazildan foydalanadigan o'qituvchilar ham ijobiy muhit yaratadilar.

Doira shaklida joylashtirilgan stollarda talabalar bir biri bilan ma'lumotlarni baham ko'rishlariga yordam beradi. Devorlarning rangi va devorlardagi bezaklar ham taassurot qoldiradi. Yengil ranglar bo'sh joylarni ochadi va iliq ranglar mamnuniyat bilan o'rganuvchi tomonidan kutib olinadi. Sinf xonalar o'quvchilarning hurmatini his qiladigan va ularning qo'shadigan hissalarini his qiladigan joy bo'lishi kerak. Sinfda biron bir talabani ajratmaslik yoki tanho tutmaslik kerak. Har bir talaba o'zinini e'tiborda, o'qituvchi ishonchida ekanligini va hurmatga sazovorligini his qilishi kerak. O'quvchining ko'p vaqti maktab sinfida o'tirishga sarflanadi. Sinf bolaning o'sishida muhim o'rin tutishi bilan, o'qitishning maksimal samaradorligini oshirish uchun ushbu muhitga ta'sir qilish usullarini tushunish muhimdir. Agar haqiqatan ham maktablar kelajak avlodga qanday qilib jamiyatning muvaffaqiyatli a'zolari bo'lishini o'rgatishda katta rol o'ynasa, u holda o'quv muhiti o'quvchilarni rivojlanishiga yordam beradigan muhit bo'lishi uchun barcha choralarni ko'rish kerak bo'ladi. Ma'lum bir chet el yozuvchisini chet tili darsida o'tadigan bo'lsak, yozuvchining shajara daraxtini devorda aks ettirish, ijodkorning aforizmlarini so'zlarini rang baranglikni ta'minlagan holda doska yuqori qismidan hammaga ko'rinarli bo'lgan joyga yozib qo'yish orqali yoki ular yozib qoldirgan asarlardagi qahramonlarning rasmlarini devorga ilish va o'quvchilar bilan birgalikda yaxshi yomon sifatlarini chet tilida muhokama qilish orqali nomoyondaning faoliyatini o'quvchiga munosib yetqazib berishimiz mumkin bo'ladi. Devoriy rasmlarda qahramon yoki ijodkorlarning ijobiy yoki salbiy sifatlarini berishda ven diagrammasini, kluster usulini, BBB metodi, baliq skeleti usullarini rangli aks ettirish orqali o'rganuvchiga butun umrlik esda qolarli qisqa va batafsil yo'l bilan yoritib berishimiz ham mumkin, albatta. Shuningdek, sinfning energiyasi, qoidalari yoki xonadagi tovushlar, o'qituvchining ovoz toni kabi nomoddiy elementlar mavjud. Ularning har biri o'quvchining diqqat markazida bo'lishiga va sinfdagi yutuqlariga ta'sir qilishi mumkin. Sinfning ushbu elementlarining har biri hissiy muhit bilan bog'liq. O'qituvchi o'z sinfini qanday tashkil qilishi yoki uni qanday boshqarishi o'z o'quvchilari uchun ijobiy yoki salbiy oqibatlarga olib keladi. Agar o'qituvchi

g'ayratli yoki salbiy bo'lsa, u holda sinf o'quvchilariga bevosita ta'sir ko'rsatishi mumkin. Xuddi shunday, agar o'qituvchi g'ayratli va ijobiy bo'lsa, ular o'z o'quvchilariga ham foydali ta'sir ko'rsatishi mumkin. O'qituvchi yaxshi sharoit yaratish uchun o'z sinfini qanday tashkil qilishni tushunishi uchun bu sabab va natijasini bilishi muhimdir.

Bugungi kunda ko'plab sinf xonalari uchun standart holat qator qilib stol stulning qo'yilishi. Ushbu tartib tizimi o'quvchilarning e'tiborini, ijodkorligini yo'qotishiga olib keladi va sinfda ko'proq tartibsizliklarni keltirib chiqaradi. Ushbu tuzilma talabalar o'rtasidagi o'zaro aloqalarni rag'batlantirmaydi va ko'proq o'z ishini bajaradigan shaxs sifatida shakllanib qoladi. Inson kishi e'tiborni xohlaydigan ijtimoiy jonzotdir va agar ular buni tengdoshidan olish imkoniga ega bo'lmasalar, ular odatda o'qituvchisining e'tiborini jalb qilish uchun harakat qilishadi.

Talaba birinchi bo'lib xonaga kirganida, u qanday dars mashg'ulotlari olib borilayotganligi to'g'risida qaror chiqaradi. Ular stollarning qanday joylashtirilganligini ko'rish uchun qarashadi. Ular devorlarda nima osilganligini payqashadi. O'qituvchining o'z sinfini tashkil etish usuli ularning o'quvchilari bilan og'zaki bo'lmagan holda muloqot qilishlariga imkon beradi. Shuningdek, ular shunchaki o'tirishlari va yozib olishlari bilan cheklanmaydilar, balki o'rgangan mavzularini ijro etishadi. Devor san'ati o'quvchiga o'qituvchining o'z ishiga g'amxo'rlik qilishi, uni namoyish etish uchun yetarli ekanligini ko'rsatadi. Talabalar, shuningdek, partalar qanday tashkil etilganligi asosida sinfda o'qituvchining ijtimoiy kutishlari to'g'risida tushunchaga ega bo'ladilar. Ushbu vositalarning har biri tarkibidan qat'iy nazar har qanday sinfda ishlatilishi mumkin. Chet tilida o'qituvchi kichik teatr sahna sifatida xonaning burchagini olishi mumkin, u yerda o'quvchilar o'qiyotgan turli xil spektakllardan monolog dialoglaridan lavhalar sahnalashtirishlari mumkin. Xonada qulay stullar va kichkina kutubxona bilan jihozlangan joy bo'lishi, u yerda agar ular bir kunlik barcha ishlarini tugatgan bo'lsa, jimgina o'qish uchun badiiy kitob olishlari mumkin. O'qituvchilar tomonidan qo'llanilishi mumkin bo'lgan yana bir strategiya – bu xona

jihozlarini talaba va o'qituvchi uchun ko'rinarli qulay munosib o'ringa joylashtirishdir. Talaba darsda qatnashayotganda o'z shaxsiy istaklarini qondira olsa, buzg'unchilik xatti-harakatlari kamroq bo'ladi. Buning bir usuli - stollarni guruhlariga ajratish. Bu talabalar uchun talabalarga individual ishlarni bajarishga imkon beradi yoki ular sheriklar bilan muayyan topshiriqlar bo'yicha ishlashlari mumkin bo'ladi. Agar ular kattaroq loyihalar yaratayotgan bo'lsalar, uni bajarish uchun yig'ilib harakat qilishlari mumkin, bu harakatlarning har biri o'ziga xos vazifalarga ega. O'tiradigan joyni o'zgartirishning yana bir usuli - bu partalarni sinf atrofida aylana shaklida tashkil etish. Bu kichikroq sinf o'lchamlari bilan yaxshi ishlaydi, ammo ba'zida boshqa (uchburchak, to'rtburchak) joylashuvdan foydalanish mumkin. Ushbu strategiya jamoat oldida nutq so'zlash va sinfda o'tkaziladigan munozaralarni rivojlantirish samarasini beradi. Bu talabalarni jalb qiladi, chunki ularning barchasi bitta guruhning bitta a'zosiga aylanishiga bir kishi hamma uchun yoki hamma bir kishi uchun faolroq tinglashga, o'zlashtirishga, noverbal hatti harakatlar samara berishiga olib keladi. Shuningdek, bu muhit so'zlayotgan kishiga o'z g'oyalariga ko'proq egalik qilish imkoniyatini, o'qituvchi bilan talabalar o'z fikrlarini baham ko'rishdan qo'rqmasdan o'zlarini hamsuhbatlikka taklif etadigan muhitni yaratishlariga zamin yaratadi. Buning uchun o'qituvchi o'quvchilarning nomaqbul xatti-harakatlarning oqibatlarini bilishi, talabalar o'z fikriga qarshi turli xil fikrlarga ega bo'lgan tengdoshlarini qanday qilib hurmat qilish kerakligi haqida yaxshi ma'lumotga ega bo'lishlari kerak bo'ladi. O'qituvchi, shuningdek, talabalar uchun odatiy tartibni buzish uchun munozara usulini o'zgartirishi mumkin. Bir kuni ular navbat bilan soat yo'nalishidek ketma ketlikda fikrlarini aytishlari boshqa kuni aksincha qarama qarshi soat yo'nalish tomonidan darsga oid munozaralarni davom ettirishlari mumkin bo'ladi. Ravon gapir, do'stingning gapini bo'lma, tengdoshlaringni hurmat qil kabi qoidalarini devorga osib qo'yish ham har bir talaba bu kichik belgilardan nima kutilayotganini ko'z bilan ilg'ab darsda ularga amal qilib tartib saqlashlari mumkin bo'ladi. Shuningdek, bu o'quvchilarga o'qituvchining tafsilotlarga ahamiyat berishini va uyushgan sinfni boshqarish uchun o'qituvchi muvozanatni ushlab turishiga

sabab bo'ladi. Juda ko'p bezaklar mavjud bo'lsa, u ham ijodkorlikni to'xtatishi mumkin va agar yetarli emasligi ham chalg'itadigan narsalarga va e'tiborsizlikka olib kelishi mumkin. O'qituvchi erkinlikni tartib qoida va ko'rsatmalar bilan muvozanatlashtirishi kerak. Bunga erishish uchun o'qituvchilar allaqachon o'rnatilgan sinf tarkibida yanada jozibali tadbirlar yoki darslarni amalga oshirishi va yana o'qituvchi munosib muhit yaratishi buning uchun o'zi ham qaysidir ma'noda ijodkor bo'lishi lozim. O'quvchilar ishchi varaqlardan ko'ra loyihalar ustida ishlashda, bu o'qituvchiga sinfda osib qo'yishi mumkin bo'lgan tayyor mahsulotga ega bo'lishiga imkon beradi. Talabalar ishini osib qo'yish talabalar bilan o'zaro munosabatlarni o'rnatish uchun ajoyib imkoniyatdir. Talaba avvalgi o'quvchilarning ishlarini devorlarga osib qo'ygan holda sinfga kirganda, bu ularga ma'lum bir ma'lumotlarni yetkazadi. Birinchidan, bu o'quvchiga o'qituvchi aslida topshiriqlarni ko'rib chiqishini bilishiga imkon yaratadi. Talaba topshiriq bajarishida bir birini oldingi talabalar bilan qaysidir ma'noda baholay oladi. Ikkinchidan, o'qituvchi talabaga tengdoshlarining ishi haqida qayg'urish hissini shakllantiradi. O'qituvchi topshiriqlarni ularni tashlab yuborish yoki qaytarib berish o'rniga devorga osib qo'yishi talabani yetarli darajada qadrlashidan dalolat beradi. Bu talabani topshiriqni ham ko'proq qadrlashga undaydi. O'qituvchi hokimiyatni o'rnatish uchun yetarlicha professional, o'ziga qulay, yaltiroq bezaklarsiz kiyingan bo'lishi va yetarlicha hotirjam, samimiy, kamtarin bo'lishi ham lozim. O'qituvchi talabalarning ijobiy hislatlarini yaratuvchisi ekanligini shuningdek, ular o'quvchining muammolari yoki savollariga chin dildan g'amxo'rlik qilishlarini talabalarga ko'rsata bilishi joiz. O'quvchining bilimiga ta'sir qilishi mumkin bo'lgan sinfning ikkinchi dinamikasi - bu fizikaviy bo'lmagan muhit. Bu tovush, harorat, o'rindiq joylashuvi kabi narsalardan iborat. Bu holatlar har bir o'quvchining o'ziga xos mahorat va ko'nikmalaridan butun sinf bahra olishini, ularning harakatlari nafaqat o'zlariga, balki tengdoshlariga ta'sir qilishini, boshqalarga foyda keltirishi mumkin bo'lgan qobiliyatlarga ega ekanligini anglatadi.

O'qituvchilarning vazifalaridan biri jamiyatning foydali va samarali a'zolari bo'ladigan talabalarni yaratishdir va ushbu strategiya maqsadga erishishning ajoyib usuli hisoblanadi. Chet tilini o'sha til namoyondalarini hayot va ijodini o'rgatishda adib yashagan muhitni tasvirlarda yashayotgandek harakatlarini jonlantirish mumkin. Maqsad - bu talabalarga haqiqiy dunyo vaziyatlarini sinfga olib kirish, rol o'yinlar, kichik sahna chiqishlarini tashkil etib talabalar bir-birlariga qanday foyda keltirishi mumkinligi haqida o'ylashni, o'rganishini o'rgatishdir. Ushbu holatlar, shuningdek, yuqori darajadagi akademik talabalarni materialni tushunishda qiynalayotgan talabalar bilan birlashtirish strategiyasi bilan bog'liq. Talabalar kerak bo'lganda ko'rsatmalarni takrorlashlari yoki topshiriqni bir biridan o'qituvchi uddalay olmaydigan tarzda tushunib olishlariga sabab bo'ladi. Shuningdek, mavzuni tushunmagan o'qituvchidan so'rashga qiynaladigan talabalar uchun yordam olishga bir biri imkon beradi. Olimlarning ta'kidlashicha, kooperativ ta'limga intilish bugungi kunda shu boisdan ham kuchlidir.

Yurtboshimiz ta'kidlaganlaridek, ta'limni tarbiyadan ajratmagan holda uzluksiz olib borish, har bir bilim berayotgan pedagog oldidagi oliy maqsad sanaladi bizning fikrimizcha.

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СОҲАВИЙ ТЕРМИНЛАРНИ ЎҚИТИШДА НОСТАНДАРТ ТЕСТЛАРНИНГ ЎРНИ ВА АҲАМИЯТИ

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Аннотация: Мазкур мақолада соҳавий терминология, уни чет тилларда ўқитиш, мутахассис тилини ривожлантириш тенденциялари, туризм соҳасига оид терминологик аппаратида аббревация ҳодисаси, ривожланиш тенденцияси ҳамда соҳавий терминларни ўқитишда ностандарт тестларнинг ўрни ва аҳамияти ёритилган. Шу билан бирга ностандарт тестлар мазмуни ва моҳиятига кўра гуруҳлаштирилган.

Калит сўзлар: термин, соҳавий терминология, туризм соҳаси, ностандарт тест, чет тил ва тенденция.

Дунёда туризм йўналишида рўй бераётган жараёнларнинг глобаллашуви ва интеграцияси мамлакатимизнинг туризм соҳасини сифат жиҳатдан янги босқичга кўтаришга туртки бўлди. Бу ўз навбатида, туризм соҳасининг тараққий этиши, мазкур соҳада фаол қўлланиладиган туризм соҳасига оид терминлар тизимини илмий жиҳатдан янада атрофлича тадқиқ қилиш заруратини юзага чиқарди. Бугунги кунда мамлакатимизда туризм соҳасига оид терминология ривожланиш босқичида бўлиб, бу жараёнда халқаро мулоқотнинг бутун дунёда тан олинган воситаси саналган инглиз тили туризм терминологияси муҳим роль ўйнамоқда.

Мамлакатимизда ҳам турли соҳалар шиддат билан ривожланиб бораётгани, бунинг натижасида терминологик тизимнинг ҳам бойиб бораётгани сир емас. Терминологик тизимда туризм терминологияси ҳам салмоқли ўринни егаллайди. Туризм соҳаси ҳар қандай мамлакат иқтисодиётининг енг истиқболли йўналишларидан бири ҳисобланади. Унинг ривожланганлик даражасини белгилаб берувчи омиллар орасида кадрлар малакасининг юқорилиги ҳам муҳим аҳамиятга ега. Соҳа бўйича чет тил бўйича мутахассислар, жаҳон

стандартларига жавоб бера оладиган кадрлар тайёрлашда терминология масаласининг тартибга солинганлиги ҳам муҳим аҳамиятга эга. Соҳавий терминология, уни чет тилларда ўқитиш, турли тиллардаги қиёсий татбиқи ҳамда мутахассис тилини ривожлантириш тенденцияларини ўрганишга бўлган эҳтиёжни янада кучайтирди. Терминология йўналишига оид фаолият натижаларини кундан-кунга кенг қўллаш терминологик соҳанинг кейинги йўналишларини очади, янги мақсад ва вазифаларни белгилашга имкон беради [1, 79]. Гастрономик туризм бўйича Ўзбекистон МДХнинг энг оммабоп мамлакатлар бешталигига киради. Хавфсиз мамлакатлар рейтингида Ўзбекистон 2-ўринни эгаллайди. Президент даражасида туристик саноатни модернизациялаш, соҳани барқарор ривожлантириш учун меъёрий-ҳуқуқий базани ишлаб чиқиш ва такомиллаштириш, хорижий меҳмонларга халқаро стандартларга мувофиқ хизмат кўрсатилишини ташкил қилишга алоҳида эътибор қаратилмоқда. Шунингдек эркин туристик зоналар (ЭТЗ), эркин иқтисодий зоналар (ЭИЗ) ташкил қилинган бўлиб, уларда катта имтиёзлар (солиқ, божхонага оид) берилади [2]. Инглиз тили туризм терминологияси лингвистик нуқтаи назардан тил лексикасининг бир қисмини ташкил қилиб, мазмуний ва структурал хусусиятлари билан ажралиб туради. Туризм соҳасига оид терминологик аппаратида аббревация ҳодисаси ривожланиш тенденциясига эга.

Туризм соҳасидаги аббревиатуралар меҳмонхоналар тоифаси, хоналар тоифалари, овқатланиш, тураржой турларида учратиш мумкин [3]. Бундай аббревиатураларни хотирада сақлашда ностандарт тестлардан фойдаланиш мақсадга мувофиқдир. Ностандарт тестлар мазмуни ва моҳиятига кўра қуйидаги гуруҳларга ажратилади:

1. Интегратив тестлар;
2. Адаптив тестлар;
3. Мезонли-мўлжал олиш тестлари.

Интегратив тестлар интеграл мазмун, шакл, қийинчилик даражаси бўйича ўсиб боровчи, таълим муассасасининг битирувчисининг тайёргарлик

даражаси ҳақида умумлашган якуний хулоса чиқаришга имкон берадиган тест топшириқлари саналади. *Адаптив тестлар* автоматлаштирилган, талабаларга нисбатан индивидуал ёндошиш имконини берадиган, топшириқ мазмуни, бажариш тартиби, қоидаси, шу топшириқни бажариш натижасида талабанинг эгаллаши мумкин бўлган бали ва тест натижаларини умумлаштириш бўйича кўрсатмалардан иборат бўлади. Адаптив тестларнинг асосий гуруҳини пирамидали адаптив тестлар ташкил этиб, қўлланиш мақсадига кўра: ўртача оғирликдаги, талабанинг танлашига кўра аралаш, топшириқлар банкидан фақат қийин даражали бўлиши мумкин. Адаптив тестлар таълим-тарбия жараёнини ташкил этишнинг модулькредит парадигмасида муваффақиятли қўлланиши мумкин. Бунинг учун педагог битта мавзу, боб, бўлим, курс мазмуни бўйича турли қийинчилик даражадаги бир неча вариантли тест топшириқларини тузиш ва амалда қўллаш маҳоратига эга бўлиши лозим. *Мезонли-мўлжал олиш тестлари* талабаларнинг умумий тайёргарлик даражаси, мазкур курснинг ўқитилиш сифати, педагогнинг педагогик маҳорати, таълим-тарбия жараёни самарадорлигини аниқлаш мақсадида ўтказилади. Мазкур тест топшириқларини тузиш учун аввало ўқув курси мазмуни ДТС асосида таҳлил этилади, билим, кўникма ва малакалар аниқланади, уларни аниқлаш учун топшириқлар мажмуаси тузилади, мазкур топшириқлар тест топшириқларига айлантирилади ва синов ўтказилади, пировар натижада талабаларнинг шу курсни ўзлаштириш даражаси юзасидан хулоса тайёрланади. Мезонли-мўлжал олиш тест синовлари орқали талабаларнинг билимларидаги бўшлиқлар аниқланади ва уларни бартараф этиш йўллари аниқланади. Юқорида қайд этилган ностандарт тест топшириқларини таълимтарбия жараёнида мақсадга мувофиқ фойдаланиш жараёни талабаларнинг ўзлаштирган билим, кўникма ва малакаларини ҳаққоний ва одилона назорат қилиш ва баҳолаш имконини беради. Ностандарт тест топшириқларини тайёрлашда мазмун ва шакл асосий ўринни эгаллайди [4; 55-56].

Ностандарт тестлардан қуйидагича намуналар келтирилади:
овқатланишга мос аббревиатураларни жуфтланг:

.	BO	A	узайтирилган all inc
.	BB	B	Super All inc
.	HB	C	Very Important Person all inc
.	HB+	D	элегант all inc
.	FB	E	узайтирилган all inc
.	FB+	F	олий категорияда овқатланиш
.	all inc	G	кун давомида овқатланиш, импорт ичимлаклари ҳамда қўшимча хизматлар билан
.	ultra all inc	H	кун давомида овқатланиш, импорт ичимлаклари билан
.	max all inc	I	кун давомида овқатланиш, ҳудудий ишлаб чиқариш ичимлари билан
0.	high class all inc	J	узайтирилган тўлиқ пансион
1.	Ex all inc	K	тўлиқ пансион
2.	El all inc	L	катта пансион
3.	VIP all inc	M	узайтирилган пансион
4.	Super All inc	N	нонуштали
5.	De Luxe All Inc	O	овқатланишсиз

авол	C									0	1	2	3	4	5
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Ж															
авоб															

Хулоса қилиб айтганда, туризм соҳасига оид терминларни ўқитишда ностандарт тестлардан фойдаланиш мақсадга мувофиқдир. Тест топшириғи биринчи марта амалиётга жорий этилганда, уларнинг мазмуни талабаларга маълум бўлиб қолади ва тест жавоблари ҳақидаги ахборотнинг четга чиқиб кетиш ҳолларининг олдини олиш учун, мазкур принцип тест саволлари ва жавобларини кўп вариантли қилиш, уларни алмаштириб, янгиланган боришни тақоза этади. Бу ҳолатда тест топшириқларининг мазмуни ва уни бажариш қийинчилик даражасини сақлаш талаб этилади.

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НЕМИС ВА ЎЗБЕК ТОПОНИМИКАСИДА ЭТИМОЛОГИК ҚАТЛАМЛАР

С.И.Аноркулов

СамДЧТИ немис тили назарияси
ва амалиёти ўқитувчиси
Самарқанд, Ўзбекистон

Annotation: Мақолада этимологик маълумотлар асосида объектларнинг номланиши, ўлчамлари ва шакли, семантик, тематик ва географик принциплари, морфологик ва грамматик тузилиши, функционал хусусиятлари ва ҳоказоларга кўра топонимларнинг ҳар хил таснифлари алоҳида тақдирланган.

Key words: toponym, onomastics, place names, linguistics, classification, common names, proper names, interdisciplinarity, linguoculturology, colors, geographic names,

Минг йилликлар давомида шаклланган Германия ва Ўзбекистон топонимикаси ушбу ҳудудларнинг ранг-баранг лисоний ва кўп маданиятли муҳитини акс эттиради.

Бугунги кунда немис топонимларининг этимологик маъноси масаласи кўплаб олимларнинг диққат марказидадир. Д.Димер, И.Били, Х.Вальтер, Х.Кауфман, Г.Лозе, Х.Фишер, Э.Шредер каби олимлар ўз тадқиқотларида немис топонимларини лингвистик ва тарихий аспектларда, диахрон ва синхрон планларда ўрганиб таҳлил қилганлар. Р.Мурясов, А.Беляев, С.Хантимиров, В.Колхайм, А.Гройле, К.Хенгстларнинг ишларида атоқли отларнинг умумий тавсифи, жумладан, топонимлар таснифи келтирилади, мамлакатдаги алоҳида ҳудудлар ойконимларининг структур-семантик хусусиятлари тавсифланади, славян, кельт, лотинча келиб чиқишга эга географик номлар, шунингдек топонимиядаги гибрид ҳосилалар ва уларнинг фаол ўзаро таъсири таҳлил қилинади.

Мазкур тилшуносларнинг кўп сонли ишлари орасида А.Бахнинг беш томли монографияси “Deutsche Namenkunde” алоҳида ажралиб туради. А.Беляевнинг фикрича, “Бу иш ушбу соҳага доир бошқа ишлар фонида немис топонимикасининг вужудга келиш ҳамда ривожланиш жараёнини немис диалектологияси ва немис тили тарихининг алоҳида муаммоларига доир ўша давр учун янги бўлган тадқиқотларни ҳисобга олган ҳолда тизимли баён этувчи қўлланма сифатида ажралиб туради” [Беляев 2018: 193]. Немис ономатологи ўз тадқиқотида немисча топонимларнинг ҳосил бўлиш моделларини ажратади ҳамда фонетик ва морфологик ўзгаришлар билан шартланган немис топонимларининг тузилишини батафсил тавсифлайди. Бу А.Бахнинг Германия илмий ономастикасининг шаклланиши ва ривожланишига муҳим ҳисса қўшганлигидан далолат беради.

Немисча географик номлар тарихий ривожланиши нуқтаи назаридан А.Бах томонидан таклиф қилинган гуруҳланиши қуйидагича:

1. Немис даврига қадар шаклланган топонимлар: а) лигурий, иллирийча ва венет топонимлари; б) кельт; в) лотин-роман; г) антик манбалардаги герман топонимлар.
2. Немис топонимлари: а) IV-VI асрлардаги колониялар даври; б) V-VII асрлардаги франклар даври; в) сўнгги ўрта аср даври, г) замонавий давр [Bach, 1954: 123].

Халқ тарихи ва тили ўртасидаги муносабат А.Бах учун муҳим аҳамиятга эга. Ўз тадқиқоти орқали тилшунос онимлар қўлланишининг турли режага эга эканлигин қайд қилади ва уларни тил, маданият, тарих ҳамда социология кесишмасидаги уникал ҳодиса сифатида кўриб чиқади.

Шу ўринда, немис тадқиқотчиси В.Арнольднинг “Немис қабилаларининг жойлашиши ва миграцияси” номли иши ҳам катта қиммат ва тарихий аҳамиятга эга. Олим ўз ишида “топонимларни қадимги тарих, айниқса, қабила муносабатлари тарихи бўйича ахборот олишнинг муҳим манбаи сифатида” таҳлил қилган. В.Арнольд “қабила” назариясининг моҳиятига кўра, “топонимларнинг муайян типи аниқ бир герман қабиласи билан боғлиқ бўлиши ва характерли компонентга эга бўлиши мумкин, деб ҳисоблайди. Масалан, ушбу назарияга мувофиқ, иккинчи компоненти -heim бўлган ойконимлар франкларга оид, -ingen - hofen компонентли ойконимлар эса алеманча номларни ифодалайди” [Arnold, 1881: 246]. В.Арнольднинг кўп йиллик меҳнатлари марказий Германия топонимиясини ўрганган кейинги тадқиқотчилар учун бебаҳо аҳамиятга эга бўлди.

Э.Шварц, Р.Фишер немис ва славян тилларининг тарихий фонетикасини ҳисобга олган ҳолда немис-славян фонетик мувофиқликларни аниқлашга уринишларни амалга оширганлар [Беляев 2018: 195]. Лейпциг ономастика мактабининг асосчиси Э.Эйхлернинг илмий ишлари шарқий ва ғарбий славян тиллари тадқиқига, босем, словак, лужицк филологиясига бағишланган. Олимни немис тилидаги славян ономастик мероси қизиқтирган, натижада унда топонимик

лексикани ўрганиш жараёнида мажмуавий таҳлил қилиш ва тизимли таҳлил ғояси юзага келган [Eichler, 1982].

Туркий топонимлар масаласи қадим-қадимдан олимларнинг эътиборини ўзига жалб этган. Маҳмуд Қошғарий, Хоразмий, Абу Райҳон Беруний, Абу Бакр Наршахий каби қомусий олимлар ўз ишларида бир қатор туркий топонимларнинг этимологиясига оид изоҳлар ва тавсифлар келтирган. Ушбу изоҳлар илмий жиҳатдан баъзида мукамал бўлмаса-да, улар ҳозирги тадқиқотлар учун катта аҳамиятга эга, чунки, бир томондан, қадимий жой номларининг этимологиясига доир турли қарашлар, бошқа томондан, топонимларда содир бўлаётган фонетик, грамматик, структур, семантик ўзгаришларни кузатиш имконини беради.

Ҳозирги вақтда ҳам Ўзбекистон топонимикаси бир қатор олимлар томонидан доимий равишда тадқиқ этиб келинмоқда. Бу соҳада Ҳ.Хасанов, Э.Бегматов, С.Қораев, Т.Нафасов, А.Отажонова, З.Дўсимов, С.Найимов, Т.Эрназаров каби олимлар фаолият ва олиб боришмоқда. Ҳ.Хасановнинг ишларида бир қатор топонимларнинг таснифи ва тавсифи, уларнинг транскрипциялари, муаммолари ўрганилган. С.Қораевнинг тадқиқотларида топоним тушунчаси, топонимлар изоҳли ва тавсифий таҳлили, топонимиканинг бошқа фанлар билан боғлиқлиги, Ўзбекистон топонимикасининг ўзига хос хусусиятлари, топонимик лексика, турли ёзма ёдгорликда учрайдиган топонимлар таҳлили каби масалалар ўрганилган. Т.Нафасов ишларида Ўзбекистон топонимлари этнолингвистик ва этимологик жиҳатдан тадқиқ этилган. Т.Эрназаровнинг ишида Ўзбекистон топонимларини этимологик тадқиқ усуллари, методлари ва тамойиллари, топонимлар луғавий асосларининг этимологик тадқиқотида муҳим лингвистик ва экстралингвистик омиллари, турли хил қолипли топонимларнинг этимологик таҳлили ўрганилган [Эрназаров, 2006]. Н.Охунов ишларида Фарғона водийси ойконимлари [Охунов, 2000], С.Найимовнинг ишларида Бухоро вилояти ойконимлари [Найимов, 1984], Ё.Худжамбердиев, Х.Холмуминовнинг тадқиқотларида Сурхондарё топонимлари

[Худжамбердиев, 1973, Холмуминова, 1983], Ш.Кадырованинг ишларида Тошкент шаҳри топонимлари [Кадырова, 1970], К.Абдумуратовнинг ишларида Қорақалпоғистон топонимларининг таснифи ва тавсифи келтирилган, топонимларнинг структур ясаиш моделлари ўрганилган [Абдумуратов, 1970].

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ОНЛАЙН БАҲОЛАШ ТУРЛАРИ

Арифбаева М.А.

Инглиз тили ўқитувчиси

ЖИДУ

Тошкент

Аннотация: Ушбу мақолада карантин даврида онлайн баҳолашнинг фойдали томонлари айтиб ўтилади. Ундан ташқари баҳолашнинг турлари ва онлайн баҳолаш усуллари ҳақида сўз боради. Бу билан бирга ҳар бир баҳолаш турига қандай машқлар мос келиши ва уларни қандай усул орқали баҳолаш мумкинлиги ҳамда уларга қўйиладиган талаблар тушунтириш орқали ёритилади.

Калит сўзлар: тест, онлайн, дастур, вазифа, якуний назорат, жорий назорат, баҳолаш.

Пандемия даврида дунёнинг ҳамма соҳаси шу жумладан, таълим соҳаси ҳам коронавирус таъсири остида қолди. Оқибатда ўқитувчилар талабаларни ўқитиш учун альтернатив методларни ишлаб чиқишга мажбур бўлди. Ундан ташқари имтиҳонларни ўтказиш учун мос дастур топишида ўқитувчилар бир

мунча кийин кийинчиликларга дуч келди. Мақоламда тестларни онлайн тарзда ўтказиш учун баъзи бир методларни кўриб чиқамиз.

Онлай баҳолаш бир неча фойдали жиҳатларга эга.

✓ Пулни ва вақтни тежайди.

Тест ўтказиш учун жой банд қилинади, тест саволлари ва жавобларини қоғозга чиқариш керак. Устига устак қарздор талабаларнинг имтиҳонини қайта ўтказиш керак. Бу эса ўқитувчидан ҳам пул, ҳам вақтини сарфлашни талаб қилади.

✓ Мослашувчан.

Ҳозирги кунда короновирус сабабли кўпгина олий ўқув юртларида карантин қайта жорий қилинмоқда. Бундай онлай тест айти муддао. Талабалар ҳар қандай жойдан, ўзларига мақул бўлган вақтда кириб тестларни бажариши ёки вазифаларни ўқитувчига платформа орқали юбориши мумкин.

✓ Тез муддат ичида натижаларни билиш ва натижаларга жавоб олиш.

Талабалар тестни топшириши биланоқ ўз натижасини билиши ва ўқитувчи томонидан тест ёки вазифага қолдирилган изоҳ орқали заиф нуқталарини билиб олиши мумкин.

✓ Дўстона муҳит. Талабаларнинг тест натижалари оммавий тарзда эълон қилинмайди, балки ҳар бир талабага индивидуал тарзда юборилади. Бу эса талабалар ўртасидаги камситиш каби илатларни олади ва одамийлик муҳитини сақлаб қолади.

Анъанавий имтиҳонлардан кўра онлайн имтиҳонларда алдов ишлатиш осонроқ [1]. Лекин ўқитувчи тўғри, фойдали методларни қўллаши талабалар томонидан алдовни олдини олиши мумкин. Тўғри ва холисона баҳолаш фақатгина аниқ вазифаларни қўйиш орқали мумкин бўлади:

✓ Талабанинг билимини яхшилаш;

✓ Талабанинг кучли ва заиф томонларини аниқлаш.

Ҳар қандай тест ишончли, мақсадли, амалиётда қўлласса бўладиган ва фойдали бўлиши керак. Масалан Блум таксономиясига кўра вазифалар



белгиланади.

Блум таксономиясидаги олти қават иккига бўлинади: қуйи ва тепа. Қуйи қавати яъни билим, тушунча, қўллаш қисми бошланғич ўқувчиларга, тепа қавати яъни таҳлил, синтез ва баҳолаш қисми юқори даражадаги ўқувчилар учун қўлланади [[2]]. Билим олиш давридаги талабалар учун очик ва ёпиқ турдаги тестлар, мослаштирув, туғри\нотўғри, сўзлар билан тўлдириш, флеш карта, ўйинлар, викториналар учун тестлар берилади. Тушуниш даврида симуляция (ролли машқлар), анимация, амалий машқлар мос келади. Қўллаш даврида эса ёпиқ тестлар, амалий машқлар, симуляция, ўйинлар, қисқа жавоб, иншо ёзиш каби вазифаларни бериш мақсадга мувофиқ бўлади. Бизнинг талабалар юқори даражадаги билим олувчилар бўлгани сабабли анализ, таҳлил ва баҳолаш босқичидаги тестларни бериш жоиз бўлади. Бу босқичда ёпиқ тестлар, портфолио тайерлаш, лойиҳа, иншо ёзиш, симуляция, презентация, постер қилиш, кейс стади ва виртуал лабаратория кабиларни ишлатиш мумкин [[3]].

Баҳолаш икки босқичда олиб борилади:

- Оралиқ назорат (formative)
- Якуний назорат (summative)

Оралиқ назорат тестлари талабаларнинг маълум бир курсни тугатгандаёки материалларни ўргангандан кейин ўтказилади. Бу турдаги тест талабаларнинг курс давомида ютуқ ва камчиликларини аниқлаб беради. Бу эса ўз навбатида талабанинг вақтида хатосини тўғирлашга ёрдам беради.

Якуний назорат тестлари талабанинг тўлиқ умумий курсни тугатганда ўтказилади ва якуний баҳони чиқаради. Бунга портфолио, презентация, лойиҳа тайёрлаш каби вазифалар берилади. Якуний назорат саволларига кўп саволлар қўйиш нотўғри. Чунки талабалар тестнинг сифати эмас, унинг миқдorigа эътибор беради. Бу эса унча яхши натижаларга олиб келмайди [[4]].

Онлайн оралиқ назорат тестларига

➤ ўқитувчилар матн юбориши ва талабалар унга қисқа хулоса (summary) ёзиб жўнатиши мумкин.

➤ Талабалар ўқитувчи томондан ташкиллаштирилган форумга (forum) кириб берилган мавзу бўйича ўз фикр мулоҳазаларини видео, блог кўринишида билдириши мумкин. Талабалар ўзларини қизиқтирган мавзуларни ажратиб олишлари ва индивидуал тарзда юборишлари мумкин.

➤ Чат ўқитувчи томондан талабалар билан реал вақтда викторина яъни савол жавоб тариқасида ишлатиши мумкин.

Викторина (қисқа жавоб, ёпиқ тестлар). Бундай турдаги тестлар одатда 10 15 тача саволга эга бўлади. Бу талабанинг тез натижасини олиши ва заиф томонларини билиб олишига ёрдам беради. Бундай баҳолаш ўқитувчининг вақтини анча тежайди.

Якуний назорат тестига ўқитувчи

➤ портфолио тайёрлаш вазифасини юклаши мумкин. Бунда талаба ижодий ишларини киритади. Масалан битта расмий ва битта норасмий хат ёзиш, маълум бир масала бўйича танқидий фикрларини интернет блогга ёзиши; буларни аудио ёки видео кўринишда ўқитувчига юборади. Лекин бундай вазифалар талабаларга аниқ, лўнда тушунтирилган талаблар ўқитувчи томондан олдиндан берилиши керак.

➤ Презентациялар фақат Power point дастурида эмас балки мулоҳазали интернет блог, аудио, видео вебтестлар сифатида бажарилиши мумкин.

➤ Амалий тажриба. Талабалар ҳар ҳафта\кун\ой ўз тажрибалари ҳақида хабар ёзишади. Бошқа талабалар эса уни танқид қилиши, унга саволлар бера олади. Бу талабанинг ҳаётий тажрибаси оширишига ёрдам беради.

➤ Постер. Бундай турдаги вазифаларни талабалар блог, форум, электрон кути орқали ўқитувчига жўнатиши мумкин. Бунда талаба ўзининг маълум бир мавзуда ўтказган тадқиқоти натижаларини, мавзунини тушунтириб бериши каби ишлари интернет блогга қўяди. Бундай вазифа “ким”, “нима”, “қачон”, “қачонда”, “нима учун”, “қандай” саволларига жавоб беради.

➤ Ўз ўзини баҳолаш. Талабалар ўзининг билим, маҳорат даражасини ўзи аниқлай олади.

Тестларни ўтказиш учун баъзи бир дастурий таъминотлар мавжуд:

Викториналар, кросвордлар, мослаштирув тестларини тузиш учун Hot potatoes, сўровномалар, қисқа саволлар тузиш учун Quia ва Quizstar каби дастурларни ишлатиш мумкин.

Айтиш мумкинки талабани турли хил усуллар билан баҳолаш уни ҳар томондан маҳоратини кўрсата оладиган инсон сифатида шакллантиради. Жавобларини турли кўринишда яъни аудио, видео, форум, блог, презентация сифатида қабул қилиш талабанинг ижодий кўникмасини ривожлантиради.

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NEMIS TILINI MASOFAVIY TA'LIMDA O'RGANISHDA: MUAMMOLAR VA YECHIMLAR

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Abstract: In this article, we have explored the advantages and disadvantages of distance learning in German as a foreign language lessons for German learners during the pandemic period. Digitalization is fundamentally changing our everyday life and our professional life. The consequences of technological advances for growth and employment are current still vague.

Keywords: digital technology, relationships between countries, distance learning, advantages and disadvantages of distance learning in German as a foreign language lessons for German learners.

O'zbekiston-Germaniya munosabatlari garchi Germaniya va O'zbekiston Respublikasi o'rtasidagi rasmiy munosabatlar 1992 yildan boshlangan bo'lsa-da, ikki mamlakat o'rtasidagi munosabatlar uzoq tarixga ega. O'zbekiston mustaqillikka erishgandan so'ng ikki mamlakat o'rtasida teng huquqli munosabatlar o'rnatildi.

O'zbekiston va Germaniya o'rtasidagi munosabatlar yuqori darajada rivojlanmoqda. Ikki mamlakat o'rtasidagi munosabatlar murosaga kelish tamoyiliga asoslanadi.

Germaniya Federativ Respublikasi 1991-yil 31-dekabrda O'zbekiston mustaqilligini tan oldi. 1992-yil 6-martda mamlakatlarimiz o'rtasida diplomatik munosabatlar o'rnatildi. O'tgan yillar davomida Germaniya bilan hamkorlik ko'plab sohalarni qamrab olgan holda kengayib bordi. Yuqori darajadagi siyosiy muloqot bo'lib o'tdi.

Turizm sohasidagi aloqalar ham jadal rivojlanmoqda. So'nggi yillarda Germaniyadan mamlakatimizga tashrif buyuradigan sayyohlar soni to'rt baravar oshdi va 2018-yilda 20-mingga etdi. Joriy yilning 15-yanvaridan Germaniya fuqarolari uchun 30 kunlik vizaning joriy etilishi germaniyalik sayyohlar sonini yanada oshiradi.

O'zbekistonda 8000 dan ortiq nemislar yashaydi. Germaniyaning "Widergeburt" madaniy markazi va "O'zbekiston-Germaniya" do'stlik jamiyati nemis madaniyati va an'analarini saqlash va rivojlantirishga hissa qo'shmoqda. Konrad Adenauer va Fridrix Ebert nomidagi fondlar, Germaniya akademik almashinuv xizmati (DAAD) va boshqa tashkilotlar xalqlarimiz o'rtasidagi madaniy va ma'rifiy aloqalarni rivojlantirish uchun muhim muassasalarga aylandi.

Mintaqalararo hamkorlik doirasida madaniyat va ta'lim sohalarida samarali almashinuv yo'lga qo'yildi va Toshkent va Berlin, Buxoro va Bonn hamda har ikki mamlakatning boshqa shaharlari o'rtasida qo'shma loyihalar amalga oshirildi.

Muzokaralar chog'ida O'zbekiston va Germaniya to'liq hamkorlikni rivojlantirish istagi va barcha masalalar bo'yicha o'xshash qarashlarni birlashtirishi yana bir bor ta'kidlandi.

Mamlakatimizda nemis tilini o'rganish uchun barcha imkoniyatlar bugungi kunda davlatimiz tomonidan Gyote instituti va boshqa ko'plab rasmiylar tomonidan tashkil etilgan.

Bunday xavfli vaziyatda ham shuhratparast va g'ayratli tashkilotchilar nemis o'qituvchilari uchun xalqaro konferentsiyalar va seminarlar tashkil etishdi. Bu, albatta, juda quvonarli. Pandemiya barcha xalqlarning iqtisodiy, ijtimoiy, siyosiy va boshqa sohalariga katta ta'sir ko'rsatdi. Bu safar ham ta'lim tizimiga ta'sir ko'rsatdi. Deyarli barcha odamlar onlayn tarzda dars o'tishlari kerak edi. Texnologiya butun insoniyatni boshqaradi.

Bunday vaziyatda nemis tilini o'rganuvchilar uchun mukammal dastur ishlab chiqish zarur edi. Mavzuga oid savol: Masofadan o'qituvchilarga chet tilini qanday qilib o'rgatishimiz mumkin? Raqamli Kongressda savolga javob topdik, malaka va tajribamizni oshirdik. Raqamlashtirish bizning kundalik va professional hayotimizni tubdan o'zgartirmoqda.

O'sish va ish bilan ta'minlash uchun texnologik yutuqlarning natijalari hozircha noaniq. Ammo, shu bilan birga, tobora globallashib borayotgan raqobat sharoitida

kompaniyalar o'zlarining biznes modellari va strategiyalarini moslashtirishlari kerakligi sezilib turadi. Yangilanish uchun yuqori bosim ostida egiluvchanlik va epchillik ajralmas bo'lib tuyuladi.

Masofadan o'qitish GFL darslarida o'qishning afzalliklari va kamchiliklariga ham ega.

Nemis o'quvchilari o'rtasida masofaviy o'qitishning afzalliklari quyidagilarni o'z ichiga oladi.

- O'qishdan tashqari, siz ham ishlashingiz mumkin. Aslida, masofaviy o'qitishni tanlagan abituriyentlarning aksariyati ishdan bo'shash o'rniga, ta'lim olishni istaganlardir.

Onlayn ta'lim har qanday joyda va istalgan vaqtda mavjud.

Talaba o'zini o'zi xohlasa, masofadan o'qitishning eng katta foydasi shundaki, ba'zi darslar guruhlarda o'tkaziladi. Guruhda ba'zi talabalar tezroq, boshqalari esa sekinroq tushunishadi. Shu nuqtai nazardan masofadan o'qitish samaraliroq.

Inson kompyuter texnologiyalari to'g'risida yaxshi bilimga ega bo'lishi mumkin.

Mustaqil tadqiqot olib borish imkoniyatiga ega bo'ladi.

Masofadan o'qitish nemisining kamchiliklari:

Nemis tilini o'rganish paytida masofaviy o'qitishda fonetik-artikulyatsion mashqlarni bajarish mumkin emas. O'zbek va nemis tillari grammatikasi tubdan farq qilishi sababli, ularni tuzish, tarjima qilish, so'zlardan foydalanish, mashq bajarish va tushunmovchiliklar o'z vaqtida hal etilmayapti.

Raqamli aloqa tez va oson. Shunga qaramay, yuzma-yuz almashish qiymatini kamaytirish kerak emas.

Talabalar o'rganilmagan bilimlarini chuqurlashtirish uchun turli xil elektron manbalardan foydalanadilar va bunda chalg'ib qolish ehtimoli ko'proq. Kerakli va foydali materiallarni tanlash qiyin. O'qituvchi dars davomida mavzu bo'yicha asosiy manbalardan kerakli ma'lumotlarni taqdim etadi.

Shaxsiy muloqot uchun o'qituvchilarni va kelgusi topshiriqlarni doimo eslatib turadigan sinfdoshlar bo'lmaydi. Masofaviy o'qitish kursini muvaffaqiyatli yakunlash uchun siz mehnatsevar, mas'uliyatli va diqqatli bo'lishingiz kerak.

Tarmoqning yo'qolishi. Onlayn ta'limning eng katta dushmani bu Internet-provayderlarning sust ishlashi yoki uzilishi. Bunday holda, talabaning o'qish istagi susayishi yoki asabiylashishi mumkin. Xulosa qilib aytganda, ta'lim turidan qat'iy nazar, bilimlarni chuqur egallash va berish talaba va o'qituvchiga bog'liqdir.

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МАСОФАВИЙ ЎҚИТИШ СИФАТИ ВА ДАРАЖАЛАРИНИ БЕЛГИЛАШ МЕЗОНЛАРИ

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Аннотация: Мақолада масофавий таълим сифатини баҳолашда амал қилиниши лозим бўлган ҳолатлар таҳлил қилинади. Юқори даражадаги сифатни таъминлайдиган натижалар академик билим, ижтимоий ва бошқа ваколатлар, яъни таълим муассасасининг ўқув дастурларини ўзлаштириш жараёнида талаба томонидан олинган ижтимоий билим, кўникма ва малакалар билан белгиланиши изоҳланади. Масофавий таълим тизимининг мақсади таълим хизматлари ва битирувчиларга олдиндан талабни ва таклифни уйғунлаштириш, қондириш ва шакллантиришдан иборатлиги ўрганилади.

Таянч сўзлар: масофавий таълим, ижтимоий, талаб, эҳтиёж, ўқув дастурлари, таълим муассасаси, сифат даражаси, ютуқлар, натижалар.

Бугунги пандемия даврида ўта долзарб бўлган масалалардан бири бу масофавий таълимни ташкил этишдир. Масофавий таълим жараёнини ташкил этиш бир неча омилларга таянишни талаб этади. Демак, масофавий таълим – бу жараёни аниқ ташкил қилишдир. Масофавий таълим сифатини баҳолашни ташкил этиш – бу таълим хизматлари сифатини етарлича баҳолаш, билим фаоллигини рағбатлантириш ва самарадорлик шарт-шароитларини таъминлашга имкон берадиган воситалар, шакллар ва усулларни танлашдир. Сифатни баҳолашни ташкил этиш эса – бу таълим муассасаси маъмуриятининг масофадан ўқитиш амалиётининг мувофиқлиги устидан назоратни ўз вақтида ва муваффақиятли амалга ошириш учун зарур шарт-шароитларни яратишга қаратилган ҳаракатлари демакдир.

Масофавий таълимни ташкил этиш билан баробар таълим сифатини унутмаслигимиз даркор. Сифат бугунги кунда инсон фаолиятининг барча соҳаларида қаттиқ рақобат шароитида ҳал қилувчи омил ҳисобланади. Республикамиз узлуксиз таълим тизимида сифат ўта муҳим аҳамиятга эга. Бинобарин, таълим сифати деганда фуқаронинг муваффақияти, ижтимоийлашуви даражаси, шунингдек таълим муассасаси таълим дастурини ўзлаштириш учун яратилган шароитлар тушунилади. Шунингдек, юқори даражадаги сифатни таъминлайдиган натижалар академик билим, ижтимоий ва бошқа ваколатлар, яъни таълим муассасасининг ўқув дастурларини ўзлаштириш жараёнида талаба томонидан олинган ижтимоий билим кўникма ва малакалар уйғунлиги билан белгиланади.

Таълим сифатига кўплаб ташқи ва ички омиллар таъсир қилиши мумкин ва шу сабабли масофавий ўқитиш сифатини баҳолаш ва аниқлаш учун маълум тартиб-қоидаларни бажариш зарур. Бундай жараёнлар (режалаштириш, амалга ошириш, бошқариш) сифатни бошқариш циклининг бир қисмидир. Таълим сифатини ошириш учун масофадан ўқитишни бошқариш жараёни мунтазам ва узлуксиз бўлиши талаб этилади. Бунинг учун авваламбор муассаса ўз вақтида

маълумот тўплаш, сифат таърифлари, шунингдек стандартлар ва сифат мезонларини ишлаб чиқиш учун масъул бўлган бошқарув органини яратиши керак. Ваҳоланки, масофавий ўқитиш сифатини баҳолаш тизимининг концепцияси таълим сифатини баҳолаш учун алоҳида ваколатлар берилган давлат ва халқ таълими бошқарувининг турли субъектлари томонидан амалга ошириладиган диагностика ва баҳолаш жараёнларининг мавжудлигини назарда тутди [1, с.103-108].

Эътибор бериш муҳимки, тадқиқотчиларнинг фикрича сифатни баҳолашнинг устувор йўналиши сифат назорати эмас, балки унинг кафолати ҳисобланади. Таълим тизимининг мақсади таълим хизматлари ва битирувчиларга олдиндан талабни ва таклифни уйғунлаштириш, қондириш ва шакллантиришдир. Таълим тизими модели таркибий қисмларини батафсил баён қилиш орқали баҳолаш предметларини рўйхатлаш имкониятига эга бўлиш мумкин. Одатда жараён сифатини баҳолашни режалаштиришда тизим-фаолият ёндашуви қўлланилади. Баҳолаш тизими авваламбор таълим муассасаларида ички мониторингни назарда тутди, уларни амалга ошириш ҳам сифатни таъминлашга ёрдам беради.

Масофавий ўқитиш орқали битирувчиларни тайёрлаш бўйича таълим муассасалари таркибий элементларининг асосий мақсадлари қуйидагилардан иборат: 1) масофавий ўқитиш учун моддий-техник базани яратиш; 2) ДТС талабларига жавоб берадиган, масофадан ўқитиш учун юқори сифатли ўқув дастурлари, методик ва ўқув қўлланмалар билан таъминлаш; 3) индивидуал таълим дастурларини яратиш; 4) битирувчиларнинг ўқув жараёни ва таълим фаолиятини доимий такомиллаштириб бориш мақсадида талабаларнинг индивидуал таълим ютуқлари даражаси ва сифати ҳамда таълим муассасаларининг ўртача статистик ютуқлари тўғрисида ҳолисона маълумот бериб бориш; 5) талабаларга таълим жараёнида ўз-ўзини бошқариш, тузатиш ва ўзини баҳолаш учун шарт-шароитлар яратиш; 6) масофадан ўқийдиган талабалар

билан ишлаш учун ўқитувчилар контингентини яратиш мақсадида узлуксиз равишда масофавий ўқитувчиларнинг доимий малакасини ошириб борилиши зарурлигини унутмаслик.

Айрим олимларнинг фикрича бугунга қадар электрон дарслик, масофавий курс, умумий қоидаларни ишлаб чиқиш, уларни баҳолаш ва масофавий ўқитиш соҳасида кўрсатилаётган хизматлар сифатини текшириш бўйича умумий талаблар мавжуд эмас [2, с. 336]. Жумладан, масофавий ўқитишни бошқариш бўйича зарур ҳужжатлар ишлаб чиқилмаган ва шунга кўра, ҳукукий асосга эга бўлган ҳужжатлар тартибга солинмаган; масофавий ўқитишга руҳсат берилган мутахассисликлар рўйхати; масофавий ўқитиш, масофадан ўқитувчи, масофадан ўқитиш методисти ва бошқалар билан боғлиқ янги ташкил этилиши лозим бўлган таълим лавозимларига, шунингдек ходимларнинг лавозим мажбуриятларига эга бўлган таркибий бўлинмаларга оид ҳужжат; масофавий таълим сифати, дастурлар, вақтни кузатиш бўйича ўқув дастурини ишлаб чиқишни тартибга солувчи ҳужжат; масофадан ўқитишни таъминлайдиган ташкилотга қўйиладиган талаблар рўйхати; масофадан ўқитувчи ўқитувчилар ва масофадан ўқитиш маъмурларини аттестациядан ўтказишнинг умумий қоидалари; масофавий ўқитишни ташкил қилишда шартнома ва молиявий ҳужжатларни тайёрлашда электрон имзо ва муҳрлардан фойдаланишни тартибга солувчи стандартлар ҳозирча такомиллашув жараёнида.

Олима И.А. Кузнецованинг таъкидлашича [3], масофавий таълим сифатини баҳолаш кўп жиҳатдан доимий кундузги ёки кечки ўқитиш сифатини баҳолашга яқин бўлиши керак, чунки анъанавий шаклда ва масофавий ўқитиш шаклида ўқитиш мақсади бир хилдир. Таълим натижаларига қўйиладиган талаблар таълим сифатига таъсир қилувчи омиллар асосида шаклланади. Бунда сифат ҳар бир компонентнинг хусусиятларига боғлиқ бўлади. Масофавий таълим сифатини баҳолашнинг қуйидаги компонентлари мавжуд: - ўқув хоналарини компьютерлар билан жиҳозлашнинг миқдори жиҳатдан етарлилиги, унинг масофадан ўқитиш

тизимлари учун компьютерларга қўйиладиган талабларга мувофиқлиги даражаси; - маълумотларни узатиш каналларининг ўтказувчанлиги; - электрон (тармоқ) дарсликлар ва ўқув қўлланмаларни ишлаб чиқиш воситаларининг хусусиятлари; - қоғозли нусхалар, видео курслар, компакт-дискларни тайёрлаш учун ускуналар мавжудлиги ва ишлашига боғлиқ бўлади.

Масофавий ўқитиш учун аввало ўқув материалининг сифатини баҳолашда ўқув режалари ва дастурларини батафсил ўрганиш ва баҳолаш ўринли. Ўқув дастурлари ва масофадан ўқитиш дастурлари гуруҳи – ўқув дастурларининг мавжудлиги ва тегишли ДТСга мувофиқлиги; - ўқув дастурларининг фан соҳасининг ҳозирги ҳолати ва дидактик талабларга мослиги; - дасрликлар таркибининг тасдиқланган ўқув дастурларга мувофиқлиги; - материалнинг ҳажми ва таркибининг белгиланган стандартларга мувофиқлигига таянади.

Таълим фаолиятига қўйиладиган талаблар кўпинча талабалар ўзлаштириши керак бўлган мавзулар бўйича ёки битта фаннинг тематик блокларида компетенциялар шаклида тақдим этилади. Бинобарин, ўқув фаолияти сифатини баҳолашни ташкил этишда, маълум бир компетенцияларни ўзлаштириш даражаси ҳар бир талаба учун илгари эълон қилинган талабларга мос келишини текшириш амалга оширилади. Кўрсаткичлар ёки мезонлар маълум дастурларнинг таълим мақсадларидан ДТС талаблари асосида шаллантирилади. Ўқув фанлари бўйича дастурларнинг мазмуни ушбу модулни баҳолашни тайёрлаш ва ташкил этиш тартибини осонлаштирадиган талабларнинг универсал таълим ҳаракатларини ўз ичига олиши керак. Ўқитувчи ёки маъмурият тизими индивидуализация тамойиллари асосида мақбул ўқув материалларини танлашни бошқаради.

Масофавий ўқитиш жараёнининг самарадорлигини баҳолашга имкон берадиган фикр-мулоҳазалар, асосий маълумотларни тўплаш учун мўлжалланган ва мониторинг тизими ушбу тизимдаги асосий талабларни ҳисобга олган ҳолда ишлаб чиқилиши керак. Жумладан, индивидуаллик, изчиллик, шакл ва усулларнинг хилма-хиллиги, кенг қамровлилиги, холислик каби компонентлар

инобатга олиниши муҳим. Масофавий таълимни баҳолаш тизими сифати гуруҳи қуйидаги кўрсаткичларга эга: - электрон деканат деб аталадиган ҳужжатларнинг автоматлаштирилган тизимининг мавжудлиги; - кадрлар тайёрлаш учун сифат менежменти тизими мавжудлиги; - ўқув материалнинг услубий, мазмунли даражалари ва талабаларнинг индивидуал таълим фаолияти даражаларининг эксперт баҳолари мавжудлиги.

Масофавий ўқитишда ўқитувчиларнинг бир нечта тоифалари мавжуд – бу ўқув материаллари муаллифлари, ўқитувчилар-маслаҳатчилар, ўқитувчи-лекторлар. Ўқув материаллари сифатини назорат қилиш орқали ўқув материаллари муаллифларининг ўқитиш сифатига таъсирини ҳисобга олиш мумкин. Ўқитувчилар корпусининг бошқа вакиллари ўқитиш сифатини назорат қилиш учун илмий даражалар ва унвонларнинг мавжудлиги, ўқитувчиларнинг илмий тадқиқотларда иштироки ва бошқаларни назорат қилиш асосида анъанавий ёндашувлардан фойдаланиш мумкин.

Юқорида айтиб ўтилганларга асосланиб, биз масофавий ўқитиш масофавий ўқитувчилар раҳбарлиги остида билим, кўникма ва малакаларни мустақил равишда эгаллашнинг мақсадга мувофиқ, уюшган, тизимли равишда олиб бориладиган жараёни деган хулосага келишимиз мумкин. Масофавий ўқитиш – бу ўқувчиларнинг бир-бири билан ва уларнинг макон ва вақтдаги жойлашувига бефарқ бўлган ўқув воситалари билан интерфаол таъсир ўтказишнинг мақсадга мувофиқ, уюштирилган жараёни, бу таркибий қисмларни ҳамда интерфаоллик омилларини ҳисобга олган ҳолда амалга оширилади.

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БАДИЙ ВА ШЕЪРИЙ АСАРЛАРДА ЭКСПРЕССИВ НУТҚ ВОСИТАЛАРИНИНГ ЎРНИ ВА АҲАМИЯТИ

Элова Умида

Таянч докторант

Самарқанд давлат чет тиллари институти

Аннотация: Мақолада ҳар қандай таржима назариясининг бирламчи ечими топилмайдиган асосий муаммоси бадий асарлар - таржима ва асл нусхаларнинг мослигини аниқлаш муаммоси ўрганилган. Шеърий таржима инсон ҳаётининг нисбатан кам ўрганилган ҳодисаси бўлганлиги сабабли, асарларнинг кам танилган таржималарини ўрганишда ҳам тилшунослик, ҳам екстралвинизацион маълумотни ҳисобга олиш керак. Шу маънода, муаммонинг ўрганиш ва таҳлил қилиш бугунги куннинг энг долзарб ва ечимини кутаётган муаммоларидан биридир.

Таянч сўзлар: шеърий таржима, асл нусха, таҳлил қилиш, таржима эволюцияси, экспрессив нутқ, нутқ иши, тарихий масофа, когнитив нутқ, шеърий матн тили.

Таржима сифатини тарихий масофадан баҳолашда таржима эволюциясини ва таржима фикрини ўрганиш ҳам муҳимдир. Шунинг эътиборига эришиш керакки, таржима қилинган адабиёт тарихи - бу чет эллик ёзувчиларнинг ютуқларини ўзлаштириш ва шу билан миллий маданиятни бойитиш учун ўз она тилларида асарларини излаш, тушуниш ва қайта яратиш тарихи. 19-аср бошларида таржима қилинган адабиётлар миллий адабий жараёнга бирлашди ва асл адабиёт билан мураккаб алоқага кирди.

Бадий асарда экспрессив нутқ воситаларини ўрганиш замонавий тилшуносликнинг долзарб йўналишларидан бири ҳисобланади, чунки ҳар бир нутқ иши муайян миллат шахсининг ҳиссий туйғуларини ифода этиш воситаси сифатида қаралади.

Адабиёт бадий шакллардан бири сифатида жамият ҳаётини, одамларнинг ҳаётини ҳар томонлама акс эттиради. Ёзувчи, у ёки бошқа халқнинг вакили

сифатида ҳаётий ҳодисаларни миллий нуқтаи назардан акс эттиради, яъни, ҳар бир чиннакам халқ ёзувчиси ўз асарларини ўзига яқин бўлган миллий шаклда яратади. Бирор одамнинг когнитив фаолияти қанчалик кўп қиррали ва чуқурроқ бўлса, халқнинг бутун тарихий тажрибасини, унинг ҳаёти ва тафаккурининг ўзига хослигини аниқ тутадиган унинг тили ривожланади. Тилга хос бўлган ўзига хос хусусиятлар рус ва инглиз тиллари каби иккита лингвистик элементлар таққосланганда, таржимада яққол намоён бўлади. Шунингдек, ўзбек маъданий мероси анъаналарига ҳам даҳлдорлик ҳиссини ўзида акс эттиради. Бунда ўзбек таржимашунослик меросидан унумли фойдаланиб, инглиз, рус ҳамда ўзбек маданий алоқаларини янада мустаҳкамлаш асоси муҳим саналади.

Бадиий асарларни асл ва таржимада ўрганиш, уларнинг таржима қилишда қийин бўлган она тилининг экспрессив воситаларига бойлигини аниқ кўрсатмоқда. Айниқса, аслият тилига эътибор қаратиш ва айнан аслият тилидан таржималарни амалга ошириш зарурати талаб этилмоқда.

Лингвистик тафовутлар ва номувофиқликларнинг табиати хилма-хил бўлиб, улар турли даражаларда - фонетика, морфология, синтаксис ва луғатда намоён бўлади.

Генри Лонгфелло каби шоирнинг шеърӣй матнларини таржима қилишга мурожаат қилганда, ҳар қандай тадқиқотчи таржима жараёнининг мураккаблигини англайди ва ушбу фаолият турини баҳолаш натижалари ва мезонлари шоир-таржимонларнинг турли маданиятларнинг адабий алоқаларида муҳимлигини англашга имкон беради.

Яқин вақтгача Генри Вадсворд Лонгфелло (1807-1882) номи рус шоири Иван Бунин томонидан таржима қилинган дунёга машҳур "Гайавата қўшиғи" шеъри билан боғлиқ эди. Аммо америкалик шоирнинг ижоди анча кенг ва 800 дан ортиқ лирик шеърлар, шу жумладан 174 та шеър ва тўртта Европа тилларидан 100тага

яқин таржималардан иборат бўлганлиги ҳақида у жуда яхши билади, деб кам одам ўйларди.

Генри Лонгфелло 17-асрда Америкага кўчиб келган Йоркширнинг кекса оиласидан чиққан ва қатъий Пуритан урф-одатларида яшаган. Шоир аввал она шаҳри Портлендда тарбияланган, у ерда кўп ўқиган, Вашингтон Ирвингнинг асарларини яхши кўрган ва унинг таъсири остида шеър ёзишни бошлаган. Лонгфелло университетдаги таълимини Брунвикдаги Беаудоин коллежида олди ва Европада бир йил ўтгач, аввал Брунвикда, сўнг Гарвард университетида янги тиллар бўйича профессор бўлди. Лонгфелло Европа адабиёти бўйича бир қатор маъруза материаллари тўпламини тузди, испан тилидан бир нечта таржималарни нашр этди ва саёҳат тажрибаларини қизиқарли "Оутре-Мег" китобида айтиб берди. 30-йилларнинг охиридан бошлаб у ўзини бутун ҳаётини асарига - шеъриятга бағишлади. Унинг биринчи шеърларидан бири "Ҳаёт тарзи" бўлиб, у дарҳол муаллифни Америкада жуда машҳур қилди ва 1839 йилда "Кеча овозлари" номли биринчи шеърлар тўплами, сўнгра "Геперион" катта автобиографик романи пайдо бўлди. Кейинчалик бошқа лирик тўпламлари ҳам пайдо бўлди: "Баладалар ва бошқа шеърлар" (1841), улар орасида машҳур "Екселсиор", "Қуллик ҳақидаги шеърлар" (1842) ва бошқалар. 40-йилларда қора танлиларни озод қилиш тарафдори бўлган ҳаракатларда Лонгфелло анча кам қатнашди. Витиер ва Лоуелл каби бошқа америкалик шоирларга қараганда. Шоир амалий ишлардан қочади ва бекор қилувчиларга ҳамдардлик билан буни қуллар ҳақида бир неча қўшиқлар билан айтади, жуда бадий, аммо шоирнинг дўстлари кутганидан озроқ кучли ва ғазабланган.

Лонгфелло лирик шеъриятдан миллий-америкалик характердаги дostonларни яратишга ўтди. Бу, биринчи навбатда, Евангелина (1847), Америкага биринчи француз муҳожирлари тарихидан ўтган пасторал шеър; у дарҳол Лонгфеллони миллий шоирга айлантирди ва ханузгача ҳар бир Америка оиласининг маълумотномаларидан бири бўлиб келмоқда. Милес Стандиш билан

суд жараёни (1858), унда шоир замонавий америкаликларнинг британиялик аждодлари ҳақидаги афсоналардан илҳомланган ва Қизил ҳиндулар ҳаётидан шеър бўлган Гайавта (1855) худди шу миллий характер билан ажралиб туради. Ушбу шеърлари билан Лонгфелло адабий шон-шуҳрат чўққисига ва кейинги барча тўпламларга эришди: "учта қўшиқ китоби"(1872), "Олтин афсона", ўтиш қушлари, Ултима Туле ва бошқа танқидчилар ва жамоатчилик томонидан, шунингдек, унинг италиян, француз ва немис шоирларидан таржималарини олқишладилар.

Европа адабиёти руҳида тарбияланган, биринчи лирикада Лонгфелло Америка тупроғида инглиз тилида осойишта бежирим романтизмини кўчирди. Ушбу тўпламларда Лонгфелло кувноқ ва оҳангдор ниятларни ўзгартиради: "Забур" да у фаол, оптимистик ҳаёт идеалини тарғиб қилади, "Фаришталар изидан" тақдирнинг зарбалари билан ярашиш мадҳиясини куйлайди. Лонгфеллонинг енг машҳур шеърларидан бири "Екселсиор" - эришиб бўлмайдиган идеалнинг чексиз изланишини мақтайди ва "Кечанинг мадҳияси" оҳангида шоир азобни вақтинча унутиб қўйиши, кечани куйлаши, азоб-укубатларни тинчлантириши учун ибодат қилади. эпик шеърлар шоирнинг янги ижод қилиш истагини акс еттиради. Миллий шеърят, бокира ўрмонларнинг гўзаллигини, гўдак популяциясининг соддалигини, унинг оддий туйғуларини ва бутун белгиларини тиклаш учун бир имкондир.

Ушбу ишнинг долзарблиги этнопоэтик асарлардаги расмнинг таржимасини, шунингдек, Америка адабиётининг биринчи таржимонларининг асарлари билан танишишдаги таржимани тадқиқ қилишда кам ўрганилган масалани таъкидлашдан иборат. "

"Этнопоэтика" атамаси Африка ва Американинг қадимий ва анъанавий маданиятларини бадиий холисона ўрганишга биринчилардан бўлиб мурожаат қилган Жером Ротенбергнинг номи билан боғлиқ (Ротенберг 1983).

Бадий таржима муаммоси анъанавий равишда П.М каби муаллифларнинг таржима назарияси ва амалиётига бағишланган асарларда катта ўрин эгаллайди. Топер, П.П. Чайковский, С.Ф. Гончаренко, Т.А. Казаков ва мамлакатимизда поэтик таржима муаммолари билан шуғулланадиган бошқа тадқиқотчилар.

Шуни таъкидлаш керакки, адекватликка эришиш воситалари ва усуллари масаласи бадий таржима назариясида энг кўп муҳокама қилинадиган масалалардан биридир. Бу жанрнинг ўзига хос хусусияти туфайли шеърий таржима учун қатъий чекловлар, яъни. асл нусханинг нафақат мазмунини, балки ритмик-мелодик ва композицион-таркибий томонини ҳам етказиш зарурияти, шеърий асарнинг ёзилаётган тилнинг ўзига хос хусусиятларига катта боғлиқлиги - буларнинг ҳаммаси таржимани янада кучайтиради. шеърият таржиманинг энг қийин йўналишларидан биридир. Шеърий таржиманинг айнан шу жиҳати, таржиманинг барча қийинчиликлари ва уларни лексик-стилистик ифода даражасида ҳал қилиш усуллари тавсифлайди.

Шеърий таржималарнинг сифатини баҳолаш билан боғлиқ муаммоларни ҳал қилиш учун "назариётчилар ва таржимашуносларнинг фикрига кўра, у ёки бошқа таржима қилинган матнда нима бўлиши кераклигини эмас, балки аниқ шеърий асл нусхалари ва нима эканлигини ўрганиш ва муҳокама қилиш керак"(Чайковский 1997: 3).

Қиёсий стилистика ва таржима назарияси нуқтаи назаридан, етарли шеърий таржимага эришиш йўлида таржимонлар учун Генри Вадсворт Лонгфеллонинг шеърий тилининг ўзига хос хусусиятларини ўрганиш жуда қизиқ. Шоирнинг саккиз юзга яқин шеърий асаридан икки юзга яқини рус тилига таржима қилинган. Ҳозиргача америкалик шоирнинг поэтик мероси асосан адабиётшунослик аспектида ўрганилган (Л.И. Ронгонен, В.И. Новиков ва бошқалар). Генри Лонгфелло шеъриятининг стилистик хусусиятларини аниқлаш таржимашунослик соҳасидаги кейинги изланишлар учун асос бўлиши мумкин.

Илмий янгилиги шундаки, шоир асарларини таржима қилиш энг сўнгги лингвистик назариялар нуқтаи назаридан кўриб чиқилганлигидадир. поэтик матнни дисурсия сифатида талқин қилиш ва унинг қабул қилувчига прагматик таъсири нуқтаи назаридан қаралганлигидадир. Асарда Г.Лонгфелло шеърятининг стилистик хусусиятларини узатиш асослари ёритилган. Таржиманинг максимал етарлиликка эришиш муаммосини ҳал қилишда асосий тил муаммоларини аниқлашга имкон берди асл нусхасини таржима қилиш, шунингдек, асрлар давомида америкалик шоир шеърларини рус ва ўзбек тилида етказиш ёндашувидаги тенденцияларни аниқлаш ва таржимага қўйиладиган талаблар асосида ўз баҳоларини бериш.

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IKKINCHI TIL O'RGANUVCHILARINING YOZMA ISH MAHORATI DARSLARIDA MA'LUMOTLARGA ASOSLANGAN TA'LIM: BAHOLASH TIZIMI, YONDASHUVLAR VA NATIJALAR

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Investitsiya loyihalarini shakllantirish va monitoring qilish boshqarmasi
yetakchi mutaxassisi

Annotatsiya: Tilga oid texnologiya bu tadqiqotchilar va mutaxassislar tomonidan tilni tavsiflash uchun keng qo'llaniladi, shuningdek, ikkinchi til o'rganuvchisi to'plangan ma'lumotlar asosida o'rganish deb nomlangan metoddan foydalanishadi. To'plangan ma'lumotlar asosida o'rganish (MAT) **ikkinchi til (T2)** sifatida o'rganayotgan o'quvchilarining yozish qobiliyati yaxshilashda samarali yondashuv sifatida taklif qilingan. Ba'zi bir leksik muammolar uchun T2 o'rganuvchilar

onlayn lug'atlarni yoki boshqa an'anaviy vositalarni topishga ko'proq tayyor. Muayyan leksik muammolar uchun, T2 o'rganuvchilar ko'proq tayyor onlayn lug'atlardan o'rganishga yoki boshqa an'anaviy vositalardan foydalanishni istashadi. Shunday qilib, oson va bepul kirishni ta'minlaydigan onlayn platformalar xotirasini boshqa mos yozuv vositalari orqali rivojlantirishni taklif qilindi. Keyingi mashg'ulotlar rejasi oxirida ham o'tkazilishi taxmin qilinadi.

Kalit so'zlar - ma'lumotlarga asoslangan o'rganish, ikkinchi tilda yozish, nazariy tadqiqotlar, mahorat, natijalar, baholash.

So'nggi o'n yilliklarda kompyuter tarmog'i zamonaviy axborot texnologiyalarining markazi sifatida til jadal rivojlanmoqda hamda til o'qitish va o'rganishda yaxwi va katta xotira bilan ta'minlaydi. Elektron xotiraning keng qo'llanilishi bunga yorqin dalildir. O'quvchilarning tillar bilan bevosita munosabatlari orqali til o'rganish bilan bog'liq bo'lgan xotira dasturi ma'lumotlarga asoslangan ta'lim (MAT) deb nomlanadi. Bunday atama birinchi marotaba Johns & King [1] tomonidan innovatsion yondashuv sifatida ikkinchi til (T2) ni o'rganish jarayonida ma'lumotli materiallari ishlab chiqarish maqsadida taklif qilingan. Ushbu yondashuv quyidagi aniq afzalliklarga ega ekanligi ta'kidlangan.

Birinchidan, bu o'quvchilarni ma'lum bir tilshunoslikning haqiqiy xayotiy vaziyatlarga yuzlashtirishga, o'quvchilarga leksemalar va grammatikadan umumiy foydalanishni o'rganishga yordam bermaydi lekin o'quvchilarning til bilimlari haqida xabardorligini oshirishga hissa qo'shadi. Ikkinchidan, MAT yondashuvi til xususiyatlarini ma'lumotlar bazasidan o'zlari topishlariga undaydi. Uchinchidan, MAT muhim tuzatuvchi funksiyaga ega. O'z yozuvlarini mahalliy yozuvchilarning ma'lumotlari bilan taqqoslab, o'quvchilar noo'rin iboralarni qayta ko'rib chiqishda yordam olishlari mumkin va oxir oqibatda ularning yozish mahoratini yaxshilaydi. Ushbu afzalliklar sababli MAT T2 yozishni o'rgatish va o'qitish uchun samarali yondashuv sifatida taklif etiladi. Ushbu yondashuv yozishdan oldin nafaqat o'quvchilarga mavzuga oid so'zlar yoki iboralarni qidirishga, kerakli fikrlarni shakllantirishga yordam berish uchun qabul qilinishi mumkin, balki yozishda va undan

keyin ham yozuv elementi to'g'ri yoki yo'qligini tekshirib va asl so'zlar yoki noo'rin iboralarga alternativ topib qo'llanilishi mumkin.

So'nggi o'n yilda yozish ko'nikmasi nazariy MAT tadqiqotlarida asta-sekin o'sib bormoqda, ammo, oddiy o'qituvchilar va talabalar uchun xotira dasturini olib kelish uchun ko'proq nazariy tadqiqotlar hali ham zarur. Shuning uchun, mavjud tadqiqotlarni qayta ko'rib chiqish kerak, shunda MAT bo'yicha keyingi tadqiqotlarga yozish ko'nikmasi uchun takliflar beriladi. Ushbu tadqiqot T2 yozuv sinflarida, nazariy MAT tadqiqotlarini o'rganishga urinmoqda, mazkur texnologiyasi yozuv sinfiga qanday integratsiyalash mumkinligi to'g'risida tushuncha berishni maqsad qilgan va uning T2 yozish mahoratining rivojlanishiga hissa qo'shmoqda.

MAT taklif qilingan beri, tadqiqotchilar tomonidan turli xil talqin qilingan. Mazkur atamaga aniq ta'rifni berish juda qiyin ko'rinadi, shunday qilib, Boulton tomonidan MAT prototipi "ilg'or chet el yoki umumiy tilni o'rganish uchun ilg'or xorijiy tillar yoki T2 talabalari tomonidan ilg'or chet el tillari va oliy ma'lumotli mutaxassislar tomonidan haqiqiy ma'lumot bazalarini qo'lda ishlatish" taklif qilindi. Biroq, MATni amalga oshirishni e'lon qilgan mutahassislar barcha darajadagi tillarni, shu jumladan quyi darajadagi o'quvchilarni hamda o'rta maktab o'quvchilarini jalb qilish va o'quvchilarni to'g'ridan-to'g'ri xotira dasturi bilan ishlashini talab qilmasdan, bosmadan chiqarilgan materiallar asosida mashg'ulotlar ishlab chiqishadi. Hozircha MATning aniq ta'rifi bo'yicha umumiy fikr mavjud emas va tadqiqotchilar buni turli xil nomlar bilan ataydilar, masalan: muayyan dastur asosida o'rganish va ma'lumotlar bazasidagi adabiyotlar orqali o'rganish. Ushbu maqolada, MAT keng ma'noda "chet el yoki ikkinchi til uchun xotira dasturidagi ma'lumotlarni o'rganish yoki o'qitishni ochiq ishlatish" anglatadi.

Ilgari MAT asosidagi tillarni o'rganish nazariyalarini tahlil qilishga harakat qilib, MAT tadqiqotlari asosan nazariy bo'lgan. MATni qo'llab-quvvatlaydigan nazariya - Konstruktivizm muhim ahamiyatga ega. Konstruktivistik o'rganish nazariyalari

bo'yicha, bilimlarni o'zlashtirish bu o'quvchilarni izlanishi va kashfiyotni o'rganishni ta'kidlaydigan dinamik jarayondir. Bu ma'lumotlar ro'yxatini tahlil qilish orqali o'quvchilarning o'zlari lingvistik qonuniyatlarni o'rganishga va kashf etishga da'vat etadigan MATga juda mos keladi. So'zlarning ishlatilishi haqidagi bilim o'qituvchilardan emas, asosan o'quvchilarning topshiriqlarga faol ishtirok etishlari natijasida olinadi. Biroq, konstruktivist ta'lim ushbu kashfiyotga asoslangan yondashuv o'quvchilardan yuqori bilim talablariga ega bo'lishlari talab qilinadi. Shunday qilib, ular ijtimoiy-madaniy o'rganish nazariyasiga asoslangan "zinapoya" yondashuviga moslashishni konstruktiv o'rganish uchun talab qilishdi. Bu o'rganish nazariyasi - bilimlar o'zaro dialog va zinapoya uslubida o'qituvchi yoki talaba tomonidan olib borilgan muzokaralar asosida quriladi. MAT yondashuvining muvaffaqiyatli bo'lishini ta'minlashda, o'quvchilar odatda o'qituvchilardan yordam olishlari yoki maxsus tayyorgarlikni olishlari kerak va keyin xotira dasturi manbalari bilan mustaqil ravishda o'zaro aloqada bo'lishlari kerak. Ushbu jarayonda, ular o'z bilimlarini muzokaralar yoki vositachilik orqali quradilar. Bu MAT bilan ko'p o'xshashlik bor, chunki MAT maqsadlaridan biri o'quvchilarni o'zlari o'qishi uchun javobgar bo'lishlari va tillarni mustaqil o'rganishlariga erishishdir. Xotira dasturini tekshirishda, talabalar odatda til muammolarini hal qilishda ushbu bosqichlarni bajarishlari kerak: birinchidan, so'rov shartlarini shakllantirish va aniqlashtirish; keyin kelishuvni kuzatish uslublari va tegishli misollarni tanlash; nihoyat, so'rov natijalarini baholash va xulosa chiqarish.

Yuqorida so'ralgan tadqiqotlar odatda T2 yozish sinfidagi MAT ekanligini aniqlanib, quyidagi jihatlarda samarali bo'ladi: lingvistikani to'g'rilashning aniqlik darajasini oshirishdagi xatolar, yozma ravishda tildan unumli foydalanishni takomillashtirish, o'quvchiga yordam berish, turli kognitiv ko'nikmalarni rivojlantirish, tilni anglashni oshirish va ko'nikmalarni sezish va h.k. Shunga qaramay, talabalar tomonidan bildirilgan ba'zi muammolarni e'tiborsiz qoldirib bo'lmaydi; masalan, katta muvofiqlikni izlash va izohlash uchun ko'p vaqt talab etiladi.

Bularni yengish uchun muammolar, o'quvchilarning tilni bilish darajasi, individual o'rganish kabi omillar uslublar, korpus vositalarini tanlash, vazifalar dizaynini hisobga olish kerak.

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ЮҚОРИ СИНФЛАРДА МАМЛАКАТШУНОСЛИККА ОИД МАТНЛАРНИ ЎҚИШНИ ЎРГАТИШНИНГ БОСҚИЧЛАРИ ВА МАТННИ ТУШУНГАНЛИГИНИ ТЕКШИРИШ ВА БАҲОЛАШ УСУЛЛАРИ

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Аннотация: Ушбу мақолада мамлакатшуносликка оид матнларни ўқишни ўргатишнинг босқичлари ва текшириш усуллари ёритиб берилган.

Калит сўзлар: матн, мамлакатшунослик, якка нутқ, жуфт нутқ, компетенция.

Мустақил Республикамиз сиёсий-иқтисодий ва маънавий-маърифий равнақида чет тилларни мукамал билиш давримизнинг устувор вазифасига айланди. Шу боис, ўрта умумтаълим мактабларида чет тилларни ўрганиш ва ўргатишда замонавий педагогик ва ахборот технологиялардан фойдаланиш зарурияти пайдо бўлди. Айниқса, инглиз тили ўқитишда ўқиш нутқ фаолияти тури катта аҳамиятга эгадир [1, бет 7].

Нутқ фаолият тури асосий бўғини ўқишни ривожлантиришда ўқувчи китоби муҳим восита ҳисобланади. Республикамизда ўрта таълим юқори босқич синфларида инглиз тилини ўқитишда Л. Жўраев, С. Хан ва Ф. Рашидова муаллифлар жамоаси томонидан яратилган “Fly High English” 9-синф дарслиги,

Ф. Рашидова, Н. Тиллаева, З. Каримова муаллифлар гуруҳи томонидан яратилган “English” 10-синф дарслиги, Ф. Рашидова, Н. Тиллаева, М. Хамзаева, Г. Риситбоева муаллифлар гуруҳи томонидан яратилган “English” 11-синф дарслик-мажмуаларидан фойдаланилмоқда. Мазкур дарслик-мажмуаларнинг юқори даражадаги эстетик жозибадорлиги ўқувчиларнинг инглиз тилини ўрганишга мотивация уйғотиш ва ўқув-билиш фаоллигини ошириши мумкинлиги, изчиллик тамойилига амал қилинганлиги каби қатор ютуқларини эътироф этиш мумкин.

Маълумки, умумий ўрта таълим мактаблари учун чет тил ўқув дастурларида тинглаш, гапириш, ўқиш ва ёзишга оид машқлар ҳар бир синфнинг материали сифатида санаб ўтилади.

Fly High English 9-синф дарслиги 2014 йил Ўзбекистон Республикаси Халқ таълими вазирлиги таълим барча тилларда олиб бориладиган мактаблар учун дарслик сифатида тасдиқланган. Дарслик 9 боб, 122 та дарсдан иборат. Ушбу дарсликда нутқ фаолияти турларидан тинглаб тушуниш, гапириш, ўқиш ва ёзувга доир материаллар етарли миқдорда берилган. Fly High English 9-синф дарслигида 18 та “Тили ўрганилаётган мамлакатга” ва 11 та Ватанимиз-Ўзбекистонга доир мамлакатшуносликка оид матнлар берилган.

“English” 10-синф дарслиги Халқ таълими вазирлиги томонидан 2017 йилда тасдиқланган. “English” 10-синф дарслиги 10 бобдан иборат бўлиб, ҳар бир боб лексика (vocabulary), грамматика (grammar), тинглаб тушуниш (listening), ўқиш (reading), гапириш (speaking) ва ёзув (writing) бўлимларидан ташкил топган. 10-синф дарслигида ҳам 5та “Тили ўрганилаётган мамлакатга” ва 2та Ватанимиз-Ўзбекистонга доир матнлар берилган.

“English” 11-синф дарслиги Ф. Рашидова, Н. Тиллаева, М. Хамзаева, Г. Риситбоева муаллифлар гуруҳи томонидан 11-синф ўқувчилари учун дарслик сифатида Халқ таълими вазирлиги томонидан 2018 йилда тасдиқланган.

“English” 11-синф дарслиги 10 бобдан иборат бўлиб, ҳар бир боб лексика (vocabulary), грамматика (grammar), тинглаб тушуниш (listening), ўқиш (reading),

гапириш (speaking), ёзув (writing) бўлимларидан ташкил топган. Дарсликда юқори синфларнинг социолингвистик компетенциясини ривожлантирувчи 22 та тили ўрганилаётган мамлакатга доир ва 14 та Ватанимиз- Ўзбекистонга доир матнлар берилган.

Маълумки, инглиз тили дарсликларидаги берилган малакатшуносликка оид матнлар ўқувчиларнинг ўз ватани ва тили ўрганилаётган мамлакатнинг урф-одатлари, анъаналари, қадратларини таққослашга имкон яратади. Шунингдек, ўқувчиларнинг социолингвистик компетенциясини ривожлантиради.

Мамлакатшуносликка оид матнларни ўқишни ўргатишда чет тил ўқитиш методикасида қабул қилинган матн билан ишлаш тамойилларига амал қилинди. Матн билан ишлашнинг уч босқичи амалиётга татбиқ қилинган: (1) тайёрлов, (2) ўқиб тушуниш, (3) матндан кейинги босқич.

1. Тайёрлов босқичида ўқувчилар матн таркибидаги лексик, грамматик ва талаффуз материали ҳамда ўқиш техникасига оид машқларни бажаришга эътибор қаратилди. Лексик бирликлар бўйича машқлар қуйидаги амалларни бажариш талаб этди. 1. Матн ичидаги лексик бирликларни мустаҳкамлаш мақсадида сўзларни тўғри ўқиш. 2. Матнда белгиланган/ажратиб кўрсатилган сўзларни она тилига таржима қилиш. 3. Матндаги нотаниш сўзларни топиш. 4. Матндаги бўш қолдирилган жойларни тўлдириш. 5. Матнда тагига чизилган/ажратиб кўрсатилган сўзларга саволлар тузиш. 6. Ўқилган матнни янги сўз ва сўз иборалари иштирокида гапириб бериш.

Грамматик бирликлар бўйича машқлар нутқда морфологик-синтактик ҳодисаларни тўғри ва автоматлашган тарзда қўллаш ва таниб олишини таъминловчи ҳаракатлар ва амаллар тушунилади. [2, бет 238].

Грамматик бирликлар бўйича қуйидаги амалларни бажаришни ўз ичига олди. 1. Матндаги грамматик ҳодисани таниб олиш. 2. Грамматик ҳодисани тахминий билиш имконияти мавжуд (масалан, матнни ўқиб тушириб қолдирилган қисмини топиб айтиш/ёзиш). 3. Ўхшаш грамматик ҳодисаларни

ўзаро фарқлаш. Масалан: Матнларни ўқиб, тўғри ва нотўғри феълларни аниқлаш, турли жумлалардаги феъл замонларини фарқини топиш. 4. Ўрганилаётган грамматик ҳодиса ўқилаётган матнни тушинишга имкон яратиши, ўқувчилар матнни ўқиши ва грамматик ҳодисаларга эътибор бериб, матн мазмунини гапириб бериши лозим.

2. Матн билан ишлашнинг иккинчи босқичи - ўқиб тушуниш босқичида эса қуйидаги машқлар бажарилади: 1. Матн мазмуни билан танишиш. 2. Матн абзацини гапма-гап ўқиш. 3. Матн мазмунини навбатма-навбат гапириш. 4. Матнни режа асосида гапириб бериш. 5. Матн юзасидан ўқувчилар бир-бирлари билан савол-жавоб қилиш. 6. Турли топшириқларни бажариш учун матнни қайта ўқиш.

3. Матн билан ишлашнинг учинчи босқичида - қуйидаги ўзига хос машқлар бажарилади: 1. Якка нутқ ёки жуфт нутқда ушбу матн ва олдин ўтилган материаллардан фойдаланиб, гапириш машқ қилинади. 2. Янги ўқув нутқий вазият бўйича матндан фойдаланиб унинг мазмунини гапириш. 3. Жуфт нутқ машқларини бажариш.

Матн хусусиятига кўра қуйидаги тушунганликни текшириш машқлари бажарилди:

1. “Scanning” машқлари-матндан кейинги фойдаланиш учун ўзига хос конкрет ахборотни топиш.

2. “Finding the facts” - кейинчалик ўз нуқтаи назарини асослашда қўлланадиган ўзига хос фактларни топиш.

3. “Comprehension” - фикрларни мазмунли хусусиятига кўра танлаш - бу ахборот фрагментларини бир йўналишли қайта ишлаш, изчил когнитив амалларни бажариш.

4. “Making Differences” машқи матнни ўқиб чиққандан кейин бажарилади. Бунда ахборотни қайта ишлашда ўқувчининг бир йўналишдаги чап ярим шар

фикрлаши амалга оширилади, бу эса фикрлаш мантиғига, вербал хотира ривожланишига кўмаклашади. [3, бет 8].

Тадқиқотимиз жараёнида ўрта умумтаълим мактаби юқори синфлар ўқувчилари ўқиш кўникмасини текшириш ва баҳолаш учун гапиришнинг жуфтнутқ машқларидан фойдаландик.

Тайёрланган жуфт нутқ ўргатиш машқларига:

1.Саволларга жавоб қайтариш; 2. Турли саволлар бериш; 3.Мавзу бўйича жуфт нутқ тузиш; 4. Якка нутқ шаклидаги матнни ўқиб, жуфт нутққа айлантириш [4, бет 180].

Тайёрланмаган жуфт нутқ ўргатиш машқларига:

1. Саволларга асосли жавоб қайтариш; 2. Бошқа ўқувчилар ҳам аралашиб турадиган жуфт нутқ яратиш; 3. Савол-жавоб ўйини (викторина) ўтказиш; 4. Мунозара ва тортишув шаклидаги жуфт нутқ ўтказиш.

Тайёрланмаган гапириш машқларининг тайёрланганлардан фарқи шундаки, биринчидан, уларда нутқий эҳтиёжни қондиришга мўлжалланган янги ахборот мавжуд, иккинчидан, ахборот алмашиш, мустақил фикр баён этиш, муносабат билдириш, баҳолаш, изоҳлаш каби фаолият турлари мавжуд.

Нутқ фаолиятининг гапириш турида асосан “Баҳс - мунозара усули самарали натижа беради. “Баҳс - мунозара усул машғулотларда аниқ муоммо бўйича фикр алмашиш, муҳокама шаклида амалга оширилиши билан тавсифланади.

Бу усулда қуйидагилар назарда тутилади:

Матн юзасидан саволларга чуқур ўйлаб кўриб, уларни моҳиятини тушунишни таъминлаш;

Ўқувчилар далиллар ва уларга асосланган хулосалар орасидаги фарқни тушуниб етишга ўргатиш;

Ўзаро фикр алмашинув кўникмаларини шакллантириш;

Ўқувчиларнинг шахсий фикрида мустахкам туришига ва уни ҳимоя қилишига ўргатиш; [5, бет 57]

Ушбу усуллардан фойдаланишда ўқитувчи ўқувчининг ўзлаштириш даражасини турли топшириқлар орқали назорат қилиши ва баҳолаб бориши мумкин. Бунда муқобил жавобли тест топшириғи; қисқа жавобни кўзда тутувчи саволлар бериш; қиёсий таҳлил топшириқлари; матндаги бўш жойларни калитда келтирилган муқобил сўзлар билан тўлдириш; жадвал, крассворд, диаграммаларни тўлдириш; матнга муқобил сарлавҳа танлаш; чалкаш берилган сўзлар, гапларни мантиқий кетма-кетликда жойлаштириш; сўзларда берилган орфографик ва имловий хатоларни аниқлаш; сўзлар ва ибораларнинг ўз ва кўчма маъноларини, синоним, антоним ва омонимларини топиш ва бошқалардан фойдаланиш ҳам ўрганилаётган матннинг моҳиятини икки тилда ўзлаштиришда яқиндан ёрдам беради.

Хулоса қилиб айтганда, бугунги кунда Ўзбекистонда кўплаб мактаб битирувчилари хорижий университетларга имтихон билан ўқишга киришмоқда. Бизнинг фикримизча, матн танлаш мобайнида албатта, реал ҳаётга яқинроқ, социолингвистик компетенциясни ривожлантирувчи мамлакатшуносликка оид матнларни танлаш мақсадга мувофиқ бўлади. Чунки чет тилини ўқитишдан мақсад ҳозирги ёшларимиз нафақат тилни балки гаплашиш мобайнида уларнинг тил сохибларинг кўнглидан жой оладиган бирликларни танлай оладиган қилиб тарбиялаш ДТСнинг ҳам бош мақсадидир.

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ХОРИЖИЙ ТИЛЛАРНИ ЭГАЛЛАШДА ЁШ БИЛАН БОҒЛИҚ ФАКТОР ТАЪСИРИ, САМАРАЛИ ЁНДАШУВЛАР ВА ДИСКУРС МАСАЛАЛАРИ

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Таянч сўзлар: ўқувчига марказлашган ёндашув, тил ўрганиш, тил эгаллаш, тил ўзлаштириш, вербал ва невербал рағбатлантириш, нотабий ресурслар.

Бугунги кунда ҳар бир соҳада хорижий тиллардан фойдаланиш давр талаби ҳисобланади, айниқса ёш мутахассис ва раҳбар ходимларнинг чет тилини мукаммал ўзлаштиришлари меҳнат фаолиятларини самарали ташкил этишларига ёрдам беради. Шу маънода Биринчи Президентимиз Ислом Каримов томонидан 2012 йил 10 декабрда қабул қилинган “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги №1875-сонли қарори ҳам Республикамизда таълим соҳасининг барча йўналишларида замонавий кадрлар етиштиришда муҳим асос бўлиб хизмат қилмоқда.

Мазкур ҳужжат мамлакатимизнинг барча соҳаларини ривожлантиришда ёш кадрлар учун яна бир муҳим талабни олдиға қўядики, зеро бугунги глобаллашув шароитида барча соҳаларда дипломатик муносабатлар, хусусан, халқаро музокараларни самарали олиб боришда хорижий тилларни касбий даражада мукаммал эгаллашнинг аҳамияти беқиёс.

Катта ёшдаги тил ўрганувчиларнинг билим ва кўникмаларни ўзлаштиришларида муаммо туғилади, зеро уларнинг тил ўрганиш қобилиятлари шунчаки болаликдаги каби “ўзлаштириш” орқали эмас, балки “ўрганиш, таҳлил” орқали амалга ошади. Бунинг учун катта ёшдаги тил ўрганувчилардан етали вақт, сабр, ўз-ўзини психологик жиҳатдан бошқариш ва ўрганилаётган хорижий тилдаги мавжуд барча қоидаларини онгли равишда тушунишлари талаб қилинади.

Бу борада Ўзбекистондаги бошланғич, ўрта ва олий таълим муассасаларида инглиз тилини ўқитишнинг ўқувчига марказлашган (Student-centered approach) ёндашувларидан кенг фойдаланилмоқда. Анаъанавий ўқитиш услублари асосан ўқитувчига қаратилган бўлиб, бунда тил ўрганувчи дарс жараёнида пассив ҳолатда иштирок этади. Ўз-ўзидан ўрганувчи шахсий масъулиятни ҳис қилмайди, натижада кўзланган натижага эришилмайди. Зеро бу янги ўқитиш технологияларини Ўзбекистон таълим тизимига маослаштириш орқали тадбиқ этиш, ҳамда хорижий тил ўқитувчиларининг бу борадаги малакаларини узлуксиз ошириб бориш мақсадга мувофиқ.

Стефан Крашен, тишунос олим, ўзининг “*The Natural Approach: Language Acquisition in the Classroom*” рисоласида тил ўрганиш ва тил эгаллашнинг бир-биридан фарқини тушунтириб беради. Тил ўрганувчи қанчалик ёш бўлса тил эгаллаш жараёни табиатан осонроқ кечади. Бу, каттароқ ёшдаги ўқувчиларнинг тил эгаллаш қобилияти бутунлай йўқолиб кетади деган тушунча эмас, балки уларнинг тилни онгли равишда ўрганишлари табиатан устунлик қилади. Бунинг учун катта ёшдаги тил ўрганувчиларга етарли вақт, ортиқча стрессни имкон қадар камайтириш ва ўрганилаётган хорижий тилдаги мавжуд қоидаларни қабул қилиш учун тушунча керак бўлади.

Ўқувчига марказлашган ёндашув асосан тил ўрганувчига ва тил ўрганиш жараёнига йўналтирилган назарий модель ҳисобланиб, индивидуал тил ўрганувчи томонидан амалга ошириладиган ўрганиш жараёни билан боғлиқ. Ўқиш ва ўқитиш стратегиялари ҳақида қай даражада чуқур билимга эга бўлсак машғулотларни ва манбаларни шу қадар самарали ташкил этишга эришамиз.

Куйидаги жадвалда анъанавий ва ўқувчига марказлашган ёндашувларнинг бир-биридан фарқи мисоллар ёрдамида тасвирлаб берилган.

	Анъанавий ўқитиш услублари	Ўқувчига марказлашган ўқитиш услублари
Тавсиф	<ul style="list-style-type: none"> Ўқитувчи фаоллигидаги расмий ўқитиш жараёни 	<ul style="list-style-type: none"> Ўқувчи фаоллигидаги ўрганиш жараёни

	<ul style="list-style-type: none"> • Маълумот бериш • Бир тарафлама мулоқот • Маълумот олиш билан чекланиш • Эслаб қолиш/ёд олиш 	<ul style="list-style-type: none"> • Тил ўрганиш жараёнини ақлий ва жисмоний рағбатлантириш • Икки тарафлама мулоқот • Тушуниш учун таҳлил қилишга ундаш • Эгалланган кўникмаларни намойиш этиш
Мисоллар	<ul style="list-style-type: none"> • Доскадан кўчириш • Дарсликдан ўқиш ва кўчириб ёзиш • Дарсликдан ўқиш ва саволларга жавоб бериш 	<ul style="list-style-type: none"> • Дарсликдан бошқа ўқув қўлланмаларига қўшимча манба сифатида фойдаланиш • Муаммоларни биргаликда жамовий ҳал этиш • Тадқиқотлар олиб бориш • Оригинал иншолар ёзиш (кўчирмасдан!) • Мунозаралар ўтказиш • Тақдимотлар қилиш

Айрим кутилмаган шарт-шароитлар тил ўрганиш жараёнини секинлаштириши мумкин, бироқ ўқувчининг тил ўрганишга бўлган иштиёқини сўндирмайди.

Катта ёшдагиларнинг хорижий тил ўрганиши учун қуйидаги шарт-шароитларнинг мавжуд бўлиши талаб қилинади:

1. Хорижий тилдаги намунавий бирликларнинг она тилидан фарқини ва ўхшашликларини аниқлаш учун етарли даражада маълумот ва тажриба билан таъминланганлиги;

2. Намунавий бирликларнинг табиий равишда юзага келиши учун етарли вақт ва эркинлик билан таъминланганлиги;

3. Янги билим ва кўникмаларни ўзлаштириш учун тил ўрганувчининг онгида етарли даражада бирламчи мазмун ва маъно, ҳамда дастурлаштирилган тизим мавжудлиги.

Бундан ташқари, хорижий тил ўрганувчилари маълумотни қабул қилишига қараб турли тўрт гуруҳга бўлинади. Биринчи гуруҳга мансуб кишилар маълумотни визуал, яъни кўз орқали қабул қиладилар. Иккинчи гуруҳ ўрганувчилари эса ўзларининг ички туйғуларини ҳисобга олган ҳолда ташқи маълумотни қабул қиладилар. Учинчи гуруҳда маълумот нотабиий ресурслар (китоб, ва ҳоказолар) орқали қабул қилинади. Сўнгги гуруҳга мансуб хорижий тил ўрганувчилари ўзларининг шахсий тажрибаларини талқин қилиш орқали маълумот қабул қиладилар.

Катта ёшдаги хорижий тил ўрганувчилари турли соҳа вакиллари бўлиши мумкинлиги билан бир қаторда, турлича эҳтиёжга эга кишилардир. Шу сабабдан уларнинг шахсий ғурурларини ҳам эътиборга олиш ҳар бир ўқитувчи учун муҳим ҳисобланади. Демак, ўқитувчилардан нафақат сифатли ўқиш ва ўқитиш жараёнини ташкил этиш, балки бир қатор бошқа вазифаларни ҳам амалга ошириш, жумладан ўқувчига ҳурмат, сабрли бўлиш, уларнинг руҳий ҳолатини тушуниш ва уни муҳокама қилмаслик, уларга реалистик мақсадлар белгилашда кўмак бериш, позитив вербал ва новербал рағбатлантириш ҳазил-мутуйибадан фойдаланиш, фаол эшитиш, дарслар ҳар доим ҳам режалаштирилгандек бўлмаслигини қабул қилиш, ўқувчиларнинг ҳаётига яқин дарс мавзуларини танлаш ёки боғлаш ва ўз-ўзига ишонч ҳиссини қўллаб-қувватлаш талаб қилинади.

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XORIJIY TILLARNI O‘QITISHDA BAHOLASH: ERISHILGAN YUTUQLAR, MUOMMOLAR VA YECHIMLAR

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Annotatsiya. Bugungi kunda fan-texnikaning rivojlanishi sababli chet tillarini oson va samarali o‘qitish va uni baholash tizimlarining rivojlanganligini ko‘rishimiz mumkin. Ushbu maqolada xorijiy tillarni o‘qitishda baholash, baholash turlari va nega ta’lim jarayoni baholanadi?- shu va shu kabi muammolarga yechimlar berilgan.

Kalit so‘zlar: Xorijiy tillar, baholash, fan, texnika, baholash turlari, funktsiyalar, kunlik, tematik, umumiy baho.

To‘g‘risini aytganda, baholash- bu shaxsning (asosan talaba yoki o‘quvchi) bilim darajasini, shu fanni yoki tilni bilish ko‘nikmasini (malakasi) va munosabatini o‘lchov darajasida hujatlashtirish jarayoni. Baholash atamasini biz talaba (o‘quvchi), shunungdek o‘quv jamoasiga (sinf, seminar yoki talabalar uyushgan guruhining) faoliyatiga munosabat bildirish uchun ishlatamiz.

Ta’limda tizimida baholash bu olingan bilim, nutq ko‘nikmalari va qobiliyatlarining ahamiyati, ko‘lami yoki qiymatini aniqlashga qaratilgan harakatdir. Ta’limda qo‘llaniladigan baholashning yakuniy maqsadi amaliyotchilar va tadqiqotchilarning nazariy asoslariga, ularning inson ongining mohiyati, bilimlarning kelib chiqishi va o‘quv jarayoni haqidagi taxminlari va ilmiy qarashlariga bog‘liq. Baholash o‘qituvchilar va talabalar uchun ham foydalidir. O‘qitish jarayonini boshqarish orqali o‘qituvchi o‘quvchilarning bilimlarini, ko‘nikmalarini va qobiliyatlarini chet tilini

o'qitishning yangi, yanada samarali usullarini rivojlantirishga qodir. Baholash o'qituvchiga o'z g'oyalarini, chet tillarini o'qitishni tashkil etish usullarini isbotlashga yordam beradi. Bu talabalar uchun ham foydalidir. Chet tilni o'rganishda o'zlarining muvaffaqiyatlarini his qilish talabalarni rag'batlantiradi va yangi ishlarga ilhomlantiradi [1].

Shuningdek, xorijiy tilni o'rganuvchilar, talaba yoki o'quvchilarni maqsadli ravishda ikkiga bo'lishimiz mumkin. Bir turlar o'quv dargohidagi (oliygoh, maktab va b.q) boshqa fanlar qatori chet tilini ham yaxshi o'qishga harakat qilishadi, boshqalari esa kelajakda yaxshi ish topish yoki chet davlatga ketish uchun o'rganishadi. Ta'lim jarayonida til o'rgatishda baholashning o'ziga xos xususiyati shundan iboratki, boshqa darslik fanlardan farqli o'laroq, xorijiy tillarni o'rgatishda o'qish, yozish, eshitish va og'zaki nutq qobiliyatlarini tekshirish orqali baholanadi. Baholash jarayonida talaba tomonida chet so'zlarni qanchalik to'g'ri talaffuz qilinilayotganligi va yangi so'zlarni yodlash darajasiga ham e'tibor beriladi.

Chet tilini o'qitishda baholashni quyidagi turlarga bo'lishimiz mumkin:

- Doimiy baholash;
- Tematik (mavzuga qarab) baholash;
- Vaqti-vaqti bilan baholash;
- Umumiy baholash;

Doimiy baho bu kunlik baholashdir. O'qituvchi buni har bir darsda baholaydi va bu o'qitish baholashning eng samarali vositalaridan biridir. Bu talabalarga ijobiy ta'sir ko'rsatadi va ularni o'rganilgan materialni qayta ko'rib chiqishga majbur qiladi.

Tematik (mavzuga oid) baholash. Ushbu baholash turi olingan bilimlarni boshqarish, o'rganilgan mavzu bo'yicha nutq qobiliyatlarini shakllantirishga qaratilgan. Bu mavzuni o'rganish bo'yicha ishlar tugagandan so'ng amalga oshiriladi. Baholash uchun berilgan vaqt o'quv materialining hajmi va murakkabligiga bog'liq.

Vaqtı-vaqti bilan baholash ma'lum vaqtdan so'ng talabalarning bilimlari, nutq qobiliyatlarini baholashga qaratilgan. Masalan, o'quv yili davomida har chorakda yoki oyda. Baholash materiallari o'qituvchi tomonidan tayyorlanadi.

Umumiy baholash o'quv yili oxirida imtihon shaklida amalga oshiriladi. U og'zaki va yozma usullarda bo'lishi mumkin. Ushbu turdagi baho talabaning bilimini, nutq qobiliyatlarini hisobga olgan holda baholashga qaratilgan [2].

Yuqorida [2] manbada keltirilgan baholash turlariga formativ va summativ turlarni kiritish maqsadga muvofiq.

Formativ baholash- bu baholashning keng tarqalgan shakli bo'lib, o'quvchining hozirgi bilimlarini o'lchaydigan diagnostik baholashdir. Bu diagnostik baholashda talaba o'z-o'zini baholaydi yoki zamonaviy tezkor metod orqali o'qituvchi talaba bilimini tekshiradi.

Summativ baholash odatda dars oxirida amalga oshiriladi yoki loyiha (o'qituvchi tomonidan tuzilgan) odatda talabalarning kurs darajasini aniqlash uchun ishlatiladi. Bu baholash turi bo'lib talabalarning bilimlarini baholaydi.

Aniq ma'lumot o'rnida shuni ayto lamanki, yurtimizda joylashgan barcha universitetlar qatori bizning Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti Tarjima nazaryasi va amaliyoti fakulteti ham chet tillarini o'rgatishga iqtisoslashtirilgan bo'lib, bizning har bir chet tili darslarimizda o'qituvchilarimiz tomonidan shu tilni o'qitishda turli xil baholash metodlaridan foydalanishadi. Misol o'rnida bizga o'tiladigan xorijiy til (ingliz tili) darsini aytadigan bo'lsam, o'qituvchimiz ham til bilish darajamizni yuksaltirish uchun turli xil baholash metodlarini qo'llaydilar. O'qituvchimiz doimiy baholash metodi orqali mustaqil bajarishimiz uchun uyga berib yuborilgan vazifani dars boshida har bir talabadan so'rab baholaydilar. Shu so'rab baholashlari sababli ham bizga mustaqil bajarish uchun berilgan uy vazifasini ma'suliyat bilan bajarishga harakat qilamiz. Bundan tashqari tematik baholash orqali dars mavzusi e'lon qilinganligidan keyin u haqidagi fikrlarimizni qisqacha chet tilida (ingliz tili) har birimizdan tezkorlik bilan so'rab chiqadilar, bu esa og'zaki nutq qobiliyatimizni oshirishga yordam beradi. O'qituvchimiz yana formativ baholash usuli orqali zamonaviy tezkor metodlar yordamida yodlagan so'zlarimizni yodimizga tushurib takrorlatadilar, bu esa yodlagan so'zlarimizni

unutvormasligimiz uchun bizga juda foydalidir. Dars soʻngida summativ baholash metodi orqali oʻtib bergan mavzulari boʻyicha bizda tushuncha paydo boʻlganligini sinash maqsadida turli xil qisqacha savollarni tez-tez berib barchamizdan soʻraydilar. Bu esa oʻtib berayotgan mavzularini diqqat bilan tinglab, shu mavzu boʻyicha bergan maʼlumotlarini qunt bilan oʻrganishimiz kerakligini anglatadi, bizga bu til oʻrganish jarayonimiz oson va samarali boʻlishi uchun ajoyib baholash usulidir. Shu bilan birga barcha oʻqituvchilarimiz oʻquv yili (oyi, semestr) oxirida umumiy baholash usuli orqali barcha talabalarni har bir fandan oʻtilgan mavzular yuzasidan tuzilgan ogʻzaki yoki yozma shakldagi sinov testlari orqali bilimlarini tekshirib baholashadi. Bu ham biz talabalarga (oʻquvchilar) oʻtilgan mavzularni takrorlab bilimimizni mustahkamlab borish uchun samarali baholash usulidir. Qisqacha qilib aytganda, barcha fanlar, asosan xorijiy tillarni oʻrganishda baholash juda muhim. Biz shu baholash turlari orqali bilimimiz qay darajada ekanligi va uni qanday qilib yuksaltirish kerakligini oʻrganolamiz.

Xulosa oʻrnida shuni aytish kerakki, baholash- bu savodxonlikni samarali rivojlantirishning muhim tarkibiy qismidir. Samarali baholash dasturisiz talabalar qay darajada oʻrganganligi, oʻqitish samarali boʻlganmi yoki qaysi usul talabalarning talablariga eng mos kelganligini bilib boʻlmaydi. Baholashdan doimiy koʻzlangan maqsad talabalar (oʻquvchilar) bilimlarini nazorat qilish, yaxshilash va yuksaltirishdir. Soʻz oxirida shuni aytamanki, har doim baholash orqali yutuqlarni yuksaltirish, kamchiliklarni toʻldirish va til oʻrganishga boʻlgan harakat, qiziqishni oshirish lozim. Chet tillarini oʻrganish, dunyo bilish, doʻst orttirish demakdir, shuning uchun doim, turli xil qiyinchiliklarga qaramay, til oʻrganishdan aslo toʻxtamasligimiz lozim.

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ТАЪЛИМ СИФАТИНИ ОШИРИШДА ТЕСТЛАРНИНГ ТУТГАН ЎРНИ

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Аннотация: Мақолада Тест синовларини ўтказиш талабаларнинг билимини баҳолашдаги муҳим баҳолаш турларидан эканлиги, таълим жараёнида тестлардан фойдаланишда эътибор қаратилиши керак бўлган омиллар, тест тузишда қўйиладиган талаблар тўғрисида тўхтаб ўтилади.

Калит сўзлар: тест, тестология, билим, баҳолаш, ўқитиш, натижа, дастур, сифат.

Ҳозирги кунда республикамизда замонавий жамиятнинг ривожланиш тенденцияси таълим ва унинг сифатини яхшилашнинг устивор йўналишларини белгилаб берган. Ўқитишнинг объектив натижаларини мунтазам таҳлил қилиш таълим сифатини оширишнинг муҳим шарти бўлиб ҳисобланади. Таълим жараёнларида талабаларга билим бериш, уларнинг фан бўйича амалий кўникмаларини шакллантириш бўйича кўплаб дастурлар амалга оширилмоқда. Шу билан биргаликда талабалар билимини баҳолашда оғзаки, ёзма, амалий кўникма, муаммоли масалалар билан биргаликда тест синовларидан ҳам фойдаланиб келинмоқда.

Тест синовларини ўтказиш талабаларнинг билимин баҳолашда талаба ва профессор – ўқитувчилар орасидаги психологик омиллардан воз кечиш, талабаларнинг билимини ҳолисона баҳолашга имкон беради. Тестология инглизча test – синов, баҳолаш ва грекча logos – билим сўзларидан олинган бўлиб билим олиш сифатини баҳоловчи, илмий асосланган, фанлараро умумий илмий йўналиш ҳисобланади. Ҳозирги кунда тестология таълимнинг турли йўналишларида, шу жумладан педагогика, тиббиёт, техника, менежмент ва бошқа соҳаларида қўлланилмоқда.

Тестология – шахснинг турли хил хусусиятларини махсус ишлаб чиқилган тестлар ва уларни талқин қилиш усуллари ёрдамида баҳолаш имкониятларини ўрганувчи фан бўлиб, тестолог тестологиянинг назарий ва амалий масалалари

билан шуғулланувчи мутахассисдир. Замонавий тестология етук амалий фан бўлиб, ўзида тест топшириқларини яратишнинг асосий тушунчалари ва терминларини, тамойилларини, шаклларини (тузилишини), мазмунига, қийинлигига қўйиладиган талабларни, тест топшириқларини баҳолаш мезонларини, яъни тест топшириқлари банкени яратиш бўйича фаолиятни белгиловчи меъёрларни ўзида жамлайди.

Шу ўринда таъкидлаш лозимки, яратилаётган тестлар махфийлигини ва тест синовларини ўтказишни холислигини таъминлаш учун тест топшириқларини ишлаб чиқувчиларни ва тестлар банкени даврий янгилаб туриш зарур. Тест топшириқларини тузиш жараёнида махсус ўқитилган тест тузувчиларни даврий алмаштириб туриш мақсадга мувофиқдир. Таълим сифатини оширишда тестларнинг тутган ўрни жуда катта ҳисобланади. Таълим соҳасидаги тест синови бу талабаларнинг ўқув фанлари ёки таълим дастурлари бўйича тайёргарлигини холисона баҳолашнинг замонавий усулидир. Тест топшириқларини бажариш интеллектуал фаолият бўлиб, чегараланган вақт оралиғида назорат остида амалга оширилади. Тест синовлари учун топшириқлар ишлаб чиқишда замонавий тестология фани назарияси ва амалиётига асосланган талабларни ҳисобга олиш зарур. Тест бу ажратилган вақт бирлиги ичида, барча учун бир хил шароитда тасодифий саволлар кетма кетлигини бериш орқали билимларни баҳолашнинг замонавий усули ҳисобланади. Таълим жараёнида тестлардан фойдаланишда қуйидагиларни ҳисобга олиш зарур:

- ✓ Тестнинг ишончлилиги;
- ✓ Хатосизлиги;
- ✓ Тестнинг тасодифий топилишидан ишончлилиги;
- ✓ Қайта топшириш имконияти;
- ✓ Тестнинг мураккаблиги.

Ҳозирги вақтда ихтиёрий таълим муассасасининг ҳар бир ўқитувчиси ўз фаолиятида ўқитадиган фани бўйича ўқувчиларнинг билим даражасини баҳолаш

узули сифатида тест ўтказишдан фойдаланади. Бунинг учун у илмий асосланган тест топшириқларини Давлат таълим стандартлари ёки Давлат талабларига мос таълим дастури бўйича ишлаб чиқиши зарур. Таълим муассасалари ўқитувчилари замонавий тестология фани талабларига жавоб берадиган тест топшириқларини ишлаб чиқиши учун махсус тайёргарликни ташкил этиш зарур.

Фойдаланилган адабиётлар

1. Временные государственные требования к минимуму содержания профессиональной образовательной программы и уровню подготовки лиц при получении дополнительной квалификации «Тестолог (специалист в области педагогических измерений)». Министерство образования Российской Федерации. Москва, 2000. 14 с.
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ТАЪЛИМДА БАҲОЛАШ ТИЗИМИНИ ТАКОМИЛЛАШТИРИШ ХУСУСИЯТЛАРИ

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Аннотация: Мақолада олий таълимда талабалар билимини баҳолаш жараёнини такомиллаштириш масалаларига эътибор қаратилган. Шу билан бирга олий таълим тизимида талабаларни баҳолашнинг услубий мезонлари ҳамда олий таълимда таълим сифатини таъминлаш масалалари таҳлил этилган.

Калит сўзлар: инновацион ривожланиш, инсон салоҳияти, малакали мутахассис, олий таълим, таълим сифати, рейтинг тизими.

Ўзбекистоннинг инновацион ривожланиш йўлига ўтиши кўп жиҳатдан таълим тизимининг ҳолати ва жамиятнинг илмий-тадқиқот салоҳияти билан белгиланади. Бугунги кунда барқарор иқтисодий ўсишни таъминлаш инновацион иқтисодиётнинг асосий ресурслари ҳисобланган интеллектуал капитал, илм-фан

ва таълим салоҳиятининг шаклланиши билан боғлиқ, чунки барча тармоқларда хўжалик фаолияти интеллектуал ташкил этувчилари- нинг роли ошиб бормоқда. Кадрлар тайёрлаш рақобатбардошлик салоҳиятини оширишга олиб келадиган ва инновацион ривожланиш имкониятини тақдим этадиган стратегик ресурс мақомига эга бўлмоқда.

Ўзбекистон Республикасининг «Таълим тўғрисида»ги Қонуни ва Кадрлар тайёрлаш миллий дастурининг қабул қилиниши таълим мазмуни ва сифатининг тубдан ўзгаришига олиб келди. Таълим муассасаларининг таълим- тарбия жараёнига давлат таълим стандартлари (ДТС) ва давлат талаблари жорий этилди. Ҳозирги кунда мамлакатимизда таълим тизимига йўналтирилаётган катта ҳажмдаги инвестициялар мамлакатда таълим тизимининг янада ривожланишига замин яратишга қаратилган бўлиб, унинг энг илғор мамлакатларда шакллантирилган ва фаолият кўрсатаётган таълим тизимлари қаторидан жой олишига шарт-шароитлар яратмоқда.

Ҳар бир тармоқ ва соҳаларда кадрлар маса ласи долзарб аҳамиятга эга бўлган бугунги кунда замон талабига жавоб берувчи мутахассисларни тайёрлаб бериш ҳар бир олий ўқув юртининг бирламчи вазифасидир. Бунинг учун таълим сифатини таъминлаш нинг асосий йўналишлари – ўқув жараёнида замонавий ахборот-коммуникация технологиялари ва инновацион педагогик технологиялар дан кенг фойдаланиш ва уларни самарали татбиқ этиш муҳим ҳисобланади.

Таълим сифатини ошириш долзарб аҳамиятга эга бўлган ушбу даврда, таълим мазмунини бойитиш, унинг самарадорлиги, натижа вийлигини таъминлаш, таълим олувчи ва таълим берувчи учун моддий ва маънавий базани кенгайтириш, уларнинг эркин илмий-ижодий фаолиятини ривожлантиришни тақозо этади. Таълим сифатини ошириш бир қанча мезонларга боғлиқ бўлиб, талабалар билимини назорат қилиш ва баҳолаш шулардан биридир.

Баҳолаш тизимини оқилона ташкил этиш, юзага келиши мумкин бўлган муаммо ва камчиликларнинг олдини олиш, бартараф этиш, ушбу жараённинг

самарадорлигини ошириш, яъни ҳар бир талабанинг мавжуд фан юзасидан белгиланган талаб асосида ўзлаштирганини қайд этиш ёки ўз устида ишлаш кўникмаларини ривожлантириш олий таълим тизимининг услубий аҳамиятга эга бўлган вазифаларидан бири ҳисобланади.

Талабаларнинг билим савияси, кўникма ва малакаларини назорат қилишнинг рейтинг тизими асосида талабанинг ҳар бир фан бўйича ўзлаштириш даражаси баллар орқали ифодаланади.

Талабанинг фан бўйича ўзлаштириш кўрсаткичини назорат қилишда қуйидаги намунавий мезонлар тавсия этилади, масалан аъло баҳо –86–100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:

- хулоса ва қарор қабул қилиш;
- ижодий фикрлай олиш;
- мустақил мушоҳада юрита олиш;
- олган билимларини амалда қўллай олиш;
- моҳиятини тушуниш;
- билиш, айтиб бериш;
- тасаввурга эга бўлиш.

Бундан ташқари, ҳар бир назорат турининг мазмунини ташкил этувчи баҳолаш усуллари – оғзаки сўров ўтказиш, тест топшириқларини текшириш, эссе ёзиш, кейс ечиш, рефератлар тайёрлаш, лойиҳалар ишлаб чиқиш орқали мустақил билимни шакллантириш вазифаларини баҳолаш доимий равишда такомиллашиб бориши керак бўлган, ҳар бир ўқитувчининг алоҳида баҳолаш услублари ва воситаларидан ташкил топган усул ва услублар мажмуасидир.

Ўқитувчи янги материал ва манбаларни ўзлаштириши ҳамда ушбу янги фан юзасидан талаба билимини баҳолашнинг савол, топшириқ, вазифаларини ҳам ишлаб чиқишга мажбур бўлади. Бу эса талаба билимини баҳолашнинг рейтинг тизимида кўрсатилган бир қанча, жумладан, талабалар билимини холис ва адолатли баҳолаш, талабаларнинг фанлар бўйича комплекс ҳамда узлуксиз

тайёргарлигини таъминлаш, ўқув жараёнининг ташкилий ишларини компьютерлаштиришга шароит яратиш каби тамойилларига тўлиқ амал қилмаслик ҳолатларини келтириб чиқаради.

Олий таълим тизимида талабалар билимини самарали баҳолаш тизимини доимий такомил лаштириб бориш долзарб вазифадир. Бунда таълим йўналишлари, фанлар хусусияти, мутахассислик талабларини ҳисобга олиш айниқса муҳим. Мутахассислик хусусиятларига қараб баъзи фанларни баҳолаш жараёнини содда лаштириш мумкин. Тест синови, тест синови ва мустақил иш, тест синови ва ёзма иш, тест синови ва оғзаки имтиҳон каби баҳолаш тур лари билан курсни якунлашни жорий қилиш талабаларнинг мутахассислик фанларини чуқур ва самарали ўзлаштиришларига замин яратиши мумкин, деб ҳисоблаймиз.

Хулоса ўрнида шуни айтиш мумкинки, мамлакат ижтимоий-иқтисодий тараққиёти йўлида малакали кадрлар, кенг билимли мутахассисларни тайёрлаб бериш олий таълимнинг бирламчи вазифаси экан, бу мақсадга таълим сифатини мавжуд имкониятлар, таълим беришнинг халқаро тан олинган усул ва воситалари дан унумли фойдаланиб изчил равишда мутта сил ошириб бориш, таълим тизимининг асосий бўғини бўлган профессор-ўқитувчиларга меҳнат фаолиятларида ўсиш имкониятларини яра- тиб бериш орқали эришиш мумкин.

Фойдаланилган адабиётлар

1. Узлуксиз таълим тизимининг чет тиллар бўйича давлат таълим стандарти. Таълимнинг барча босқичлари битирувчиларининг чет тиллари бўйича тайёргарлик даражасига қўйиладиган талаблар. – Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2013 й. – Б. 2–3.
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TA'LIM JARAYONIDA MULTIMEDIA ELEKTRON VOSITALARIDAN FOYDALANISH SAMARADORLIGI VA ULARNI BAHOLASH

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Annotatsiya: Maqolada ta'lim jarayonini tashkil etishda Web-texnologiyalarni qo'llash, zamonaviy ta'lim shakllarini o'quv jarayoniga tadbiq qilish yo'llaridan biri ta'lim tizimida o'quv jarayonlarini virtuallashtirish masalasi ekanligi tog'risida to'xtalib o'tiladi.

Kalit so'zlar: Multimedia, baholash, Web-texnologiyal, an'anaviy, ta'lim, videoelementlar, multiplikatsiya.

Respublikamizda ta'lim-tarbiya tizimi tubdan isloh qilinishining bosh sabablaridan biri ham shaxsning yangicha davrga mos, yangicha fazilatlarini shakllantirishga bo'lgan ehtiyojdir. Ushbu holatlarni e'tiborga olgan holda hozirgi kundagi oliy ta'lim tizimida talabalarga bilim, ko'nikma va malakalarni yetkazib berish muammolarini hal qilish masalasi dolzarb tus olmoqda. Yoshlarga uzluksiz ravishda an'anaviy usullarda o'qitish orqali ta'lim berishgina yetarli bo'lmasdan, zamonaviy talablarni qondirish maqsadida talabalar oldiga mustaqil ta'lim olish, bilimlarni o'zlashtirish imkoniyatlari yaratib berilishi zarurdir. Ushbu maqsadni amalga oshirishning zamonaviy yo'llaridan biri ta'lim tizimida o'quv jarayonlarini virtuallashtirish masalasini o'rta tashlashdir. Bu esa ta'lim jarayonini tashkil etishda Web-texnologiyalarni qo'llashni talab etadi.

“Multimedia” atamasining asosiy ma'nosi multimedialikni anglatadi. Odatda, multimedia deganda, turli shakldagi ma'lumotlarni qayta ishlovchi vositalar majmuasi tushuniladi. Ayni vaqtda bu, avvalo, tovushlar, videoelementlarni qayta ishlovchi vositalardir. Shu bilan birga, multiplikatsiya (animatsiya) va yuqori sifatli grafika hollarida ham multimedia haqida gapirish mumkin. Kelajakda multimedia versiyalari

ma'lumotning boshqa turlari, masalan, virtual voqelik bilan ishlash imkonini berishi ehtimoldan xoli emas.

Ta'lim sohasida multimedia. Ma'lumki, ma'ruzani talabalarning 25 %ga yaqini o'zlashtiradi. Tajribalar shuni ko'rsatadiki, bir vaqtning o'zida ham ma'ruzani eshitish, ham materialni kompyuter ekranida ko'rish va uni ekranda chiqarishni aktiv boshqarish o'zlashtirish sifatini oshiradi. Hozir multimedia o'quv dasturlaridan Math CAD, PLUS 6.0 kabi kuchli dastur mahsulotlari tarkibidan foydalaniladi. Multimedia texnologiyalardan foydalaniladigan yetarlicha jiddiy dasturlar hozircha yo'q. Asosiy muammo professor-o'qituvchilarning multimedia imkoniyatlarini yaxshi biladigan dasturchilar bilan birgalikda ishlashining tashkil etilmaganligidir. Bunday o'quv dasturlarini ishlab chiqish va o'quv yurtlarida keng joriy qilish lozim.

Dasturlash texnologiyasida multimedia. Buzamonaviy dastur mahsulotlarini yaratishdagi yangi texnologiyadir. Bu professional bo'lmagan foydalanuvchini muloqot menyulari, chiroyli tasvirlar, sintezlangan tovushlar, musiqa tovushlari, dinamik grafikaning turli effektlari kabi dastur ob'ektlarini dasturlashtirishdek murakkab ishdan ozod qiladi. Multimediaga mansub texnik vositalarga mos ma'lumotni, masalan, tovush va videoelementlarni, taqlidli, uzluksiz shakldan kompyuter tushunadigan raqamli shaklga o'tkazadi. Shu bilan birga, saqlangan va qayta ishlangan mos ma'lumotni inson adekvat qabul qila olishi uchun multimedia qiziqtirayotgan raqamlardan zarur obrazlar, masalan, tovush va videoelementlar yaratadi. Multimedia kompyuterning zarur elementi, tovushni qayta ishlovchi tovush platasidir. Tovush platasiga tovush chiqarish vositasi, akustik tizimlar yoki yakka tinglagichlar hamda audioma'lumotlarni kiritish uchun xizmat qiladigan mikrofonlar ulanadi. Tovush platasiga, shuningdek, magnitofon, elektr musiqa asboblari kabi audiokomplektlar ham ulanishi mumkin.

Video bilan to'laqonli ishlash uchun videoma'lumotni kompyuterga mos shaklga va asliga qaytaruvchi moslama videokarta zarur. Unga videokamera, videomagnitofon va televizor kabi moslamalar ulanishi mumkin. Ammo video shakllarini kompyuterga qayta ishlash bilan odatda tor doiradagi mutaxassislar shug'ullanadi, xolos. Aksariyat

foydalanuvchilar uchun videoelementlarni monitorda ifodalay olish yetarli bo'ladi. Shunday masalani hal etish uchun har qanday zamonaviy kompyuterda mavjud bo'lgan videoadabter va monitor yetarlidir.

Tovushli (audio) va ayniqsa, videoma'lumotni kompyuterga saqlash uchun taqqoslanganda nihoyatda kichik sig'implar paydo bo'ladi. Shu bois multimedia sifatiga ega bo'lgan dasturiy mahsulotlar (o'quv qo'llanmalari, spravochnik, entsiklopediya, hordiq chiqarishga mo'ljallangan turli dasturlar), odatda, kompakt disklarda tarqatiladi. Bunday mahsulotlardan foydalana olishimiz uchun CD ROM deb ataladigan jamlovchi zarur bo'ladi. U bo'lmasa, kompyuterni muhokama etilayotgan ma'nodagi imkoniyatlari kompyuter o'yinlari bilan chegaralanadi. CD ROM, DVD, RW kompakt disk deb atalmish jamlovchi nafaqat multimedia ilovalardan foydalanishda, balki kompakt disklarda katta hajmdagi boshqa dasturiy mahsulotlar uchun ham ishlab chiqiladi. Ular o'nlab yuqori zichlikdagi oddiy disketlarning o'rnini egallashi mumkin. Ya'ni jamlovchilar faqat multimediaga taaluqli bo'lib qolmay, balki keng ma'nodagi tatbiqlarga ham ega moslamalardir.

Tovush va video bilan ishlashni istagan foydalanuvchilar multimedia mahsulotlari kompyuter ma'lumotlari uchun mo'ljallangan doimiy xotiraga hamda kompyuterning mikroprotsessori, operativ xotirasi va videotizimga yuqori talablarni qo'yishni bilishlari lozim. Bunday yuqori sifatlar, ayniqsa, videoma'lumotlar bilan ishlashda zarurdir. Tabiiyki, kelajakda bu yo'nalishdagi talablar yanada ortadi. Zamonaviy shaxsiy kompyuterlarning imkoniyatlari keng ekranli videoma'lumotlarni to'laqonli tasvirlash uchun yetarli bo'lmagani uchun bu ma'lumotlarni zichlashtirishga majbur bo'ladi. Bu amal oddiy ma'lumotlarni zichlashtirishdan farqli o'laroq, mos ma'lumotning to'laqonliligini yo'qotadi. Videomagnitofonlarni zichlashtirish uchun texnik hamda dasturiy vositalar mavjud, audioma'lumotlarni ham zichlashtirish mumkin, mos hajmlar katta bo'lmagani uchun bu amal uncha dolzarb emas.

Aksariyat foydalanuvchilarni qanoatlantiruvchi minimal ilovalar, tovush va video bilan ishlashga mo'ljallangan bir qator dasturiy vositalar majmuasi bevosita Windowsda

mavjud. Biz bu ilovalardan foydalanish tarkibi bilan tanishib chiqamiz. Ular tovush va musiqali kompakt disklar, ya'ni CD disklar, tovushli fayllarni tinglash, yozish va tahrir qilishni, videokliplarni ko'rishni, turli manbaalardagi signallarni tutashtirishni, ularning balandligi majmuasi va tembrini belgilash imkonini beradi.

Umuman, pedagogik texnologiyaning sifati va samaradorligi hozirgi kunda ko'p jihatdan barcha turdagi zarur vositalarning sifati va ulardan yuqori samaradorlik bilan foydalana bilishga bog'liq. Bu vositalardan to'g'ri va unumli foydalanish pedagogning malaka, maxorat, ijodkorligi, izlanuvchanligiga bog'liq.

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ОЛИЙ ТАЪЛИМ ТИЗИМИДА СОФТ КЎНИКМАЛАРНИ ТАКОМИЛЛАШТИРИШНИНГ НАЗАРИЙ АСОСЛАРИ

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Аннотация: Мақолада олий таълим тизимида бўлажак мутахассисларнинг софт кўникмаларини такомиллаштириш мавзусида сўз юритилади. Муаллиф софт кўникма тушунчасининг юзага келиш тарихи, уни юзага келтирувчи омиллар ҳақида сўз юритиб, олий таълим тизимида уларни ривожлантиришнинг аҳамиятини асослашга хизмат қилади.

Калит сўзлар: софт кўникма, XXI аср кўникмалари, ҳард кўникмалар, олий таълим тизими, меҳнат бозори, инсон капитали, касбий компетенция, мослашувчанлик.

Маълумки, “олий таълим” атамаси заминида иқтисод, фан, техника ва маданият соҳасида фаолият олиб борувчи, иш мобайнида илм-фан, маданият, техника янгиликларини қўллаган ва ўз устида ишлаган ҳолда назарий ва амалий муаммоларни бартараф этувчи юқори малакали мутахассисларни тайёрлаш

тушунилади. Олий таълим битирувчилари олий маълумотли мутахассис сифатида меҳнат бозорига тўғридан тўғри узатилади. Шу сабабли олий таълим тизими талабаларни зарур кўникмалар билан таъминлаш орқали жамиятнинг талаб ва эҳтиёжларига жавоб берадиган инсон капиталини шакллантиришда муҳим аҳамиятга эга [7, 22].

Глобализация жараёни, тўртинчи саноат инқилоби дея тан олинаётган ишлаб чиқариш технологиялари, ахборот коммуникацион технологияларнинг ривожланиб бориши ишларнинг янги шакллариининг юзага келиши, ишчи тузилмаларнинг қайта шаклланиши, хизмат кўрсатиш соҳасининг ривожланиб боришига улкан ҳисса қўшди ва бу ўз навбатида меҳнат бозорига ҳам ўз таъсирини ўтказмай қолмади.

Мазкур ўзгаришлар ХХІ аср жамиятида юқори даражадаги ижтимоий фаоллик, ўз фаолиятига ижодий, конструктив муносабатда бўла оладиган, юқори даражада таълим ва тарбия топган, касбий тайёргарлик ва махсус, шахсий, индивидуал, ижтимоий каби турли касбий компетенцияларга эга мутахассисларга талабни юзага келтирди. Бунда муқаддам этиборга олинмаган инсонпарварлик, глобал фуқаролик ҳисси, ташаббускорлик, тадбиркорлик, ностандарт фикрлаш қобилияти, ижодий изланиш, ижодий салоҳиятни амалга ошириш истаги каби софт кўникмалар, бошқача қилиб айтганда шахсий фазилатлар олдинги ўринга чиқарди.

Шу тариқа сўнги йилларда меҳнат бозорида мутахассислардан касбий йўналтирилмаган, когнитив бўлмаган янги бир билим ва кўникмаларни излаш тенденцияси юзага келдики, мазкур кўникмалар фанда “юмшоқ”, “мослашувчан”, “эгилувчан” кўникмалар (soft skills), бошқача ном билан эса “ХХІ аср кўникмалари” деб атала бошланди. Сўнги бир неча йилларда олиб борилган тадқиқот ва илмий изланишлар билим ва технологиялар асрида мутахассисларнинг меҳнат бозорида ўз иш ўрнига эга бўлиши, самарали фаолият олиб боришида софт кўникмаларнинг ўта муҳимлигини исботлаб берди.

Жумладан, Ўзбекистан Республикасида олий таълим тизимини ижтимоий соҳа ва иқтисодиёт тармоқлари эҳтиёжларидан келиб чиққан ҳолда, фан, таълим ва ишлаб чиқаришнинг мустақкам интеграциясини таъминлаш асосида таълим сифатини яхшилаш, рақобатбардош кадрлар тайёрлаш, илмий ва инновацион фаолиятни самарали ташкил этиш, халқаро ҳамкорликни ривожлантириш мақсадида, 2019 йилда “Олий ва ўрта махсус таълим тизимига бошқарувнинг янги тамойилларини жорий этиш чора-тадбирлари тўғрисида”ги ПҚ-4391-сонли [қарори](#) ижроси юзасидан олий таълим тизимини 2030 йилгача ривожлантириш Концепцияси ишлаб чиқилди. Концепцияда узоқ истиқболдаги мақсадли вазифалардан келиб чиқиб, олий таълим тизимини ривожлантиришнинг устувор йўналишлари ўз аксини топган. Қарор олтига йўналишни ўз ичига олади. Уларнинг иктаси эса бевосита тадқиқот ишимизнинг долзарблилик даражасини кўрсатишга хизмат қилади:

- Олий таълим билан қамровни кенгайтириш, олий маълумотли мутахассислар тайёрлаш сифатини ошириш;
- Юқори малакали мутахассислар тайёрлаш жараёнига кадрлар буюртмачиларини фаол жалб этиш.

Кўриниб турганидек, Концепция замон талабларидан келиб чиққан ҳолда олий таълим тизимини ислоҳ қилиш, ўқитиш сифатини эътиборни дозарб соҳаларга қаратган ҳолда оширишни кўзда тутди.

Софт кўникмалар ҳақида сўз юритишдан аввал уларнинг ҳард кўникмалардан фарқини тушуниб олиш, бизнингча, мақсадга мувофиқ. Олимлар софт кўникма тушунчасини турлича изоҳлайдилар, бироқ уларнинг мавзуси ўхшаш ва улар шахснинг ўзгалар билан муносабатга киришиши, иш вазифаларини адо этиши ва каръера имкониятларига таъсир этувчи муносабат, хулқ-атвор, шахсий хусусиятларини акс эттиради. Баъзи тадқиқотчилар софт кўникмаларни кенг қўлланилиш доираси, рақобатда устунликни таъминловчи, руҳий зукколикни ўз ичига олувчи хусусияти билан ҳард кўникмалардан

фарқлайдилар. Дипа ва Сез эса софт кўникмаларни ташкилотнинг ҳар бир даражасида зарур бўлган, шахсий ва ташкилий муваффақиятни белгиловчи кўникмалар, ҳард кўникмаларни эса техник компетенция ва махсус касбий соҳага оид билимларнинг қўлланилиши сифатида баҳолайдилар [3, 10]. Ҳисобчи учун молиявий ҳисоботларни ёзиш ва таҳлил қилиш, дастур муҳандиси учун код ёзиш, дастурий тилни изоҳлаш, ўқитувчи учун ўз фани бўйича билимга эга бўлиш ва дарс режасини тузиш ҳард кўникмалар ҳисобланади.

Софт кўникмалар амалий, техник, интизомий билимларни ифодаловчи “қаттиқ” (hard) кўникмалардан фарқли ўлароқ XXI аср таълим тизими ва мутахассисларни иш билан таъминланишида ниҳоятда муҳим ўрин эгаллайди [5, 19].

Софт компетенция тушунчаси илк бор илмий адабиётларда ўтган асрнинг 90-йилларидан бошлаб қўлланила бошланди. Дастлаб Америкалик ва Германиялик бошқарув соҳасидаги мутахассислар ишларида қўлланилган бўлса, кейинчалик бизнес ва таълим соҳасидаги илмий ишларда ҳам ўз аксини топа бошлади.

Таълим соҳасида илк бор Америкалик олим Девей ўз ишларида таълим муассасаларини яхлит ёндашув асосида таълим беришга чақириб, ҳам жамият, ҳам шахс эҳтиёжларини ўзида акс эттирган қолипни кўрсатиб берди. Ўз замонасидан олдинда бўлган олим гарчи айнан софт атамасини қўлламаган бўлсада, таълим тизимини ўқувчиларнинг тўлақонли ҳаёт ва муваффақиятли каръера куришга қодир, ҳар томонлама етук шахслар этиб тарбиялашга ундаган ва бунга ўқиб ёдланган билимлар ва тўғри ёки нотўғрилиқ қолипидаги баҳолаш тизими билан эришиб бўлмаслигини таъкидлаган [2]. Шу тариқа олим ўқувчиларда бугунга келиб XXI аср кўникмалари сифатида аталаётган фазилатларни такомиллаштириш ғоясини илгари сурган.

Рожевски ва Ҳилл ҳам софт кўникмаларнинг иш фаолиятидаги ўрни ҳақида фикр юритиб, иш фаолиятининг ўзгарганлигини асосий омил сифатида

келтирадилар [8, 140]. Технолия инқилоби инсонларнинг иш, оила ва жамият ҳақидаги фикрлаш тарзини ўзгартирди. Бугунги иш ўрни олдиндан айтиб бўлмайдиган, нотурғун, тезкор ва доимий ўзгаришларга мойил. Бунунги кунда лойиҳаларга асосланган иш фаолияти бир вақтда бир нечта вазифаларни бажаришни ва муаммоларга ечим топиш учун ҳамкорликда ишлашни талаб қилади. Мазкур ўзгаришларнинг асосини бугунги иш фаолиятининг халқаро кўлами, ишнинг 24/7 жадвалида ташкил этилиши, ижтимоий медиа технологиялардан фойдаланишнинг ўсиб бориши, ишчи кучи ёшидаги фарқнинг ошиб бориши, дўстона бўлмаган муҳитларнинг бирлашиши ташкил қилади. Олимлар XXI асрда мутахассислар мувафаққиятга эришишлари учун ўз каръера танловларини мустақил тадқиқ этишлари, ўз фаолият йўллариини ўзлари яратишлари, мураккаб муаммоларни ечиш ва қийин вазифаларни адо этиш учун технологиялардан фойдаланиш, инновацион кўникмаларини намоёниш этиш, ва ниҳоят, мустақилликка, ташаббускорликка, кучли шахслараро кўникмаларга асосланган иш этикасига эга бўлишлари лозимлигини уқтиришади.

Энг ишга олувчиларнинг иш жойида боғлиқликнинг муҳимлигини ва мотивация, тиришқоқлик, мослашувчанлик каби кучли когнитив бўлмаган кўникмаларга эга ишчиларни ишга олишнинг муҳимлигини тушунишга ундайди [4, 237]. Боғлиқлик тушунчасида ишчиларнинг биргаликда турли гуруҳ ва бўлимлар аро самарали ишлаши назарда тутилади. Олим ташкилотлар ўзгалар ҳақида ҳаққоний қайғурадиган, ҳамкорлик туза оладиган, соҳалараро ишлай оладиган ишчиларни ишга олишга мажбур эканлигини уқтириб ўтади.

Бир қатор олимлар [1, 25] ташкилотлар ишчиларнинг XXI асрда талаб қилинадиган хусусиятлари ва кўникмаларига асосланган рақобатдаги устунликни таъминловчи ижтимоий ва инсон капиталини тўплашга чақиради. Бошқалар билан осон муносабат ўрнатадиган, боғлиқлик маъданиятини ярата оладиган мутахассислар самарали ва унумдор ишлай оладилар. Мазкур софт кўникмалар ишга олувчилар учун техник кўникмалардан ҳам фойдали бўлиши мумкин. Инсон

капитали атамаси сўнги йилларда ишчиларнинг билим, кўникма, қобилиятларидан фойдаланган ҳолда тадбиркорлик муҳитида рақобатдаги устунликка эга бўлиш тушунчаси сифатида пайдо бўлди. Инсон капитали ўқиш, математика каби когнитив кўникмалар билан бирга, муносабат, хулқ-атвор каби софт кўникмаларни ўз ичига олади. Шунга кўра ишга олувчилар ўз ташкилотининг инсон капиталини ривожлантиришга ва унга ижобий ҳисса қўшадиган мутахассисларни йўллашга ҳаракат қиладилар.

Обшонка ва Силберисен иш фаолиятида софт кўникмаларга бўлган эҳтиёжни қуйидагича тушунтиради: ишлаб чиқариш ва хизмат кўрсатиш ташкилотларининг кўпайиб бориши, ва ўз навбатида харидор учун рақобатнинг кескинлашиши каби бозор иқтисодидаги ўзгаришлар бошқарув амалиётидаги ўзгаришларга асос бўлди ва ишчиларга юқори суръатларда ишлаш ёки ишлаб чиқариш, 24/7 муҳитидаги ноодатий иш соатларида ишлаш, стрессга чидамлилик каби интенсив талабларнинг қўйилишига сабаб бўлди [6, 11]. Мазкур ўзгарган иш муҳитига кўра руҳияти кучли, ўзини назорат қиладиган, ўзини йўналтирадиган, тезкор ўзгаришларга мослашадиган, харидорнинг эҳтиёжларини қондириш учун ўзгалар билан ҳамкорлик қиладиган мутахассисларга эҳтиёж ошиб боради.

Софт кўникмаларнинг таълим тизимига татбиқ этилиши ўзига хос асосларга эга. Уларни учта кенг миқёсдаги истикболда мавжуд бўлган учта соҳага таснифлаш мумкин.

Софт кўникмаларни таълимга татбиқ этишнинг асослари

	Иқтисодий соҳа	Ижтимоий соҳа	Гуманитар соҳа
<i>Глобал истиқболда</i>	Рақобатбардошлик	Толерантлик ва тинчлик	Глобал фуқаролик
<i>Миллий истиқболда</i>	ЯИМнинг ўсиши	Инсон тараққиёти индексининг ўсиши	Ватанпарварлик
<i>Шахсий истиқболда</i>	Иш билан таъминланганлик	Жамиятга киришиш/уйғунлик	Ахлоқий шаклланиш

Бир қарашда таълим тизимига софт кўникмаларни татбиқ этишда иқтисодий соҳа энг кучли омилдек кўринади. Чиндан ҳам бир қатор ривожланган давлатлар иқтисодий ўсиш, халқаро рақобатдошлик, ёшларнинг иш билан таъмиланганлик даражаси каби жиҳатларни софт кўникмаларни таълим тизимига татбиқ этишда муҳим омил сифатида эътироф этадилар. Бу ишлаш шароитларининг, ва шунинг натижасида мутахассисларга қўйилган талабларнинг ўзгарганлиги билан боғлиқ. Бироқ ижтимоий ва гуманитар соҳадаги таълимнинг талабаларда миллий ўзига хослик, хилма-хилликни ҳурмат қилиш, толерантлик, ҳайрихоҳлик каби ижтимоий, этик, ахлоқий хислатларни тарбиялаш воситаси эканлигини эътироф этмаслик мумкин эмас. Бундан хулоса қилиб шуни айтиш мумкинки, софт компетенцияларнинг таълим тизига татбиқ этилиши ёш авлоднинг ва жамиятнинг уйғун ривожланишига самарали ҳисса қўшади. Қолаверса, глобал ва ижтимоий ўзгаришлар даврида мутахассисларда ўзгариш ва ноаниқликларни бошқариш каби фазилатларни қарор топтириш софт кўникмаларни таълим жараёнига татбиқ этишнинг глобал-ижтимоий соҳадаги ўрнини кўрсатади.

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МАСОФАВИЙ ТАЪЛИМ АФЗАЛЛИКЛАРИ ВА МУАММОЛАРИ

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Аннотация: Ушбу мақолада замонавий таълим шакли бўлмиш масофавий таълимнинг ижобий ва салбий томонларига эътибор қаратилган бўлиб, жумладан хали-хонуз ечимини топмаган муаммолар таснифланган.

Калит сўзлар: масофавий таълим, синхрон дарс, асинхрон, дарс, ахборот технологиялари, рақамли Ўзбекистон.

XXI асрда инсониятга қарши қилинган энг катта тажаввузларнинг бири пандемия сабаб, XX аср бошидан Европада ривожланган, масофавий таълим тури жаҳон миқёсида ҳукумронлик ўрнатди. Яъний, танганинг икки тарафи бўлгани каби, ушбу салбий ҳодисанинг ҳам инсоният учун фойдали тарафлари аниқланди. Жумладан, деярли ҳамма соҳаларда замонавий ахборот технологиялар ўз ўрнин топди, янги ва замонавий касблар ҳаётимизга кириб келди, янги атамалар мирмунча қисқа вақтнинг ичида ҳар бир инсоннинг сўз бойлигин оширишга ёрдам берди. Ваҳоланки, таълим тизимидаги ўзгаришлар ҳам интернет тармоғи ва ахборот технологиялари билан алоқадор бўлиб, дастурий таълим туридан масофавий таълим турига вақтинча ўзгартирилди (дастурий, масофавий, гибрид, инклюзив таълим тури), таълим тизимида янги атамалар кириб келди (синхрон/асинхрон аудитория, ўқитиш, таълим платформаси, чат-дарслар, веб-дарслар, телеконференция ва.х.з.), янги аҳамиятли меъёрий ҳужжатлар қабул қилинди [1].

Бу каби ўзгаришлар таълим тизимида ўзининг ижобий таъсирин кўрсатди:

- 1) Таълим муассасаларининг ҳамма пағоналарида материаллик техник база янгиланди (мактабгача таълим муассасалар, мактаб, лицей, олий таълим муассасалари), ахборот технологиялари билан максимал қисқа вақтнинг ичида танишиш ва қўллаш, дунёдаги барча ахборот ресурс марказларидан фойдаланиш ҳуқуқига эга бўлди [2].
- 2) 2017-йилдан бошлаб педагогика йўналишларидаги олий

ўқув юртларида махсус сиртки бўлим ташкиллаштирилди ва Ўзбекистон Республикасининг Вазирлар Маҳкамасининг 2017-йил 21-ноябр №930-сонли қарорининг 4 бобида Сиртки (махсус сиртки) таълимни масофадан ташкиллаштириш ва ўқув жараёнида масофавий таълим элементларидан кенг қўлланиш тавсия этилди [3]. Яъний, сиртки (махсус сиртки) таълим турида таълим олаётган талабалар саноатдан ажралмаган ҳолда юқори маълумотга эга бўлиш имкониятин яратиш кераклиги алоҳида кўрсатилди [4]. Бу каби янгиланишлар ва қулайликлар албатта таълим олаётган талабаларга кўп имконият яратади. Жумладан, Ўзбекистон Республикаси Президентининг 2020 йил 5 октябрдаги “Рақамли Ўзбекистон – 2030 стратегиясини тасдиқлаш ва уни самарали амалга ошириш чора-тадбирлар тўғрисида”ги ПФ-6079-сонли фармони ижросини таъминлаш мақсадида Вазирлик томонидан 2020 йил 30 октябрда тасдиқланган “Олий таълим муассасаларида масофавий таълим механизмларини босқичма-босқич жорий этиш бўйича” йўл харитасида Олий таълим муассасаларининг ўқув жараёнини рақамлаштиришга қаратилган кераклиги тадбирлар кўрсатиб ўтилган.

Масофадан ўқитиш таълим турининг ўқув жараёни таълим платформаларида шакллантирилган бўлиб, виртуал аудиторияларда аниқ бир муддатга курс яратилади, ўқув контентлари ахборот ва таълим технологиялари ёрдамида янгиланади-бойитилади. Анъанавий аудиториядаги каби қўшимча кўرғазмали қуроллар виртуал аудитория ҳам қўшимча интернет тармоқлари ёрдамидан онлайн ва оффлайн ресурслар билан тўлиқтирилади. Қўшимча, синхрон дарслар учун ўқитувчи аудитория ва ўзига қулай коммуникация қуролларидан ҳам фойдаланиш мумкин (zoom, teams, blue jeans, Google meet, mail video call, webex, messenger ҳ.т.б.).

Масофавий таълим турининг юқорида келтирилган ижобий тарафларидан яна бири, бу таълим турининг таълим системасидаги замонавий талабларга тўғри келиши, яъний ESTC (European Credit Transfer and Accumulation System/ўқишни

кўчириш ва кредит тўплаш Европа системаси)нинг энг асосий талаби, талабага қаратилган таълимни шакллантириш ва талабага мустақил таълим олиш ва мустақил ишлашга йўналтириш ва имкониятин яратиш каби сифатлар масофавий таълимнинг аҳамиятини янада кучайтиради.

Танганинг иккинчи томони бу масофавий таълимнинг салбий тарафи: 1) масофавий таълим янги нашрдаги “Таълим туғрисида Қонун”да таълим тури сифатида киритилгани билан, ҳали-хануз ушбу таълим турининг асосий регламентлари ишлаб чиқилмаганлиги; 2) ўқитувчи ва ўқувчиларнинг психологик, ижтимоий, маънавий ва молиявий тайёргарликга эга эмаслиги; 3) масофавий таълим контенти талабларига тўлиқ жавоб берадиган ресурсларнинг ишлаб чиқилмаганлиги.

Мамлакатимизда таълим тизими ва унга оид айрим меъёрий ҳужатлардаги ўзгаришлар сабаб қуйидаги янги таълим шакллари қонунийлаштирилган ҳолда таълим тизимига кириб келди:

- дастурий-масофавий;
- масофавий;
- инклюзив;
- кечки.

Ўзбекистон Республикасининг меъёрий ҳужжатларида кечаги кунгача, юқорида қайд қилганимиздек, "масофавий таълим" шакли бўлмади. Аммо, тарихий фактларга қараганда масофавий таълим шаклининг айрим компонентлари халқимизга бошқа атамалар билан аталган ва хизмат қилиб келган, бунга бир мисол корреспондентлик ўқиш шакли. Ушбу таълим шакли ҳам масофавий таълим турининг бир элементи ҳисбланади, ва бу шаклдаги таълим турида ўқувчи ва ўқитувчи ўртасидаги алоқа хат ёрдамида амалга оширилган. Яъний, ушбу таълим турида почта алоқаларидан бошқа ҳеч бир замонавий алоқа воситалари ва интернет тармоғи умуман қўлланилмаган.

Юқорида келтириган маълумотлардан келиб чиққан ҳолда таълимдаги масофавий таълим турига боғлиқ айрим терминларнинг таърифини келтириб ўтамиз:

Масофадан ўқитиш – қандайдир масофадан туриб Интернет ва ахборот технологиялари ёки интерактив усуллар ёрдамида ўқув жараёнининг ҳамма компонентларин (мақсад, мазмун, метод, режалаштириш формалари, ўқитиш методлари) сақлаган ҳолда ўқувчи ва ўқитувчи муносабатига асосланган таълим тури.

Масофадан ўқитиш системаси – масофадан ўқитиш шартларига асосланиб режалаштирилган ўқув системаси. Бошқа таълим системалари сингари масофадан ўқитиш системаси мақсад, мазмун, метод, режалаштириш формалари, ўқитиш методларига эга.

Мулоҳазаларимизни яқунлаб айтишимиз керак, масофавий таълим шаклининг афзалликлари ҳозирги кундаги унинг муаммолари сабаб ёруғликка чиқмасдан қолиб кетмоқда. Юқорида келтирилган муаммоларнинг ечими сифатида масофавий таълим шаклининг регламентларин тўлиқ қайта ишлаб чиқишни, кундизги таълим шаклидаги айрим фанларни ўқитишда ҳам масофавий таълим компонентларин қўллашни (гибрид-дарсларнинг бир қисми ўқитувчи билан бўлиб ўтади, қолган қисми эса онлайн шаклда давом этади), ва бакалавр йўналишларининг хусусиятларидан келиб чиққан ҳолда масофавий шаклда таълим олиши мумкин бўлган йўналишларнинг муайян руйхатин ишлаб чиқишни тавсия этамиз.

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TEST VALIDLIGI VA ISHONCHLILIGINING O'ZIGA XOS MUHIM XUSUSIYATLARI

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Davlat test markazi

Annotatsiya: Ushbu maqolada tilni bilish darajasini baholashda ko'p ishlatiladigan testlarning validligi va ishonchliligiga erishish uchun test jarayonidan oldingi bo'ladigan bosqichlar mohiyatini nazariy jihatdan yoritib berish haqida so'z yuritiladi.

Kalit so'zlar: kontekst, validlik, kontent, ishonchlilik, domen, Brayl, konstrukt validlik.

Yigirmanchi asr oxirlarigacha, 'Cambridge ESOL' test topshiriqlarining ishonchliligiga shuningdek ko'proq milliy validlik xususiyatlariga katta e'tibor qaratib keldi. 1980-yillarda esa, ishonchlilik va konstrukt validlik bir xil tenglikda ekanligi ko'pchilik olimlar tomonidan e'tirof etilgan. Shuningdek, TOEFL test mas'ullari esa faqatgina ishonchlilik xususiyatlariga e'tibor qaratganligi tufayli, validlikning ijtimoiy-kognitiv elementlarining haqiqiylikni anglab, tegishli ishlarni amalga oshirishni boshlashdi. Lekin ko'pincha, tuzilayotgan testlarning validligiga asoslanuvchi isbot kamligi yoki umuman mavjud emasligi bois testlarning nafaqat validligi shuningdek, ishonchlilik darajasining birmuncha oqsab qolishiga sabab bo'ladi. Ko'pgina test tuzuvchilar tuzilgan testlarning nazariy va amaliy validligini ta'minlash ahamiyatga molik ekanligini tushunsada, ulardan ozchiligi buni uddasidan chiqishadi [1]. Testning adolatliligini ta'minlash maqsadida, test tuzuvchilar amal qiladigan bir nechta qabul qilingan talablar mavjud. Test jarayoniga aloqador shaxslar, test jarayoniga bevosita tegishli bo'lgan talabgorlar va ota-onalar test tizimiga oid tushunchalarini oshirib, test tizimiga mas'ul shaxslardan kerakli malumotlarni, ya'ni test topshiriqlarining validligi va ishonchliligini isbotlab beruvchi dalillarga oid ma'lumotlardan xabardor bo'lishi va shu o'rinda, mas'ul kishilar tomonidan bu kabi isbot va ilmiy yondashuvlar muntazam amalga oshirilishi kerak.

Test validligi ancha yillardan beri mavjud bo'lib kelayotgan tushuncha bo'lib, unga yondashish bir nechta olimlar va izlanuvchilar tomonidan turlicha va bazi o'rinlarda o'xshash bo'lib kelgan. Masalan, Kelly Lovel test topshiriqlari haqiqatdan maqsad qilgan narsani o'lchab berayotgani bu – validlik ekanligini ta'kidlaydi [2].

Shuningdek, Robert Lado test maqsad qilingan qobiliyatlarni o'lchaganligi haqidagi savol bilan murojaat qilganda[3], Kronbax, agar shunday bo'lsa, testning validligiga shubha yo'q ekanligini ta'kidlab, uning fikrini bevosita ma'qullaydi.

Kronbaxning taklifiga ko'ra, har bir test yaratilayotganda uning maqsadlari aniq belgilab olinishi kerakligiga urg'u berib, konstrukt validlikka ishora qilayotganini sezish qiyin emas [4].

Yana bir qiziq fikrlardan biri shuki, validlik deganda test jarayoni yakunlangandan keyingi ishlab chiqilgan ma'lumotlar to'plami, yanada aniqlashtiriladigan bo'lsa, talabgorlarning til bilish darajasi va qobiliyati asosida to'plagan baholari tushuniladi. Demak, biror ma'lum test valid yoki valid emas deb xulosa qilishdan oldin testda qatnashgan talabgorlarning to'plagan ballariga e'tibor qaratgan ma'qulroq. Demak, testning validligini isbotlash albatta, yana ta'kidlash joizki, testga mas'ul kishilar tomonidan amalga oshirilishi kerak.

Validlik bir nechta xususiyatlarni o'z ichiga oladi ammo biror xususiyat boshqasiga qaraganda ustunroq degan xulosadan yiroq bo'lish maqsadga muvofiq bo'ladi. Shu o'rinda Anastasi A. konstrukt validlik boshqalaridan ustunroq ekanligini va u boshqa validlik elementlarini o'z ichiga olishini ta'kidlab o'tadi [5].

Nazariyaga asoslangan validlikning ikki turi mavjud bo'lib ulardan biri test jarayonidan oldingi qilinadigan amaliy va nazariy malumotlar to'plami, ikkinchisi esa o'z-o'zidan anglashiladiki, test jarayoni tugagandan so'ng to'plangan ma'lumotlardir [6].

Shuni ta'kidlash joizki, oldingi yillarda bu kabi xususiyatlarga e'tibor kam qaratilib, urg'u faqat grammatika va leksika kabi bo'limlarga berilgan. Test jarayonidan olingan statistik tahlil dolzarbligi tobora oshib, testdan oldingi va keyingi qilinadigan

izlanishlar qanchalik muhimligini ko'rsatib berdi. Testdan oldin maqsad qilingan konstrukt qanchalik o'z vazifasini bajarganligini testdan keyingi statistik tahlil yordamida aniqlash mumkin. Ko'rinib turibdiki, bu ikki tur orasida uzviy bog'liqlik bor va bu har bir validlik tomon qo'yilgan qadamlarni aniqlashtirib beradi. Testning statistik tahlilining aniq va kutilgan natijasini qo'lga kiritish maqsadida test rivojlantirish bosqichida konstruktarni belgilab olish va berilgan topshiriqlar shu konstruktни tekshirish uchun yetarli ekanligini belgilash lozim. Messik S. ta'kidlashicha, validlikka ikki narsa to'sqinlik qilishi mumkin. Birinchisi bu - konstruktни o'lchaydigan elementlar kamligi va ikkinchi turi -konstruktни o'lchashga mo'ljallangan savollar to'g'ridan to'g'ri shu konstruktga tegishli emasligidir [7].

Testni rivojlantirish mobaynida shu kabi muammolarni oldini olishga katta e'tibor qaratish kerak. Agar konstruktни o'lchaydigan element soni kam bo'lsa bu o'qitish tizimiga salbiy ta'sir (backwash) qiladi; agar ma'lum bilim va qobiliyat testda sinab ko'rilmasa, o'qituvchi tomonidan o'rgatilmasligi mumkin. Agar biz sinchiklab o'qish qobiliyatini sinab ko'rib, tez o'qib matn ma'nosini tushunishga qaratilgan o'qish qobiliyatini tekshirmasak, biz haqiqatdan ham o'qish qobiliyatini to'liq tekshirib ko'ryapmizmi [8]?

Test tuzuvchilardan haqiqiy hayotda kerak bo'ladigan turli bilim va ko'nikmalar asosida savollarni shakllantirish talab qilinadi. Aniqki, tilni amaliyotda qo'llash bir xil holatda emas, turli jarayonlarda sodir bo'ladi. Test yaratuvchilar testni shakllantirish jarayonida bilimi o'lchanishi kerak bo'lgan talabgorlar guruhidan kelib chiqib aniq va tushunarli ma'lumotlar tanlashi orqali kontekst validlikni ta'minlashi talab etiladi. Qisqa qilib aytganda, kontekst va amaliyot hamda ular o'rtasidagi bog'liqlikni amalga oshirishda talab qilinadigan nazariy ijtimoiy-kognitiv modeli talab etiladi. Yuqorida aytib o'tilgan konstruktни o'lchaydigan savollar sonining yetarli darajada berilganligi validlikning boshqa turi ya'ni, kontent validlikni ta'minlab beradi.

Test topshiriqlari tekshirilayotgan domen konstruktlerini qay darajada qamrab olishi - bu kontent validlik deyiladi. Anastasi A. kontent validlikni ta'minlash maqsadida quyidagi fikrlarni olg'a suradi:

- O'lchanishi kerak bo'lgan domenning barcha xususiyatlari yetarli sondagi savollar va to'g'ri joylashuvi orqali qamrab olinganligini tizimli tahlil qilish kerak;
- O'lchanishi kerak bo'lgan domen test jarayoni o'tgandan so'ng emas balki oldindan yoritib berilishi kerak [9].

Misol uchun, Siril Veir ta'kidlashicha, quyidagi bosqichlarda o'qish (reading) testing test o'tkazishdan oldingi bo'ladigan kontekst validligini isbotlab berish mumkin [10].

1. Bunda, birinchi navbatda test topshiruvchi talabgorning e'tiborli jihatlarini inobatga olish kerak bo'ladi:

- a) jismoniy/ fiziologik holat;
- b) psixologik jihat;
- c) tajribasi.

Bu tushunchalarni yanada yaxshiroq ochib berish maqsadida Berri O'Sullivanning izohiga etibor qaratish joiz [11].

Jismoniy/fiziologik holati	Psixologik holati	Tajriba
<p>Qisqa muddatli kasallik mavjudligi; <i>tish og'rig'i, shamollash kabilar.</i></p> <p>Uzoq muddatli kasalliklar; <i>eshitish, gapirish, ko'rish qobiliyatiga oid.</i></p> <p>Yoshi. Jinsi.</p>	<p>Xotirasi. Anglab tushunish metodikasi. Ta'sirchanlik darajasi. Diqqatni jamlashi.</p>	<p>Ta'limiy ma'lumoti. Testga tayyorligi. Test ishlash tajribasi. Kirishimlilik qobiliyati. Tekshirilishi maqsad qilingan tilda gaplashuvchi mamlakatda yashash yoki yashamasligi.</p>

1- jadval. Test yaratish bosqichida inobatga olish kerak bo'lgan talabgorga tegishli xususiyatlar

Testdan oldin talabgorlarning yoshi, jinsi, ta'limi to'g'risidagi ma'lumotlarni bilish, turli toifadagi guruhlar o'rtasida farqlarni olib kelishini oldini olishga yordam berish kabi g'oyalar Professor Berri O'Sullivan tomonidan ilgari suriladi. Agar qaysidir talabgorga jismoniy tarafdin yordam kerak bo'lsa, ularga test mobaynida kerakli yordam ko'rsatish talab etiladi. Bu kabi chora-tadbirlar testning validligini ta'minlashda muhim ro'l o'ynaydi. Bu yo'lda qilinayotgan bir nechta ishlar bunga yaqqol misol bo'la oladi. Taylor, L.B. ta'kidlagandek [12], 'Cambridge ESOL' testlarida yoki Davlat test markazi tomonidan o'tkaziladigan chet tillarini bilishni baholash, o'qituvchilar uchun oylik ustama belgilash va Prezident stipendiyasini qo'lga kiritish uchun o'tkazilgan testlarda ko'zi ojizlar uchun Brayl versiyasi shakllantiriladi.

Testni yaratishda talabgorga psixik jihatdan ham yondashish kutilgan natijani qo'lga kiritishda yordam beradi. Misol uchun, o'qish ko'nikmasini o'lchashda qo'llanadigan matnlar mavzu jihatdan talabgorga qiziq bo'lishi va talabgorlarning akademik qobiliyatiga mosligi talabgorda yaxshi taasurot uyg'otib, testni ishlash qobiliyatiga bevosita ta'sir qiladi.

2. Test variantini shakllantirish. Bu jarayonda quyidagi jihatlarga e'tibor qaratiladi:

- a) maqsadni aniqlash;
- b) javob formatini shakllantirish;
- c) talabgorga qo'yilgan talablar;
- d) qiyinlik darajasini aniqlash;
- e) savollar tartibini belgilash;
- f) test topshirig'iga ajratilgan vaqtni belgilash.

Albatta, yuqorida eslatib o'tilgan vazifalar test validligi ta'minlashda dolzarb o'rin tutadi. Ta'lim tizimidagi belgilangan aniq maqsadlarga erishish yo'lida baholashning o'z vazifasi va roli muhim sanaladi. Birgina test orqali test topshiruvchidan talab etiladigan bilim va ko'nikmalarni haqqoniy va aniq baholash orqali nafaqat ta'lim tizimi balki talabgorning kelajakdagi rivojlanishiga ham baho

berish (prediktiv validlik) mumkin. Baholashning yana bir dolzarb jihati shuki, u test topshiruvchilarning muayyan fanni o'zlashtirish jarayoni va shu o'rnida, o'qituvchilarning ushbu fanni o'qitish jarayoniga ijobiy ta'sir etadi. Shunday ekan, ta'lim tizimini yanada rivojlantirish maqsadida test tizimini ham a'lo darajada yo'lga qo'yish kutilgan natijalarga olib boradi.

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МАХСУС МАҚСАДЛАРГА ЙЎНАЛТИРИЛГАН ИНГЛИЗ ТИЛИНИ ЎҚИТИШДА ЗАМОНАВИЙ ЁНДАШУВЛАРНИ ҚЎЛЛАШДА БАҲОЛАШ УСУЛЛАРИ

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Аннотация: Мазкур мақолада фармацевтика йўналишида инглиз тилини ўқитиш жараёнида машқ ва топшириқларга асосланган, соҳага асосланган ёндашувларни амалий машғулотларда қўллаш имкониятлари ва уларни баҳолаш масалаларини муҳокама қилади.

Калит сўзлар: машқ ва топшириқларга асосланган, соҳага асосланган ёндашувлар, мутахассислик фанлари, лойиҳа ишлари, портфолио.

Машқ ва топшириқларга асосланган ёндашув XX асрнинг сўнгида пайдо бўлишига қарамасдан ушбу ёндашув кам таҳлил қилинган. Бу таълим усули фақатгина нутқ фаолияти турларини ривожлантириб қолмасдан, балки тушуниш, таҳлил қилиш, солиштириш, муаммони ечимини излаш, тажриба кузатувларини ифодалаш каби лаёқатларни ривожлантиради ва бу мутахассиснинг инглиз тилидаги касбий компетенциясини оширишда шу каби вазифаларнинг берилиши муҳим. Жумладан, Л. С. Виготский тил ижтимоий ходиса деб ҳисоблайди ва уни ижтимоий ҳаётдан ажратган ҳолда ўқитиш нотўғрилигини айтади [4]. Фармацевтика йўналиши талабаларининг инглиз тилида касбий коммуникатив компетенцияларини ривожлантириш мақсадида вазифага асосланган топшириқлардан кенг фойдаланилди. Бу ёндашув талабаларнинг мустақил таълим олишларида лойиҳа ишлари, портфолио каби топшириқларни бажаришда самарали натижаларини берди.

Машқ ва топшириқларга асосланган ёндашувда топшириқлар: топшириқдан олдин (Pre-task), топшириқ мобайнида (While-task), топшириқдан сўнгида (Post-task) усулида амалга оширилди. Ушбу ёндашув “*Writing CV*” мавзусида фармацевт-талабаларга инглиз тилида таржимаи ҳол ёзиш тартиби, унда фойдаланиладиган лексика билан танишиш ва уни қўллашга ўргатишга қаратилган бўлиб, талабалар машғулот сўнгида ўз таржимаи ҳолларини ёзиш кўникмасига эга бўладилар.

Pre-task (топшириқдан олди вазифалар)

- What do you know about CV?
- Have you ever written CV?

While-task (топшириқ давомида вазифалар)

- Match the definitions with the statements.
- Read the given sample CV and give feedback.

Post-task (топширик сўнгида вазифалар)

- Write your own CV using sample.

Problem solving-муаммони аниқлаш ва ечишга оид компетенцияларини ривожлантириб, гуруҳ талабалари икки гуруҳга бўлинади ва иккала гуруҳга беморнинг касалликнинг клиник белгилари ҳақида маълумот берилади. Клиник белгиларини ўрганган ҳолда қандай препаратни бериш тавсия этилиши ҳар бир гуруҳ жавобларида тингланади ва талабалар ўртасида дебат ўтказилади. М. Пастий соҳага асосланган ёндашувни чет тилини ўрганиш мобайнида талабаларга мутахассислик мазмунини ўргатишда ушбу ёндашувдан асосан аниқ фанларни: математика, физика ва кимё фанларида кенг фойдаланилганлигини таъкидлайди [2; 161-б.]. Бу ёндашувнинг асосий мақсади ўрганувчида тилни ўрганишга бўлган мотивацияни кучайтиришдир деб ҳисоблайдилар. Шунингдек, бу тил кўникмаларини шакллантиришнинг табиий усули бўлиб, мутахассисликка оид мавзулар ёки тил ўрганувчилар учун қизиқарли бўлган маълум бир мавзудан иборат бўлиши мумкинлиги қайд этилади. Бунда мутахассисликка оид мавзуларни ўрганиш, қўшимча маълумотлар билан танишиш талабаларнинг чет тили фанига қизиқишини янада кучайтиради. Шунингдек, соҳага асосланган ёндашувнинг асосий афзалликларини: тил ўрганувчилар маълумот олиш мақсадида тилни тез ва осон ўзлаштирадилар, мавзу, машғулот мазмуни тил ўрганувчиларининг эҳтиёжидан келиб чиққан ҳолда амалга оширишда кўриш мумкин [3; 204-б.].

Л.Вудров соҳага асосланган ёндашувдан фойдаланишда чет тили ўқитувчисининг мутахассислик фани ўқитувчиси билан ҳамкорликда ишлаш усуллари келтиради. Бунда:

- cooperation – чет тили ўқитувчилари мутахассислик фани ўқитувчилардан мутахассислик маълумотлари, материалларни, мавзуларни олиш ва улар билан танишиш;

– collaboration - чет тили ўқитувчисининг мутахассислик фани ўқитувчиси билан ҳамкорликда яқинроқ ишлаш, масалан, тавсия этилган мавзуларни ўқитишни таҳлил қилиш;

– team-teaching - бунда чет тили ўқитувчиси мутахассислик фани ўқитувчиси билан ҳамкорликда дарс машғулотларини ўтадилар деб ҳисоблайдилар [5; 143-б.]. Бу босқичларни амалда қўллаш албатта самарали натижасини беради ва бу борада республикамызда Британия Кенгашининг ЕМІ (English as a Medium Instruction) мутахассисликни инглиз тилида ўқитиш бўйича нофилологик ОТМларининг мутахассислик фанлари ва инглиз тили ўқитувчилари билан ҳамкорликда лойиҳалар олиб борилмоқда.

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ХОРИЖИЙ ТИЛЛАРНИ ЎҚИТИШДА БИЛИМНИ ТИЗИМЛИ АСОСДА БАҲОЛАШ

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Аннотация: Ўқув режа ва дастурларда қайд этилган билим, кўникма ва малакаларни талаб даражасидаги тестларни мақсадга йўналтирилган ҳолда амалиётда қўллаб, тегишли хулосалар чиқариш, камчиликларнинг олдини олиб бориш; Малака ошириш курсларида билимни баҳолаш билан боғлиқ махсус предмет киритиб, унда малака оширувчиларга замонавий тестлар турлари ва

уларга қўйиладиган талабларга оид билим, кўникма ва малакаларни бериш ҳамда жойларда уларга амал қилинишини таъминлаш.

Калит сўзлар: ДТС, ўқув режа, билимни тизимли баҳолаш, кўникма ва малака, продуктив, рецептив, evaluation, assessment, testing.

Республикамизда хорижий тилларни ўқитишни такомиллаштиришга мўлжалланган қатор расмий ҳужжатлар эълон қилингани, ушбу ҳужжатлар асосида барча таълим тизимида амалга оширилаётган ижобий ишлар бугун нафақат юртимизда, балки халқаро ҳамжамиятда ҳам эътироф этилган. Бунинг асосий сабабларидан бири – дунё таълим тизимида яхши маълум бўлган, хорижий тилларни, айниқса инглиз тилини ўқитишда жиддий ижобий ўзгаришларга сабабчи бўлаётган CEFR деб аталмиш Умумевропа стандартини яъни “Чет тилини эгаллашнинг умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” меъёрларининг юртимиз ўқув жараёнига қабул қилинишидир.

Чет тилларни ўқитишни такомиллаштириш тўғрисида гап борганда тилга олинадиган асосий масалалар қуйидагилардир:

- Давлат таълим стандартлари, ўқув режа ва дастурларининг сифат даражалари;
- қандай метод ва ёндашувлар асосида машғулотлар олиб борилиши;
- танланган стратегик ёндашувлар ўқувчи-ёшларни, талабаларни қай даражада қизиқтира олиши;
- машғулотларда қандай ўқув материалларидан фойдаланилиши;
- талабаларнинг ўқитилаётган фанга қизиқишини уйғотиш қандай амалга оширилиши;
- аудиторияларда ўтирган ўқувчиларнинг билим даражаси бир хилми ё турли даражадами;
- ўқувчи – ёшлар томонидан ўзлаштирилаётган билим сифатини аниқлаш билан боғлиқ масалалар қай даражада ишлаб чиқилганлиги ва бу тизимнинг махсулдорлиги;

- ўқув жараёнига киритилаётган материаллар қайси малакаларни ривожлантириш ёки такомиллаштиришга қаратилганлигининг ҳисобга олинганлиги;

- тил ўзлаштирувчиларнинг билим даражалари ким томонидан назорат қилиниб борилиши;

- хорижий тилларни ўзлаштираётганлар амалдаги метод ва ёндашувлар уларнинг қайси малакаларини ва ушбу малакаларини қай даражада яхшилашга мўлжалланганидан боғабарлиги масаласи;

- керакли адабиётларнинг етарли даражада мавжудлиги;

- дастурий материалларга ажратилган вақтнинг/соатларнинг етарлилиги;

- тил ўрганувчиларнинг ўз мутахассислигини ўзлаштиришга бўлган қизиқиши.

- дарс бераётган ўқитувчиларнинг ўқувчиларнинг чет тилини ўрганишга оид мотивацияларини ривожлантириш билан боғлиқ тажрибаларининг етарлилиги ва бошқалар.

Тил ўрганувчилар билимини назорат остига олиш дастурий материалларни ўзлаштириш даражасини, икки тур малакаларни яъни фаол – продуктив (гапириш ва ёзиш) ва рецептив (тинглаб тушуниш ва ўқиб тушиниш) малакаларининг режалаштирилган даражада ўзлаштирилганлигини тизимли равишда аниқлаб боришга хизмат қилади.

Билимни объектив баҳолаш хорижий тилларни ўқитишда ўта аҳамиятли масалалардан ҳисобланади. Билимни тўғри, объектив баҳолаш чет тилини ўрганиш ва ўқитишни тўғри йўлга қўйиш, тил ўқитишнинг ўзига хос хусусиятларини очиб беришга, ўқитувчиларнинг касбий маҳоратларига баҳо беришга, ДТС, ўқув режа ва дастурлар сифатини аниқлашга, дарсликка киритилган матнлар, материаллар сифати, улар ўртасидаги узвийлик ва узлуксизликнинг таъминланиши даражаси, синфлар, курсларга мўлжалланган

дарсликлар ўртасидаги узвийлик ва узлуксизликнинг қай даражада амалга оширилганлиги масалаларига аниқлик киритишга хизмат қилади.

Бугунги кунда халқаро лингво – дидактикада бу йўналишда учта атама қўлланилаётганини қайд этмай бўлмайди: биринчиси – evaluation, иккинчиси – assessment ва учинчиси – testing.

Яъни **Evaluation** атамаси ўз ичига ўқув жараёни билан боғлиқ барча масалаларни олади: ўқув режа ва дастурлар сифатини, дарсларни, ўқув жараёнини ташкиллаштириш ва дарслик ҳамда ўқув – услубий қўлланмаларни талаб даражасида яратилиши масалаларини олади.

Assessment – evaluation нинг бир қисми бўлиб, у тил ўрганувчининг билим даражасига оид барча билим, кўникма ва малакаларига тегишлидир. Демак, ассессмент бевосита тил ўрганувчилар билан боғлиқ бўлиб, уларнинг тилга оид билимларини баҳолайди.

Тестлар ассессментнинг бир қисми бўлиб, тил ўрганувчининг тилга оид амалий билимларини ўрганади. Демак, тестлар ассессментни амалга оширишга хизмат қилувчи воситадир.

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ZAMONAVIY DASTURIY VOSITALAR YORDAMIDA CHET TILLARIDAN ELEKTRON TEST YARATISH USULLARI

Obidjonova Shohista Baxtiyorovna

Ingliz tili fani o'qituvchisi
Andijon viloyati Buloqboshi tuman 10-umumta'lim maktabi

Kakilova O'g'ilxon Bediyorovna

Ingliz tili fani o'qituvchisi

Annotatsiya: Ushbu ilmiy izlanishimiz umumiy o'rta ta'lim maktablarining ingliz tili fani o'qituvchilari zamonaviy innovatsion pedagogik texnologiyalari va metodlaridan foydalanish kompetensiyalarini rivojlantirishda yordam beradi. Biz ilmiy ishimizda ingliz tili fanidan test sinovi topshiriqlarini tuzish va o'tkazish bo'yicha metodik tavsiyalar, o'quvchilar o'zlashtirgan bilim va ko'nikmalarini baholashning zamonaviy dasturiy vositalaridan foydalanish, ingliz tili fanidan test sinovi topshiriqlarini tuzish metodikasi, iSpring Quiz Maker dasturida elektron test yaratish usullari haqida ma'lumot berganmiz. Maqsadimiz, umumta'lim maktablari o'qituvchilari uchun o'quvchilar bilimini baholashda yengillik yaratish, test tuzishdagi zamonaviy dasturiy vositalarni ommalashtirish. Umid qilamizki, bizning ishimiz nafaqat ingliz tili fani o'qituvchilari uchun, balki barcha fan o'qituvchilari uchun uslubiy qo'llanma vazifasini bajaradi.

Kalit so'zlar: iSpring QuizMaker, iSpring Suite, dasturiy vositalar, elektron test, test tuzish metodikasi, elektron materiallar, tarmoqlangan testlar.

Yurtimizda barcha sohalarda bo'lgani kabi, ta'lim sohasida ham xalqaro axborot manbalaridan foydalanish zarurati, barcha kasb soha vakillarining information texnologiyalar va xorijiy tillarni bilishlari zamon ehtiyojiga aylanib bormoqda. Respublika uzluksiz ta'lim tizimida xorijiy tillarni o'qitishda noan'anaviy ta'lim metodlari joriy etilib, keng qo'llanilmoqda. Chet tillarini o'qitish, jarayonida o'quvchi madaniyatlararo muloqotning subyekti bo'lib shakllanadi. Bunda xorijiy til o'qituvchisining asosiy vazifasi ta'lim jarayonini to'g'ri tashkil qilish, o'qitish jarayonida o'quvchilar ishtirokini faollashtirish, psixologik muhit yaratish, erkin muloqotga odatlantirish, baxs-munozaralarda o'z erkin fikrini xorijiy tilde bayon qilish, maslahat berish, rag'batlantirish kabi vazifalardan iborat bo'ladi.

Rivojlangan mamlakatlarning tajribalari shuni ko'rsatadiki, yangi pedagogik texnologiyalar o'quvchilarda bilim olishga bo'lgan qiziqish va zaruratlarini qondirish bilan birga, zamon talabiga mos kadrlarni yetishtirishdek vazifani amalga oshiruvchi vosita bo'lib bormoqda. Jahondagi ko'p mamlakatlarning taraqqiyot darajasi mezonlaridan biri bu- ta'limning rivojlanganligi, yangi innovatsion texnologiyalarni ta'lim olish jarayonida qo'llanilishi bilan o'lchanishidir. Rivojlangan mamlakatlarda fuqarolik jamiyati va huquqiy davlat barpo etishning muhim sabablaridan biri ham

zamonaviy innovatsion texnologiyalarni hayotga naqadar keng tadbiq eta olinganligi bilan belgilanadi. [1,64] Shu o'rinda prezident SH.M.Mirziyoyevning "Yoshlarimizni mustaqil fikrlaydigan, yuksak intellektual va ma'naviy salohiyatga ega bo'lib, dunyo miqyosida o'z tengdoshlariga teng kela oladigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimiz bor kuch va imkoniyatlarini safarbar etamiz" deya ta'kidlab o'tganligi bizning yurtimizda ham ta'limga e'tibor naqadar kuchli ekanligining isbotidir.

Xususan prezidentimizning yoshlar ma'naviyatini yuksaltirish, ularning bo'sh vaqtini mazmunli tashkillashtirishga qaratilgan besh tashabbusning uchinchi yo'nalishi aholi va yoshlar o'rtasida kompyuter texnologiyalari va internetdan samarali foydalanishni tashkil etishga qaratilgan. Zamonaviy kompyuter texnologiyalaridan foydalanish, dars jarayonida yangi pedagogik texnologiyalardan foydalangan holda interfaol usulda darslarni tashkil qilish, o'quvchilar uchun qiziqarli bo'lgan kompyuter dasturlariga asoslangan multimedia va prezintatsion vositalardan foydalanib, darslarni tashkil etish zarur.

Bugungi kunda ta'lim jarayonida foydalanishga mo'ljallangan ko'plab elektron materiallar: elektron darslik, o'quv qo'llanmalar, testlar, turli o'rgatuvchi dastur vositalari yaratilgan. Hozirgi kunda dasturiy vositalar doimiy rivojlanib bormoqda va yanada yangi, imkoniyatlari kengaytirilgan dasturlar ishlab chiqilmoqda.[3,27]

Shunday dasturlardan biri iSpring dasturi bo'lib, bu dastur yordamida biz qulay usulda taqdimotlar yaratishimiz mumkin. Bu dasturning yana bir imkoniyati shundaki, biz unda elektron testlar ham tuzish imkoniga egamiz. Ushbu dastur yordamida tez va sifatli elektron ishlanmalar, testlar, taqdimotlar yaratamiz.

Hozirgi kun talabidan kelib chiqib, PowerPoint dasturida tayyorlangan taqdimotdan flash-rolik tuzuvchi dasturlar yaratilgan. iSpring dasturi shular jumlasidandir. U iSpring QuizMaker, iSpring PRO, iSpring Kinetics kabi variantlarga ega bo'lib, biz iSpring QuizMaker haqida so'z yuritamiz. iSpring QuizMaker dasturi

elektron nazorat turlarini yaratish uchun qulay bo'lib, uning quyidagi asosiy imkoniyatlari mavjud:

1. Tarmoqlangan testlar yaratish imkoniyati;
2. Ikki, uch, to'rt yoki besh javobli yopiq test topshiriqlari(ulardan bittasi to'g'ri);
3. Bir necha to'g'ri javobli yopiq test topshiriqlari;
4. Ochiq test topshiriqlari;
5. O'xshashlikni aniqlashga yo'naltirilgan topshiriqlar;
6. To'g'ri ketma-ketlikni aniqlashga mo'ljallangan topshiriqlarni yaratish imkoniyati.

iSpring Suite dasturlar paketiga kiruvchi iSpring QuizMaker dasturi audio, video fayllar, tasvir va formulalar yordamida interaktiv testlar va anketalar yaratadi. Interaktiv testlarni iSpring QuizMaker dasturida tuzish uchun kompyuterga iSpring Suite dasturi bilan birga Adobe Flash dasturlari ham o'rnatilishi talab etiladi. Dastur o'rnatilgach, Pusk menyusidan "Barcha dasturlar" bo'limida iSpring QuizMaker tanlanadi va natijada ishchi stolda oyna xosil bo'ladi.

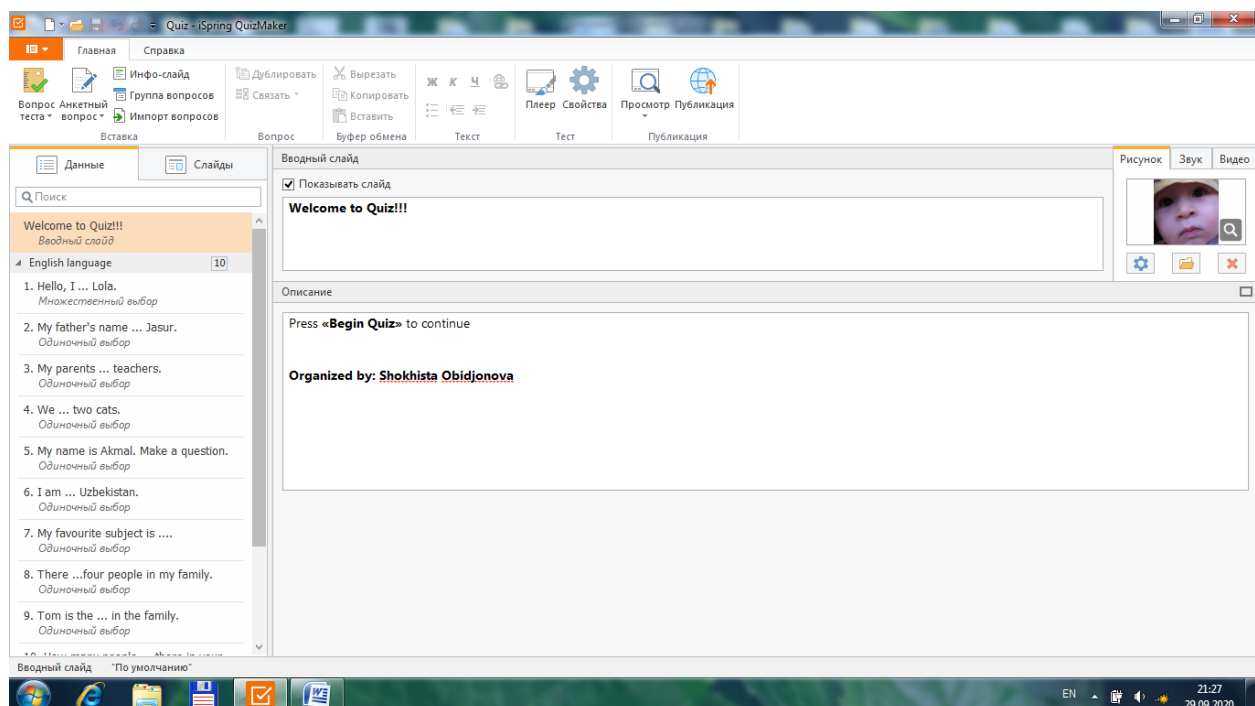


Fig.1

Bu dasturning boshqa elektron test yaratuvchi dasturlardan farq qiluvchi quyidagi xususiyatlari mavjud:

- a. Dasturning ishchi fayli ixtiyoriy kompyuterga ko'chirib qo'yilishi va ishlashi mumkin;
- b. Juda kam amallar ketma-ketligi bajariladi;
- c. Testlarning o'n bir xil turini yaratish mumkin;
- d. Test savollari va javoblariga rasm, formula va video joylash mumkin;
- e. Test natijalari to'g'ridan-to'g'ri elektron pochtaga jo'natiladi;

Dasturda yaratilgan elektron testlar bazasi ishchi fayli swf formatida saqlanadi.

Dastur oynasidan “yangi test yaratish” bo'limi tanlansa, testlar tuzish uchun oyna ochiladi. Bu dasturning ishchi oynasidir. Ishchi oynaning “Test joylash” bo'limidan test yaratish amali boshlanadi.

Dasturda savollarning quyidagi ko'rinishlarini yaratish mumkin:

1. Bir javobli test;
2. Ko'p javobli test;
3. To'g'ri-noto'g'ri;
4. Yopiq test;
5. O'zaro moslikni o'rnatish;
6. Javoblarni tartiblash;
7. Sonni kiriting;
8. Bo'sh joylarni to'ldiring;
9. Javoblar keltirilgan savol;
10. So'zlar banki;
11. Faol hududni aniqlovchi savol.

Testlar bazasiga barcha savollar kiritilgach, ularni elektron shaklda saqlash kerak.

Yuqorida aytib o'tganimizdek, iSpring QuizMaker dasturi nafaqat chet tillaridan, balki barcha fanlardan turli usuldagi testlarni tuzish uchun juda ham qulay hisoblanadi. Yana bir bor ta'kidlab o'tishni lozim topdik, maqsadimiz, umumta'lim maktablari o'qituvchilari uchun o'quvchilar bilimini baholashda yengillik yaratish, test tuzishdagi zamonaviy dasturiy vositalarni ommalashtirish. Umid qilamizki, bizning kichik izlanishimiz barcha fan o'qituvchilari uchun uslubiy qo'llanma vazifasini bajaradi.

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ҲОЗИРГИ ЗАМОН ТАЪЛИМ ТИЗИМИДА БАҲОЛАШ ВА ФИДБЕК ТУШУНЧАСИ ВА УНИНГ ТУТГАН ЎРНИ

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Аннотация: Хорижий тил бўйича талабаларнинг билим, малака ва кўникмалари ривожланишини назорат қилишнинг асосий йўли назорат технологияси ҳисобланади. Назорат кенг маънодаги баҳолаш тури ҳисобланиб, у нафақат талабанинг билимини, балки таълим жараёнини ҳам баҳолаш имконини беради. Фидбек усулининг қўлланилиши натижасида хатоларнинг топилиши, аниқланиши ва талабалар томонидан уларни тузатишга бўлган интилишлари, таҳрир қилишлари сингари вазифаларга бевосита ўзлаштириш даражаси паст бўлган талабаларнинг ҳам жалб қилиниши ортади.

Калит сўзлар: баҳолаш, фидбек, назорат, мотивация, таснифлаш, баҳолаш кўникмаси.

Бугунги кунда мамлакатимиз таълим тизимида хорижий тилларни ўқитиш ва унинг методологик асосларини такомиллаштириш масалалари ўта муҳим аҳамият касб этмоқда. Мамлакатимиз миқёсидаги таълимга оид қонун-

хужжатлари хорижий тилларни ўқитишнинг сифатини ва самарадорлигини ошириш борасида кўплаб вазифаларни белгилаб берган.

Ушбу вазифалар доирасида, барча олий таълим муассасалари дарс машғулотлари давомида олинган билимларни назорат қилиш, талабаларга шарҳ (feedback) бериш ҳамда «ўзаро текшириш» (peer review) тизимини ривожлантириш асосида талабаларга таълим хизматлари кўрсатиш сифатини яхшилаб бориш масаласи ўрин олганлиги муҳимдир.

Хорижий тилларни ўрганиш ва бу жараёндаги назорат турлари ҳақида сўз юритар эканмиз, тадқиқотчилар бу масалага турлича муносабатда бўлишганлигини кузатишимиз мумкин. С.Саидалиев фикрига кўра назорат турлари жорий назорат, мавзуй назорат, оралиқ ва якуний назоратга бўлинган [1]. М.Челышкова эса назорат турлари таснифини тўртга: доимий, мавзуй, даврий ва якуний турларга ажратган [2]. Ж.Хасанбоев томонидан назоратнинг учга бўлинган бўлиб, унда жорий назорат, оралиқ назорат, якуний назорат кўрсатиб ўтилган [3]. Олимлар таклиф этган таснифланишларда назорат турлари номланиши бир-биридан фарқланишига қарамасдан уларнинг мақсад ва вазифаларида нисбатан яқдиллик намоиш этилишига гувоҳ бўлишимиз мумкин.

Ж.Жалолов назоратни шаклларига кўра ёлғиз/ёппасига, оғзаки/ёзма, бир тилда/икки тилда текширилади деб айтиб ўтган [4]. Назорат шакллари, V.Greaney ва Т.Kellaghan томонидан таъкидланишича, оғзаки, тинглаб тушуниш, ёзма, амалий ва кузатувчан ҳодиса сифатида таърифланган [5].

Назорат функциялари тушунчасига назар ташласак, С.Саидалиев назорат функцияларини аниқловчи, огоҳлантирувчи, интиштирувчи, умумлаштирувчи дея изоҳласа [6], Ж.Хасанбоев назорат диагностик, таълимий, тарбиявий, қизиқишни ўйготувчи функцияларга ажратади [7]. Шу жумладан, Ж.Толипова ҳам ўз таснифини таклиф этиб, унга кўра назорат таълимий, тарбиявий, ривожлантирувчи функцияларга эга [8].

Баҳолаш шакллари, имкон даражасида, дарс жараёнига тадбиқ қилиш, анъанавий методлар ва илғор технологияларни жорий этиш, талабаларнинг ўзлаштиришини, билимларини турли методологик услублар ёрдамида доимий баҳолаб бориш, уларда ўз мутахассисликлари билан бир қаторда хорижий тилларни ўзлаштиришга қизиқишларини ошириш, бунда фидбек жараёнини қўллаш сингари тадбирлар муҳим ўрин тутмоқда ва доимий ривожланиш даврини кечирмоқда. Баҳолаш тизимининг яхшиланиши аслида таълимнинг, талабалар томонидан билимларни ўзлаштиришнинг яхшиланишига сабаб бўлувчи омил эканлиги муҳим аҳамият касб этади. Умуман олганда, баҳолаш ва фидбек услубларини қўллашдан бир неча мақсадлар кўзда тутилган бўлиб, улардан биринчиси, талабаларнинг ўзлаштириши билан боғлиқ натижаларнинг маълумотларини жамлаш ва ўрганиш бўлса, иккинчиси, олинган билимларни баҳолаш билан боғлиқ бўлган назарий ва амалий муаммолар, фикрларнинг синтези ёрдамида ёрита олиш мумкин ёки мумкин эмаслигини намоён қила билишдан иборатдир. Бунинг учун эса олиб борилган ва давом этаётган турли тадқиқотларни доимий ўрганиб, таҳлил қилиб борилишини тақазо этади. (1.1-расмга қаранг):

1.1-расм



Шунингдек, талабаларни муваффақиятга бўлган ишончни рағбатлантириш ва қўллаб-қувватлашнинг муҳимлиги, унинг таълим тизимидаги ўрни ҳақида таниқли методист Г.Китайгородскаянинг тадқиқотларида ҳам учратиш мумкин [9]. Олиманинг таъкидлашича, талабаларнинг у ёки бу ўқув жараёни доирасидаги

фаоллигини жадаллашишига эмоционал ҳолат ҳам ижобий ёки салбий таъсир кўрсатади. Шунингдек, талабанинг тилни ўзлаштириши бўйича қўлга киритган натижаси, ушбу натижага мос ўқитувчининг баҳосини кутиш жараёнида вужудга келадиган ёқимсиз ҳолатлар ва ички ғалаён ҳолати ўқув жараёнининг самарадорлигига салбий таъсир кўрсатади.

Шу билан бир қаторда, таниқли хорижлик олим ва методист ҳисобланган Ж.Хармернинг фикрича, хорижий тилларни ўрганиш жараёнида педагоглар томонидан фидбек қўлланилишининг талабалар учун ўта муҳим роли англаб етилиши ва эътиборга олинishi лозим [10]. Айнан фидбекнинг ўқув мотивацияси ривожланиш даражасига таъсир даражасини ҳисобга олган ҳолда, муаллиф формулировкаларда жуда эътиборли ва эҳтиёткор бўлишни, фидбекнинг аудиторияга нафақат қандай шаклда тақдим қилинишига, балки у қандай ўқувчилар категориясига (ёш жиҳатдан, ижтимоий мақоми, тил даражаси ва б.) мослигига эътибор қаратиш лозимлигини тавсия қилади. Фидбек нафақат таълимнинг, балки бизнес соҳасида кенг қўлланиладиган тушунча сифатида бугунги кунда инсоният ҳаётига кенг кириб келаётганлигини ҳам эътироф этиш лозим. Унинг асосий мазмуни бу соҳада ҳаракат ва хулқ-атворга нисбатан муҳитнинг реакцияси намоён бўлишидир. Мисол учун, мижоз билан фидбек – бу харидорларнинг товарга ёки фирманинг сиёсатига нисбатан муносабатини англатса, «operational feedback» - бу фирма ишининг ички генерациялашган ахборотларидир. Маҳсулотга, таълимнинг услубларига, берилган билимларга ёки олиб борилган фирманинг сиёсатига нисбатан муносабат қачонки, харидор ёки олувчининг хулқ-атворида ўзгаришни вужудга келтирсагина фидбек ҳисобланади [11].

Фидбек новербал шаклда ҳам бўлиши ва педагогнинг мимикаси ва ишораларида ҳам намоён бўлиб, таълим олувчининг ўқув ҳаракатини маъқуллаши ва норозилигига нисбатан ҳам бўлиши мумкин.

Одатда новербал фидбек коммуникатив мотивациянинг ривожланиши учун самарали бўлиши мумкин. Предметли мотивация ривожланиши учун талабанинг тил даражасига мос келувчи қайта алоқанинг вербал формаси муҳим аҳамият касб этади. Вербал шакллар ҳам икки турга, яъни оғзаки ва ёзма турларга бўлинади. Ўз навбатида оғзаки шаклга:

– имплицит фидбек (кўчма, кўчма маънода ифода қилинган).

Масалан:

Талаба: Yesterday, I 'goed' shopping.

Ўқитувчи: Oh, you went shopping yesterday.

– эксплицит фидбек (тўғри ифодаланган, аниқ, тиниқ, икки хил маъноли бўлмаган);

Масалан:

Талаба: Yesterday, I 'goed' shopping.

Ўқитувчи: You want to say «I went shopping», not « I 'goed' shopping».

– металингвистик фидбек (хатоларни грамматик ва лексик таҳлил асосида батафсил тадқиқ қилинганда).

Масалан:

Талаба: Yesterday, I 'goed' shopping.

Ўқитувчи: «Go» is an irregular past tense verb, so the past tense of «go» is «went» and not «goed».

Хулоса ўрнида айтиш мумкинки, фидбекни тақдим қилишнинг келтирилган шакллари ва йўлларининг асосий мақсади ўрганувчиларнинг предметли мотивацияси муаммосига педагогларнинг эътиборини жалб қилиш ҳамда улар ечимининг муқобил йўлларини излашдир. Бунда педагогнинг вазиятни тўғри баҳолаш кўникмасини такомиллаштиради, вужудга келган ҳар қандай вазиятда талабаларга мос равишда ёндашувни қидиришга имкон беради, таҳлилий кўникмалар ва тил билан боғлиқ янги билимлар шаклланишига ва ривожланишига имкон беради. Айнан фидбек усулининг қўлланилиши

натижасида дарс ҳақида, унинг натижавийлиги тўғрисида фикрларни, талабаларнинг ҳам қарашларини билиб олиш ва ўрганиш борасидаги муҳим маълумотлар қўлга киритилади ва таққосланади, ўқитувчи томонидан ўз вақтида самарали тузатишлар киритиб борилади. Талабаларни ўз устида ишлашларига, дарс жараёнига тўлиқроқ кириша олишларига жалб қилиш билан бирга, уларнинг фикр мулоҳазаларига аниқлик киритиш имкониятини ҳам татбиқ қилади.

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БИЛИМ ВА БИЛИШ ҲАҚИДА

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Аннотация: Мазкур тезисда билим ва билишнинг лингвокогнитив таҳлили, бу борадаги Шарқ файласуфлари фикрлари тадқиқи борасида сўз юритилади.

Калит сўзлар: билиш, илоҳий билим, рационал-генератив назария, эмпирик-рационал тамойил, номинация.

Билиш инсонга хос энг муҳим хислатлардан бўлиб, билиш жараёни натижасида у билим ва илмга эга бўлади. “Билим” ўзбекча, “илм” эса арабча сўз бўлиб, иккаласи ҳам “билиш”, “маълумотга эга бўлиш”, “англаш”, “ўзлаштириш” маъноларини билдиради. Ушбу сўзлар қайд этилган маъноларига кўра маънодош

бўлса ҳам, билим сўзи ҳар қандай турдаги билиш, маълумотга эга бўлиш, англаш, ўзлаштириш жараёнлари натижасига, илм эса кўпроқ илмий-назарий билиш жараёни натижасига нисбатан қўлланади.

Билиш жараёни ва билим ҳақидаги ислом фалсафасига кўра, борлиқ “Вужуду вожиб” (Аллоҳ) ва “Вужуди мумкин” (моддий ва номоддийликлар) каби узвлардар иборат бўлиб, “Вужуду вожиб” зарурий вужуд сифатида моддий ва номоддий (мавҳум) нарсаларни (Вужуди мумкин) пайдо бўлиши учун биринчи сабабидир. “Вужуду вожиб” фаол ақл тимсолидар, инсон эса ўзлаштира ақл соҳиби бўлиш билан бирга, умуминсоний ақл бўлган фаол ақлнинг объектлашган кўринишидир. Шу боис у Тангри ақлининг ердаги вакили ҳисобланади [4: 117-122].

Билим ҳам оламнинг илоҳий ва инсоний тузулишига монанд равишда таснифланади. Унга кўра, олам ва одам муносабатидан ташкил топган борлиққа оид бирламчи билим - Аллоҳга тегишли бўлган чек-чегарасиз, азалий ва абадийлик сифатларига эга бўлган илоҳий билимдир. Инсониятга ваҳий сифатида пайғамбарлар орқали нозил қилинадиган ушбу билим ундаги рамз, ишора ва хабарларга иймон келтириш орқали қабул қилинади. Рад этиш ёки исбот қилиш имконсиз бўлган мазкур билим ҳар бир инсоннинг маънавий дунёсига дахлдорлиги билан характерланади.

Абу Наср Форобий юқоридаги таснифий тамойилга асосланган ҳолда, инсон онгининг икки турини, яъни ички ва ташқи онглари фарқлайди. Ички онг табиат томонидан берилади, ташқи онг эса табиатдан мақсадга кўра олинади. Шунга мувофиқ тарзда инсон туғма ва кузатиш, тажриба, ўқиб ўрганиш асосида эришиладиган билимлар соҳиби ҳисобланади. Туғма билим янги туғилган боладаги билиш руҳияти орқали намоён бўлади. Шу билан бирга у сезги аъзолари ва ақл-идроки билан ушбу имкониятни юзага чиқаради ва атроф-муҳитни билиб боради.

Бундай фаоллик натижасида юзага келадиган билимлар инсоний билимлар бўлиб, улар илоҳий билимга нисбатан иккиламчи ва нисбийдир. Илоҳий билим инсон тили воситасида ифодаланадиган мутлақ ҳақиқатга асосланган билим бўлса, инсоний билимлар тахмин ва фаразларга асосланувчи, ўз мукамаллигига етмаган билимдир. Инсон борлиқдаги сир-синоатларни билишга қанчалик уринмасин, ҳанузга қадар бу уларни тўлақонли очиб бера оладиган билимни қўлга кирита олмагани ҳам шундан дарак беради.

Шундай бўлишига қарамасдан, инсон ҳамиша ўзлигини, уни қуршаб турган атроф-муҳитни билишга интилиб яшайди. Табиат ва жамиятнинг тараққиёт қонунларини очиб беришга интилувчи, ўзи эришган натижалар билан атроф-муҳитга таъсир кўрсатувчи билимлар тизимининг алоҳида йўналишлари, соҳалари бўлган: 1) табиий фанлар; 2) аниқ фанлар; 3) ижтимоий-гуманитар фанлар; 4) техника фанлари замирида инсоний билимлари ётади. Абу Наср Форобий инсоний билимларнинг авлоддан-авлодга бериладиган, қабул қилинадиган нақлий ва бевосита кузатиш, тажриба, ўқиб ўрганиш асосида эришиладиган ақлий билимларни фарқлайди.

Инсоний билимларнинг авлоддан-авлодга ўтадиган нақлий тури фикрини шакллантириш, ифодалаш имконини яратадиган она тили кўникмаси, ёзиш ва ўқиш малакалари, ахлоқ-одоб, дин-диёнат, таълим-тарбия, миллий дунёқараш, кундалик турмуш тажрибалари ва замонавий ахборот воситаларидан фойдаланиш малакалари каби қабул қилинадиган билимлардан ташкил топади. Ақлий билимлар эса инсонга ато этилган сезгилар ва ақл-идрок туфайли билимга интилиши, ташаббускорлиги натижасида ҳосил қилинадиган билим тури бўлиб, ушбу билим: а) бевосита кузатиш, амалий фаолият, таҳлил ва тажриба асосида, б) кузатилган нарсалар, таҳлил ва тажрибаларни ўзаро қиёслаш, таққослаш асосида ҳосил қилинади.

Форобий нарсанинг сезги аъзоларига таъсир қилиши туфайли инсон фикрлашини бирор нарсага қўл теккизиш йўли билан *қувваи ломиса*, кўриш

орқали *қувваи нигоҳий*, нутқни эшитиш орқали эса *қувваи нотиқа* деб юритиладиган билимлар ҳосил қилиниши мисолида изоҳлайди. “Фанлар таснифи ҳақида сўз” номли асарида эса лисоний билимнинг бирламчи эканини, ушбу билим муайян халқ тилига хос бўлган қоидалар ҳақида грамматикада ўз аксини топишини, мантиқ барча тиллар учун умумий қоидалар ҳақида билимни тақозо этишини таъкидлайди [1: 80-81].

Ҳар иккала билимнинг шаклланиш воситалари масаласи энг қадимги мунозаралардан бўлиб, бу борадаги дастлабки фикрлар бирламчи авлод юнон файласафлари томонидан борлиқдаги нарса ва ҳодисаларни яратувчи илк ибтидо сифатида табиатни тарғиб қиладиган “натурфалсафа” таълимотида ўз аксини топган [4: 57]. Мазкур таълимотга кўра, инсон нарса-ҳодисаларга табиий қудрат туфайли бахш этилган хосса ва хусусиятлар туфайли уларни ўз измига бўйсундирадиган билимларга эга бўлади. Шу боис, у номларнинг ижодкори эмас, балки табиий қудрат туфайли бахш этилган хосса ва хусусиятлардан келиб чиқадиган номларни ҳиссий идрок этган ҳолда, ижро этувчидир.

Шундай экан, моддий эҳтиёжларни инсоннинг руҳий оламига қарама-қарши қўйиш, уларнинг бирини устун деб билган ҳолда, тирикликнинг асосий мақсади сифатида қабул қилиш қандайдир бирёқлама қараш ифодаси, деб айтсак, хато бўлмайди” [2:42]. Бундай бирёқламаликдан холи ҳолда фаолият олиб бориш учун эса авлодлар ўртасидаги руҳий-маънавий боғлиқликни таъминлашга эътибор бериш ва ҳар бир ҳаракатни дунёдаги энг илғор мезонлар билан ўлчаш каби икки мезонга амал қилиш талаб қилинади.

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ЎҚУВЧИЛАР КОГНИТИВ КОМПЕТЕНЦИСИНИ ШАКЛЛАНТИРИШ МАШҚЛАРИ СИСТЕМАСИ

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Аннотация: Ушбу мақола чет тилини ўқитишда ўқувчилар когнитив компетенцисини шакллантириш машқлар системасига бағишланган. Бугунги кунда чет тилини шахсга йўналтирилган ёндашув коммуникатив-когнитив ва бошқа замонавий методлар асосида ўрганиш ва ўргатиш ўқувчида юқори даражада мустақилликни, ижодкорликни, изланувчанликни онгли билиш фаоллигини оширишга қаратилган.

Калит сўзлар: когнитив, имитацион, трансформацион, коммуникацион, оператив.

Педагогик, лингводидактик ва методик адабиётларда таъкидланганидек, ҳар қандай фаолият машқ қилиш натижасида эгалланади, чет тил ўрганиш ва ўргатиш ҳам бундан мустасно эмас. Машқлар системаси, турлари, уларнинг мақсади, мазмуни, самарадорлиги ва бошқа хусусиятлари борасидаги муаммолар ҳамиша тадқиқотчилар диққат эътиборида бўлиб келган. Чет тил таълимига оид илмий методик адабиётларда, ҳар бир тадқиқотда машқлар системаси тўғрисида турли таъриф, тавсиф, ёндашувлар ҳақида изланишлар олиб борилган ва борилмоқда. Биз ўз тадқиқотимизда замонавий чет тил ўқитиш методикасида машҳур олим В.А. Бухбиндер психолингвистик нуқтаи назардан ишлаб чиққан ва илмий–амалий жиҳатдан асослаган операцион, информацион, мотивацион машқлар системаси ва шунга монанд равишда проф. Ж.Жалолов томонидан тавсия этилган шакллантирувчи, ривожлантирувчи, такомиллаштирувчи машқлар системасини келтириб ўтишни лозим деб ҳисоблаймиз.

Ўзбекистонда чет тиллар ўқитиш методикасида айнан ушбу машқлар системасидан фойдаланишга эътибор берилган ушбу икки олим таклиф этган машқлар системасининг асосий мақсадлари ва босқичлари, узвийлиги бир хил бўлсада номланиши турлича. Ж.Жалолов ўзининг шакллантирувчи,

ривожлантирувчи ва такомиллаштирувчи машқлар системасини тил тажрибасини инобатга олиш ёндашуви ҳамда психолингвистик назарияга асослаганлигини алоҳида таъкидлайди ва ўз фикрини қуйидагича ифодалайди [1].

Тил тажрибаси	Лисоний тажриба	Лингвистик тажриба	Нутқий тажриба
Ўқув машқлари	Операцион машқ (шакллантирувчи)	Информацион машқ (ривожлантирувчи)	Мотивацион машқ (такомиллаштирувчи)

Чет тил ўрганиш ва ўргатиш машқлар системасига бағишланган ушбу ва бошқа ёндашувлар, назариялар, қарашлар, ғояларни ўрганиш, таҳлил қилиш натижасида хулоса қилиб айтиш мумкинки, машқлар системасини яратишда, аввало, таълимдан кўзланган устувор мақсад ҳисобга олинади, қолаверса ёндашув, таълим принциплари, шарт-шароитларига алоҳида эътибор қаратилади. Машқлар системасини ишлаб чиқиш лингводидактик принциплари ҳақида айрим хорижий манбаларда фикр ва мулоҳазалар билдирилган.

Уларда таъкидланишича машқ тузишда коммуникативлик, тушунарлилик, мазмундорлик ва бошқа принципларга амал қилиш лозим деб ҳисобланади [2].

Барча фикр мулоҳазалардан келиб чиқиб, тадқиқотимиз мақсади этиб белгиланган 5-6 синф ўқувчилари когнитив компетенциясини шакллантириш, машқлар системасини тузиш учун амалдаги дидактик, психологик ва методик принциплар кўриб чиқилди ва қўшимча равишда махсус лингводидактик принциплар қўшилиб бойитилди:

- Коммуникативлик принципи;
- Когнитив компетенцияни шакллантиришда онглилик, изчиллик, кўргазмалиликка асосланиш принципи;
- Когнитив компетенцияни интеграллашган ҳолда шакллантириш принципи;

- Машқ талабларини когнитив стратегиялар билан уйғунлаштириш принципи;
- Тил ва маданиятни яхлит, уйғун ҳолда ўргатиш принципи;
- Қоида – кўрсатма, қоида-умумлашмалардан фойдаланиш принципи;
- Машқ материални танлашда мавзуйй концептларга эътибор қаратиш ва бошқалар.

Когнитив компетенция ўқувчининг ички (субъектив) онгли – ақлий стратегиялардан ташкил топганлигини инобатга олиб машқлар системасини қуйидаги кетма-кетлик ва таркибда тузиш мақсадга мувофиқ деб ҳисоблаймиз.

Мазкур машқлар системаси, юқорида келтирилган муаллифлар фикр мулоҳазаларига асосланган ҳолда, айрим ўзгаришлар киритилиб ишлаб чиқилди. Бунда, аввало, шакллантирилиши зарур бўлган компетенцияларга, яъни мақсадга катта эътибор қаратилди.

Когнитив компетенцияни шакллантириш машқлар системаси

	Машқ номлари	Машқ мақсади	Машқ турлари	Машқ талаблари
	Имитацион	Такрорлаш, эслаш, тақлид орқали оператив хотирани мустаҳкамлаш, диққатни жалб қилиш, идрокни таъминлаш.	Тинглаб такрорлаш, кўриб такрорлаш, тақлид қилиш.	Drilling Listen & repeat, listen, say, & do; Watch & act; Watch & repeat; Look & say, Substitution.
I	Трансформацион	Анализ-синтез, қиёслаш, таққослаш, хотирани мустаҳкамлаш, тил тажрибасига таяниш, фаҳмлаш, узоқ муддатли хотирани бойитиш.	Танлаш, бириктириш, қискартириш, кенгайтириш, тўлдириш, жойлаштириш, алмаштириш, ўзгартириш, таржима қилиш.	Match, change, guess, expansion, fill, complete, replace, translate.

II	Коммуникацион	Креатив, мантикий тафаккурни ривожлантириш, танкидий фикрлаш, мустақил мушоҳада юритиш, мулоқот олиб бориш.	Тасвирлаш, ҳикоя қилиш, ахборот бериш, суҳбатлашиш, савол-жавоб, мунозара, хулоса чиқариш, баҳолаш.	Concept mapping, Word acting, web, interview, description, debating conversation.
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Машқлар системасини бажариш жараёнида ўқувчи ва ўқитувчининг ишлаш вақтини тахминан чегаралаб, фоизларда кўрсатиб беришга ҳаракат қилдик. Биринчи босқич имитацион машқларда ўқувчи ва ўқитувчи фаолиятига тенг вақт ажратилган, ўқувчи когнитив компетенциясини шакллантиришнинг мазкур бошланғич босқичида ўқувчи учун ўқитувчининг ёрдами, қўллаб-қувватлаши зарур бўлади, қолаверса “eye support”, “ear support” каби мультимедиа воситаларидан ҳам кенг фойдаланиш кўзда тутилган.

Трансформацион машқларда ўқувчи мустақиллиги 75% га ортади, машқларни бажаришда тил тажрибасидан унумли фойдаланиш, имитацион машқлар орқали шаклланган малакаларнинг ижобий таъсири ёрдамида ўқувчининг ижодий ишлашига шароит яратилади.

Жадвалда берилган когнитив компетенцияни шакллантириш машқлар системаси, асосан, 3 босқични ўз ичига олади ва 3 номдаги машқларга бўлинади, қуйида уларнинг мақсад ва мазмуни ҳақида батфасил тўхтаб ўтамыз.

I. Имитацион (ҳавозаланган) машқлар когнитив компетенцияни шакллантиришнинг бошланғич босқичида бажарилади. Асосий мақсад такрорлаш, тақлид қилиш орқали ўқувчилар хотирасини мустаҳкамлаш, диққатни жамлаш, идрокни таъминлаш, барча анализаторлар (мультисенсор)ни ишга солиш орқали эслаш, чет тил муҳитини яратиш, ички мотивацияни тиклаш кабилардан иборат. Ушбу машқларга “ҳавозаланган” (яъни таянч бор) деб изоҳ бердик, сабаби бу босқичда ўқувчига вербал ёки новербал шаклда таянч зарур бўлади. “Ҳавоза” – “Scaffolding” – опора- таянч атамасини хорижий манбаларга асосланган ҳолда Ғ. Тажибаев ўз диссертациясида қўллаган ва “Ҳавозалаш”

усулини бошланғич синф ўқувчиларига инглиз тилини ўргатишда юқори самара беришини тажриба –синов ишларида тадқиқ этган [3].

Е.И. Пассовнинг талқинида ҳавоза 2 турда бўлиб, ўқувчи мустақиллигини ортишига хизмат қилади. Муаллиф фикрича ҳар қандай таянч (опора) компетенция шаклланиши жараёнида ўқувчининг ҳаётий ва тил тажрибаси билан бевосита боғланишни таъминлаш орқали коммуникация содир бўлишига ёрдам беради. Таянч вербал ва кўргазмали турларга бўлинади. Функцияларига кўра эса формал ва мантикий таянчларга ажратиш мумкин деб изоҳлайди муаллиф. Вербал таянчларга ўқиш учун матнлар офоризм, мақол ва бошқалар, кўргазмалига эса расмлар, диаграмма, жадвалда, схема, рақамлар, белгилар, постер ва бошқалар киритилган [4].

Шундай қилиб, билдирилган фикрлардан хулоса қилиб айтиш мумкинки, чет тил таълимида қўлланадиган “Ҳавоза-таянч” вербал ёки новербал бўлиши мумкин: вербал таянч – товуш, сўз, гап, матн, луғат, китоб ва бошқа тилга оид таянчлар, новербал эса экстралингвистик нолисоний – хатти-ҳаракат, хулқ-атвор, визуал воситалар ва бошқалардан ташкил топади.

II. Трансформацион машқларнинг мақсади когнитив компетенциянинг асосий механизмини шакллантиришга қаратилган бўлиб, анализ – синтез (таҳлил ва умумлаштириш) қиёслаш, таққослаш, солиштириш, доимий (узок муддатли) хотирани бойитиш, оператив (қисқа муддатли) хотирани кенгайтириш, тил тажрибаси ва ҳаётий тажрибага таянган ҳолда фаҳмлашга ўргатишдан иборат. Имитацион машқларга нисбатан трансформацион машқларга 2 барабар кўп ўрин – вақт берилиши кўзда тутилган. Бу машқлар асосан, танлаш, бириктириш, жойлаштириш, қиёслаш, қисқартириш, тўлдириш, таржима қилиш каби когнитив стратегиялар, яъни онгли амалларни эгаллашга қаратилган.

III. Коммуникацион машқлар мантикий тафаккур, танқидий фикрлаш, креативлик, ижодкорлик, мустақилликни шакллантиришга мўлжалланган. Бу гуруҳга тасвирлаш, ҳикоя қилиш, ахборот бериш, суҳбатлашиш, савол-жавоб,

режалаштириш, хулоса чиқариш, баҳолаш каби компетенцияларни шакллантириш машқлари киради, мустақилликка эришиш кўзда тутилади.

Мазкур имитацион, трансформацион, коммуникацион машқлар тизимида машқлараро узлуксиз ички узвийлик, изчиллик принципларига амал қилиш талаб этилади, чунки улар яхлит бир системани ташкил этиши учун ҳам, бир мақсадга йўналтирилганлиги, мавзуй боғланганлиги, концептуал ёндашувга асосланганлиги, ситуациявийлиги жихатидан узвийлик, узлуксизлик, изчиллик, тарбиявийлик, кўргазмалилик, онглилик каби дидактик; тил тажрибасини ҳисобга олиш, машқларнинг устуворлиги, таълимнинг коммуникатив компетенцияларни интеграллашган ҳолда ривожлантиришга йўналтирилганлиги, каби методик принциплар асосида ишлаб чиқилган.

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O`QUVCHILARNING CHET TILDAN BILIM, KO`NIKMA VA MALAKALARINI BAHOLASHNING AHAMIYATI

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Annotasiya. Mazkur maqolada maktab o`quvchilariga xorijiy tillarni o`rgatishda rol o`yinlar, bahs munozara, aqliy hujum kabi interfaol usullardan foydalanish, chet tilini o`rgatishda o`quvchilarning chet tildan bilim, ko`nikma va malakalarini baholashning ahamiyati yoritildi

Kalit soʻzlar: baholash, taʼlim, grammatika, nutq, interfaol, ko`nikma, malaka, bilim, material, proekt, faol.

Davlatimiz rahbarining 2012 yil 10 dekabrda qabul qilingan PQ-1875-son “Chet tillarni o’rganish tizimini yanada takomillashtirish chora-tadbirlari to’g’risida” qarori yosh avlodni zamon talablariga javob beradigan yetuk mutaxassislar etib tarbiyalashda muhim ahamiyat kasb etadi. Bugungi kunda yurtimizda chet tillarni o’rganishni to’g’ri yo’lga qo’yilganligi sababli, zamon talablariga javob beruvchi ta’lim standartlari, o’quv dasturlari va darsliklar, ilg’or axborot va media-texnologiyalar ishlab chiqilib hayotga tadbiq etilmoqda. Bu bilan kifoyalanib qolmay, respublikada ta’lim tizimining barcha bosqichlarida chet tillarini uzluksiz o’rganishni tashkil qilish, shuningdek, o’qituvchilar malakasini oshirish hamda zamonaviy o’quv-uslubiy materiallar bilan ta’minlashni yanada takomillashtirish ustida ish olib borilmoqda.

Bugungi kunda respublikamizning umumiy o’rta ta’lim maktablarida asosan ingliz, shuningdek, nemis, ispan, frantsuz, yapon tillari o’rgatilmoqda. Birinchi sinf o’quvchilariga darslar o’yin hamda og’zaki nutq shaklida o’tilayotgan bo’lsa, ikkinchi sinfda uning alifbosi, grammatikasi va o’qish qoidalari o’rgatiladi. Birinchi sinf o’quvchilarini chet tilidan olgan bilimni birinchi, ikkinchi choraklarda faqat og’zaki baholanadi ya’niy baho quyilmaydi, uchunchi, to’rtinchi chorakdan boshlab olgan baholari sinf jurnaliga rasmiylashtirib boriladi.

Mutaxassislarning ta’kidlashicha chet tillarni bolalikdanoq egallab borish eng to’g’ri hamda samarali hisoblanadi. Odatda, maktab yoshidagi bolalar tabiatan o’yinqaroq bo’ladi. Ularning darsga qiziqishi, faol qatnashishi, uyga berilgan vazifalarni mustaqil, o’z vaqtida tayyorlashiga erishish uchun o’qituvchi interfaol usullardan keng foydalanishi lozim.

Yuqori sinf o’quvchilariga xorijiy tillarni o’rgatishda rol o’yinlar, bahs munozara, aniq vaziyat tahlili (keys stadi), trening, aqliy hujum kabi interfaol usullardan foydalanish va ularni to’g’ri baholab borish o’quvchilarning o’zaro faolligini muloqat jarayonida shakllantirishni ko’zda tutadi. O’quvchilarning o’zaro muloqatga kirishuv faolligini shakllantirish masalasi metodikada o’quvchilarning bilishga qiziqishlarini shakllantirish, o’qitish jarayonini motivlashtirish, juft bo’lib

ishlash guruh bo'lib ishlash orqali o'quvchilarning o'quv faoliyatini tashkil qilish yangi materialni o'zlashtirishda o'quvchilarning o'quv hamkorligini tashkil qilish, proektlab o'qitish singari ko'plab metod va usullarda ishlab chiqilgani ma'lum.

Keyingi yillar metodik adabiyotlarda interfaol usullardan, yangi pedagogik texnologiyalardan foydalanish borasida ko'plab izlanishlar ilgari surilmoqda. Odatda yangi pedagogik texnologiyalar deyilganida ta'lim jarayoniga kirib kelayotgan biror metodik sistemaning lingvo-didaktik va metodik asoslari tushuniladi. Masalan, o'quv jarayonini loyihalab (proekt metodi), muammoli tashkil qilib (problemali ta'lim), programmalashtirib, differentsiyalashtirib, individuallashtirib tashkil qilish, o'quv faoliyatni kommunikativ topshiriqlar orqali uyushtirish kabi yangi pedagogik texnologiyalar ham o'quvchilarning o'quv faolligini oshirishni bosh maqsadi qilib belgilaydi.

O'quvchilar tomonidan fanlarni muntazam, tizimli tarzda, belgilangan muddatlarda o'zlashtirilishini tashkil etish, va ularni baholab borish ularda mustaqil ishlash va fikrlash ko'nikmalarini rivojlantirish, adabiyotlar bilan mustaqil ishlashni tashkil etish hamda professor-o'qituvchilar mas'uliyatini oshirish maqsadida baholash bo'yicha Nizom joriy etilgan.

O'quvchilar bilimini baholashdan maqsad ta'lim sifatini boshqarish orqali raqobatbardosh kadrlarni tayyorlashga erishishdir.

O'qituvchi o'quvchilarning bilimini baholaganda uning og'zaki javobini, uy vazifasini qay daraja bajarilganligini, yangi materialni o'rganishdagi faolligini, mustaqil va yozma-amaliy ishlarning qay tariqa bajarishini nazarda tutish lozim. Shuning bilan birga yozuvsiz og'zaki bajargan ishiga ham vaqti-vaqti bilan baho qo'yish mumkin.

O'quvchilarning yozma ishlarini baholashda so'zlarning to'g'ri yozilishini, berilgan vazifani tartib bilan bajarilganligini ham nazarda tutish lozim. O'quvchilarning bilim, ko'nikma va malakalarini baholashda, javobning ijodiy va salbiy tomonlarini o'quvchilarga aniq ko'rsatib berish shart. O'quvchilarning bilimi besh balli sistema bilan baholanadi.

Baholashda quyidagi vazifalarni bajarish talab etiladi: fanning o`quvchi tomonidan belgilangan muddatlarda o`zlashtirilishini tashkil qilish; o`quvchi o`zlashtirishini muntazam baholab borish; o`quvchilarda mustaqil ishlash ko`nikmalarini rivojlantirish, axborot manbalaridan samarali foydalanishni tashkil etish; o`quvchilarning bilimini adolatli va aniq baholash; baholash natijalarini muntazam ma'lum qilish va tahlil etish; o`qituvchilarning har bir darsga va baholash jarayoniga mashuliyatini oshirish.

O`quvchilarning bilimini baholashda raqamlardagi, dasturlardan tashqari holatlardagi arzimagan noaniqliklar uchun baho pasaytirilmaydi, statistik jadval, xaritalardagi zarur ma'lumotlardan foydalana olmaganligi uchun esa baho pasaytirilishi mumkin. Chorak bahosi, o`rtacha arifmetik hisob bilan emas, balki barcha baholarning salmog`ini inobatga olib chiqariladi. Bundan o`quvchining og`zaki yoki yozma individual bahosi ahamiyatga ega.

Yuqori sinf o`quvchilariga o`z - o`zlarini tekshirish maqsadida mustaqil ishlar tashkil etish mumkin. Masalan kompyuter orqali ovozsiz mustaqil ish monitorda test topshirig`i va uning javob variantlarini ko`rsatish orqali tashkil qilinadi. Bunday mustaqil ish odatda o`quvchilar o`z -o`zlarini tekshirish va o`qituvchi tomonidan baholash maqsadida tashkil etilishi mumkin.

Shuningdek o`zlashtirilgan kommunikativ topshiriqni amalda sinab ko`rish. Darsning bu bosqichi nutq materialini yana bir bor mustahkamlash yoki topshiriqlarni bajarish jarayonida shakllantirilgan ko`nikma va malakalarni tekshirish va baholash maqsadida uyushtiriladi. Mashg`ulotning bu bosqichi uch shaklda tashkil qilinishi mumkin:

- kommunikativ topshiriqlarni avvaldan belgilangan o`quvchilar juftliklariga bajartirish va baholash yoki yangi o`quvchilar juftligi tuzib bajartirish va baholash.

- o`quvchilarni o`quv guruhlariga bo`lib, tekshirish va baholashni guruhlararo tashkil qilish.

- kommunikativ topshiriqlarni magnetafonga yozilgan pauzali mashqlar orqali tekshirish va baholash. Bunda o'qituvchi vaqtni tejash maqsadida har bir guruhdan bir o'quvchini tekshirishi va bahoni butun guruh uchun qo'yishi mumkin.

- kommunikativ topshiriqlarni kompyutrga kiritilgan testlar orqali tekshirish va baholash. Bu usul sinfdagi barcha o'quvchilarning o'zlashtirish darajasini birvarakayiga tekshirish va baholash imkoniyatini bersa-da, asosiy kamchiligi - jonli muloqatning yo'qligi, o'quvchilar tomonidan to'g'ri javoblarni taxminan topish ehtimoli mavjudligidir. Bu usuldan oraliq, yakuniy nazoratlarda foydalanish maqsadga muvofiqdir.

- tekshirish va baholashni rolli o'yinlar, bahs-munozara, trening, aqliy hujum, tafakkur sinovi kabi usullarda ham tashkil qilish mumkin. Buning uchun tanlangan usul o'rganilgan mavzuga, o'quvchilarning tayyorgarlik darajasiga, kommunikativ vaziyatlarga mos kelishligini tahminlash zarur. Kommunikativ malakalar tegishli darajada shakllanmagan guruhlarda bu usullar kutilgan natijalarni bermasligi mumkin.

Ana shu tariqa tashkil etilgan dars jarayonida o'quvchilarning chet tiliga bulgan qiziqishlari ortib boradi, ularda mustaqil ishlash malaka hamda ko'nikmalari shakllanib, takomillashib boradi, o'qituvchi tomonidan o'z vaqtida adolatli baholanib borilsa o'quvchilar chet tilini mukammalroq o'rganishga va o'z fikrini bimalol ifodalashga harakat qiladi.

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ТАЛАБАЛАР ОҒЗАКИ НУТҚИНИ БАҲОЛАШНИНГ ЎЗИГА ҲОС ХУСУСИЯТЛАРИ

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Аннотация. Мазкур мақолада талабаларда чет тили коммуникатив компетенциясини ривожлантиришнинг асоси бўлган оғзаки мулоқот ҳамда унинг ўзига ҳос хусусиятлари таҳлил этилган. Шунингдек чет тил коммуникатив компетенциясини ривожлантиришда оғзаки мулоқот кўникма ва малакасини ривожлантиришнинг лингвистик ва психологик жиҳатларига ҳам эътибор қаратган. Бундан ташқари, муаллиф чет тилида оғзаки нутқни ривожлантириш, назорат қилиш ва баҳолаш юзасидан етакчи олимлар фикрига таянган ҳолда ўз қарашларни тақдим этган. Мақолада мулоқот кўникмаларини ривожлантиришни назорат мезонлари ҳақида ҳам сўз юритилган.

Калит сўзлар: Коммуникатив компетенция, оғзаки нутқ, мулоқот, кўникма, назорат қилиш, баҳолаш.

Компетенция тушунчаси кўпгина хорижий ва маҳаллий адабиётларда турли соҳа вакиллари томонидан ўз соҳаси йўналишидан келиб чиқиб турлича талқин этилади. Аммо бу атаманинг асоси ягона мазмун, яъни билим, малака ва кўникма каби тушунчаларнинг шахсда мужассамлиги ва уларни турли вазиятларда тўғри қўллай олиш қобилияти сифатида қаралади.

Бундан келиб чиқадики, чет тили коммуникатив компетенцияси чет тилидаги мавжуд билим, кўникма ва малакаларни мулоқот жараёнида қўллаш қобилиятидир.

Коммуникатив тил таълими (Communicative Language Teaching) ёки тилга коммуникатив ёндашувда Ж. Хармер таърифига кўра, тилда эгалланган муайян грамматик нормалар ва сўз бойлиги кўламигагина эмас балки, тилнинг қўлланишдаги вазифасига ката урғу берилиши лозим деб ҳисоблайди. Шунингдек, CLTда тил ўрганувчилар реал ҳаётий вазиятлардаги мулоқотга тайёрланади, уладан мулоқот жараёнидаги коммуникатив вазифаларни муваффақиятли бажариш талаб этилади.

Шундай экан, бугунги кун талаби нафақат таржима қилиш, ёзиш, ўқиш, балки чет тилида оғзаки мулоқот қила олиш, яъни муайян вазиятларда ўрганилаётган тилни адекват тўғри қўллай олишни талаб этади.

Мулоқотни тадқиқ этишда олимлар унинг турли қирралари - маълумот алмашинуви, ўзаро психологик таъсир, мулоқотдаги шахсларнинг ўзаро бир бирини тушуниши (ҳиссий, эмоционал ҳолатларни), мулоқот жараёнида *коммуникатор (мулоқот инициатори) ва реценциент* (мулоқотни қабул қилувчи) ўртасидаги муносабатлардаги рационаллик, ҳиссийлик ва иродалилиқ даражаларини ўрганишга катта аҳамият қаратишган. Мулоқот масаласи ҳам лисоний ҳам психологик мураккаб жараён эканлигини ҳисобга оладиган бўлсак, қатор психолог олимлар томонидан мулоқот муаммоларини ўрганишда қўлланилган комплекс ёндашувлар, ушбу муаммони ўрганишнинг замонавий оптимал ёндашуви сифатида таърифлаш мумкин. *Мулоқот* феномени олимлар томонидан: «биргаликдаги фаолият, шу жумладан ахборот алмашиш, бошқа шахсни идрок этиш ва тушуниш учун ягона стратегияни ишлаб чиқиш, эҳтиёжлар натижасида ҳосил бўладиган инсонлар ўртасида мулоқот ўрнатиш ва уни ривожлантиришга йўналтирилган мураккаб ва кўп қиррали жараён» [1, 9] ; «мураккаб ва кўп қиррали, бир вақтнинг ўзида шахслар ўртасидаги ўзаро муносабат ҳамда, ахборот жараёни сифатида, одамларнинг бир-бирига муносабатидаги ҳам фикрлилиқ ва бир-бирини хис туйғуларини тушуниш жараёнидир» деб таърифланади. Қатор адабиётларда мулоқот “икки ёки ундан ортиқ одамнинг маълумотга бой ёки аффектив баҳолаш ҳусусиятга эга бўлган ўзаро ахборот алмашуви” тушушунилади. [3, 28]

Шундай экан мулоқот моҳиятан ҳар турли ҳарактерга эга бўлиши мумкинлиги унда мулоқотчилар орасида:

моддий – махсулотлар ва фаолият объектлари алмашинуви;

- *когнитив* – билимлар алмашинуви;
- *фаолиятлар* – ҳаракатлар операциялар кўникмалар алмашинуви;

- *кондицион* – психологик ёки физиологик ҳолатлар алмашинуви;
- *мотивацион* - сабаблар, қизиқишлар, мотив ва эҳтиёжлар алмашинуви юзага келади.

Шундай экан мулоқотда турли хил билимлар, хулосалар, фикрлар, ҳис-туйғулар, қадриятлар ва идеаллар, сабаблар ва қизиқишлар алмашинуви амалга ошади, одамларнинг интилишлари, эҳтиёжлари ва мақсадлари ўзаро шакллантирилади, бир бирларини тушунишга эришилади, фикрлаш, хатти-ҳаракатлар, одоб-ахлоқ қоидалари, одатлар шакллантирилади ва ўзлаштирилади.

Мулоқот жараёнида *мулоқотни амалга оширувчи* ва *мулоқотни қабул қилувчи* ўринлари ўзаро алмашиб туриларди, шу билан ҳар қандай маълумот тизимли сигналлар орқали амалга ошириладиган мулоқот (диалог) мулоқоти пайдо бўлади. Одатда мулоқот жараёнида вербал (оғзаки) ва новербал (оғзаки бўлмаган) маълумотлар узатилади. Ва *новербал мулоқот* шакллари бир нечта турларга бўлинади, уларнинг ҳар бири ўз белгилар тизимига эга. Вербал ёки оғзаки мулоқот тизимлари сифатида эса биз инсон нутқини назарда тутамиз.

Талабалар мулоқотдаги нутқини баҳолашда талаба ва ўқитувчи ёки талаба ва талаба мулоқоти ёки суҳбатдаги хатолар масаласига тўхталадиган бўлсак: ўқитувчининг талаба нутқидаги хатоларга эътибор қаратиши монолог ёки диалогни тўхтатиши балан эмас, балки уларни мулоқотдан сўнг керакли сўзни ёки етарли шаклни таклиф қилиш усули тавсия этилади. Торнбери (*S.Thornbury*)[5,124-125] ўзининг "How to Teach Speaking" китобида тест синовлари кўплаб тил курсларининг бошида ва охирида ёки курснинг ўзи давомида амалга оширилиши ва оғзаки мулоқот (гапириш) компетенциясини баҳолаш кўплаб оғзаки топшириқларни ўз ичига олган интервью орқали ўтказилиши нутқ кўникмаларини баҳолаш учун асос бўлиб хизмат қилади, ҳамда у курс давомида эришилган ютуқларни назорат қилиш ёки шу билан якуний натижаларни текширишга қаратилган бўлиши лозим деб таъкидлайди. Оғзаки нутқни назорат қилиш ва баҳолаш, ёзма грамматик, тинглаб тушуниш ёки ёзувни

баҳолаш ва назорат қилишдан фарқ қилиб, назорат учун талаб этиладиган вақт ва самарадорлиги жиҳатидан анча фарқ қилади, чунки ёзма грамматика тестини бажариш нисбатан осон ва унга ажратилган вақт, мулоқотни назорат қилишдан фарқли ўлароқ кўп вақт талаб етмайди. Назорат давомийлиги асосий эътибор касб этади. Масалан, нутқни назорат қилиш (*интервью сифатида ўтказиш*) қийин, чунки у аудиториядаги барча талаба билан алоҳида суҳбат ўтказиш заруратини юзага келтиради. Ҳамда бу жуда кўп вақт талаб этади. Ҳамда ҳар бир талабага алоҳида ёндашув ва эътиборни талаб этади.

Талаба нутқидаги грамматик хатолар, шунингдек мунтазам такрорланадиган фонетик ва лексик хатолар кўпинча талабанинг материалдан беҳабарлигини кўрсатади ва ўқитувчига нима устида ишлаш кераклигини, нима қилиш кераклигини кўрсатади. Бундай ҳолларда қўшимча тушунтириш ёки кўрсатиш, шунингдек монолог ёки суҳбат охирида ушбу хатоларга гуруҳ ва талабанинг эътиборини жалб қилиш мақсадга мувофиқдир.

Бизнинг наздимизда, оғзаки нутқни амалга ошириш пайтида талабани тўхтатиш ва хатоларни таҳлил қилиш икки сабабга кўра тавсия этилмайди.

Биринчидан, нутқни ҳосил қилиш даврида талабада ғоя пайдо бўлади, нутқнинг маълум бир мазмуни баён қилинади, агар ўқитувчи хатони тузатиш учун талабани тўхтатса талабаларда шаклланиб келаётган нутқда узилиш содир бўлади.

Иккинчидан, ўқитувчи нутқдаги хатоларни тушунтира бошлангач, дарс йўналишининг асосий қисми нутқнинг хатоли қисмини тушунтириш йўналтирилади. Албатта бу жараёнда она тилига таянишига тўғри келади ва чет тили коммуникатив қонуниятининг илк бузилиши яъни оғзаки нутқ кўникмаларини ривожлантиришда чет тил муҳитини яратиш ва дарснинг асосий қисмини чет тилида олиб бориш қонуниятига дарз кетади.

Н.И. Гез, Н.Д. Галскова нутқ қобилиятларини шакллантириш даражасининг кўрсаткичи қуйидаги мезонларга асосланади деб ҳисоблайди,

- нутқдаги сўзлар / иборалар сони;
- содда ва мураккаб жумлалар сони;
- диалогдаги гаплар сони ва ҳажми ; [2, 102]

Шундай экан, талабалар мулоқот нутқини назорат қилишда лисоний воситалар ҳам бу жараёнда ҳисобга олинади. (нутқнинг хилма-хиллиги, тематик умумлаштириш даражаси ва бошқалар)

Юқори босқичда диалогик мулоқот кўникмаларини шакллантиришни назорат қилишда қуйидагилар ҳисобга олинади:

- нутқнинг тезлиги (равонлик);
 - нутқ формулаларининг мавжудлиги ва тўғри бажарилиши;
 - нутқнинг долзарблиги ва уларнинг хилма-хиллиги;
 - луғат ва грамматик тузилмалардан тўғри фойдаланиш;
 - диалог хусусиятларига мувофиқлиги (эллиптик, вазиятли, ҳиссий жиҳатдан баҳоловчи сўзлар ва жумлалар мавжудлиги).
- Якка нутқни назорат қилиш ва баҳолашда қуйидагилар эътиборга олинади:
- луғат ва грамматик тузилмаларнинг хилма-хиллиги, шунингдек улардан фойдаланишнинг тўғрилиги;
 - хабарнинг ҳажми ва кетма-кетлиги;
 - лингвистик воситаларнинг алоқа ҳолатига мувофиқлиги;
 - нутқ ҳажми;
 - нутқ ниятининг мавжудлиги ва уни амалга ошириш;
 - субъектив маълумотни ифодаловчи жумлалар сони (ифода этилган нарсага шахсий муносабат).

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ТАЛАБАЛАР БИЛИМИНИ НАЗОРАТ ҚИЛИШ ВА БАҲОЛАШДА ИННОВАЦИОН ЁНДАШУВНИ АҲАМИЯТИ

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Аннотация: Мақолада талабалар билимини баҳолашда инновацион ёндашувлар, чет тилини ўқитиш жараёнида инновацион технологиялар ва мулоқот технологияларини қўллашнинг аҳамияти, юқори малакали кадрлар тайёрлаш энг долзарб вазифалардан бири эканлиги, олий таълимда талабалар билимини баҳолаш жараёнини такомиллаштириш масалаларига эътибор қаратилган

Таянч сўзлар: инновацион ривожланиш, инсон салоҳияти, малакали мутахассис, олий таълим, таълим сифати, баҳолаш, мулоқот технологияси, кўникма.

Ўзбекистон Республикаси Президентининг 2018 йил 5 июндаги ПҚ-3775-сон «Олий таълим муассасаларида таълим сифатини ошириш ва уларнинг мамлакатда амалга оширилаётган кенг қамровли ислохотларда фаол иштирокини таъминлаш бўйича қўшимча чора-тадбирлар тўғрисида»ги қарорга кўра олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолаш тизими тўғрисидаги низом тасдиқланди. Низомда белгиланган баҳолаш мезонлари талабалар билимини баҳолашда малакавий амалиёт, курс иши, фан (фанлараро) давлат аттестацияси, битирув малакавий иши, шунингдек магистратура босқичида илмий-тадқиқот ва илмий-педагогик ишлар ҳамда магистрлик диссертацияси бўйича қўлланилади [1].

Республикамизда инновацион иқтисодиёт эҳтиёжларини қондирадиган юқори малакали кадр тайёрлаш энг долзарб вазифалардан бирidir. Барча соҳаларга оид ахборот оқимининг жадаллашуви тайёрланаётган кадрларни билим, малака ва кўникмаларини замон талаби даражасига кўтаришни талаб қилмоқда.

Бу вазифалар давлатимиз томонидан қабул қилинаётган дастурларда ҳам ўз аксини топмоқда [2, 3].

Халқаро тажрибаларга асосланиб айтиш мумкинки, талабаларда билим олишга бўлган интилишни кучайтиришнинг энг самарали усулларида бири, уларнинг билимини объектив баҳолашдир. Талаба чет тили бўйича олган билимини амалда қўллай олса, мустақил хулоса ва қарор қабул қила олса, ижодий фикрлай олса, мустақил мушоҳада юритиб, фаннинг (мавзунинг) моҳиятини тушуниб, ифодалай олса 5 (аъло) баҳога баҳолаш мумкин. Агар талаба мустақил мушоҳада юрита олса, олган билимини амалда қўллай олса, фаннинг (мавзунинг) моҳиятни тушунса, айтиб бера олса бундай ҳолатда талабани 4 (яхши) баҳога баҳолаш мумкин. Агар талаба олган билимини амалда қўллай олса, фаннинг (мавзунинг) моҳиятни тушуна олса, айтиб бера олса ҳамда мавзу бўйича тасаввурга эга деб топилганда 3 (қониқарли) баҳога баҳолаш мумкин.

Ҳозирги кунда таълим тарбия жараёнига ўзига хос замонавий талаблар қўйилаётганлиги барчамизга маълум. Чет тилини ўқитишда замонавий технологиялар, инновацион ёндашув, инновацион технологиялар ва мулоқот технологияларидан фойдаланиш, талабалар билимини объектив баҳолаш тизимининг қўлланилиши таълим олувчилар томонидан ўқув материалларини ўзлаштириш жадаллиги ва самарадорлигини оширишни кафолатлайди [4].

Таълим жараёнида замонавий технологиялар, инновацион ёндашув, инновацион технологиялар ва мулоқот технологияларини қўллашга бўлган талаб кундан кунга кучайиб бормоқда. Анъанавий таълимда таълим олувчиларга ўқитувчи томонидан тайёр билимлар берилган ва шу берилган билимларни қандай бўлса шундайлигича эгаллашга ўрганилган ва баҳоланган бўлса, инновацион таълим эса эгаллашлари лозим бўлган билимларни ўзлари мустақил излаб топишга, ўрганиб, таҳлил қилишларига ва ҳатто хулосаларни ҳам ўзлари келтириб чиқаришларига ўргатади. Инновацион технологиялардан фойдаланишда талаба мантиқан фикрлайди, билиб олади, қизиқишлари шаклланиб, мантиқий

тафаккури ошиб боради. Талабалар томонидан ўрганилаётган мавзунинг янгиликларини ўрганишни таъминлайди, юқори даражадаги мустақил фаолиятни таъминлаб, билимларни ошириш имконини беради.

Инновацион технологияларни қўллаш орқали таълим бериш ва баҳолаш талабаларни билимларни фаол ўзлаштиришга ўргатади. Ўқитувчи ўқувчиларнинг билимини баҳолаганда унинг оғзаки жавобини, уй вазифасини қай даража бажарилганлигини, янги материални ўрганишдаги фаоллигини, мустақил ва ёзма-амалий ишларнинг қай тариқа бажаришини назарда тутиш лозим. Ўқитувчи талабаларни баҳолашда уларнинг билимини адолатли ва аниқ баҳолаши, баҳолаш натижаларини мунтазам маълум қилиши, берилган материаллар талабалар томонидан белгиланган муддатларда ўзлаштирилишини ташкил қилиши, берилган тил материалларини ўзлаштирилишини мунтазам баҳолаб бориши, талабаларда мустақил ишлаш кўникмаларини ривожлантириши, ахборат манбаларидан самарали фойдаланишни ташкил этиши, ҳар бир дарсга ва баҳолаш жараёнига масъулиятини оширади.

Инновацион таълим жараёнида қўлланиладиган инновацион таълим технологиялари таълим инновациялари деб номланади. Инновацион таълим олишнинг актив усуллари, таълим жараёнида турли ўқув воситалари, компьютер технологияларини қўллаш қаратилган. Икки томонлама диалог, интерактив савол-жавоблар, ақлий хужум каби, талабани фикрлаш доирасини чуқурлашга, кенгайтиришга ва мантиқий хулоса қилишга йўналтирилганлиги аудиторияни пассив тингловчидан актив-таълим олувчига, мавзу бўйича ўз амалий нуқтаи назарининг изоҳлай оладиган таълим хизмати истеъмолчисига айлантиради.

Таълим тизимида ҳам замонавий технологияларнинг жорий этилиши, тизимнинг сифат кўрсаткичларини яхшиланиши, меҳнат унумдорлигининг оширилишига хизмат қилиши шубҳасиздир. Таълимни модернизация ва ислоҳ қилиш жараёнлари олий таълим тизимида, айниқса, яққол намоён бўлади. Ўқув жараёнида янги технологиялар таълим сифатини ошириш мақсадида доимий

равишда жорий этилади. Жаҳоннинг барча олий таълим муассасаларида олий таълим сифати, яъни сифатли кадрлар тайёрлаш ҳамма вақт ҳам долзарб масала бўлиб келган ва шундай бўлиб қолади. Ҳозирги кунда бутун дунё бўйлаб глобаллашув жараёнларининг ривожланиши натижасида, ўқув жараёнларини ташкил этиш ва натижасини баҳолашда инновацион ёндашув, инновацион педагогик технологиялар, ахборот-коммуникацион технологиялардан кенг фойдаланиш муҳим аҳамият касб этмоқда.

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КОМПЕТЕНТЛИГИНИ БАҲОЛАШДА ДИСКУРС ТАҲЛИЛ

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Аннотация: Мақолада мактаб ўқувчиларининг коммуникатив компетентлигини баҳолашда дискурс таҳлилнинг ўзига хос хусусиятлари асосланган ва тавсиялар тақдим этилган.

Таянч сўз ва тушунчалар: коммуникатив компетентлик, дискурс, баҳоланувчи объектг, дискурс таҳлил,сўров, жавоб, шарҳ, қайта алоқа.

Кириш. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги 124-сон [қарори](#) билан тасдиқланган узлуксиз таълим тизимининг чет тиллар бўйича давлат таълим стандарти «Чет тиллари бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар»да дискурс компетенцияси прагматик компетенция таркибига

киритилди. Мазкур компетенция оғзаки ёки ёзма нутқда фикрларни тегишли тил воситалари орқали ифодалашни назарда тутди. “Дискурс компетенцияси оғзаки ёки ёзма нутқдаги изчилликни таъминлашда лингвистик сигналларни тушуниш ва интерпретация қилиш кўникмалари”ни назарда тутди[1].

Аммо Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2017 йил 6 апрелдаги “Умумий ўрта ва ўрта махсус, касб-хунар таълимининг Давлат таълим стандартларини тасдиқлаш тўғрисида”ги 187-сонли қарорида мактаб таълимининг тилларни ўқитиш соҳасида прагматик компетенция ва дискурс назарда тутилмаган[2].

Жаҳон тилшунослигида сўнгги ўн йилликда кўпмаъноли дискурс (фр. discours, ингл. discourse, лот. discursus – орқага чопиш, ҳаракат, айланиш, суҳбат, гаплашиш, яъни нутқ, нутқ фаолияти, сўзлашиш усули) атамаси жуда кенг қўлланмоқда. Дастлаб боғланма матн тушунчасини ифодалаган бу атама кейинчалик диалог, суҳбат тушунчаларига синоним сифатида ҳам қўлланила бошланди.

“Дискурс” тушунчасига оид моҳиятан тўлиқ тушунчани Г.Тоированинг “Прагмалингвистика” луғатидан ўқиймиз: “Дискурс - (фикр алмаштириш, нутқий мулоқот) сўзловчи ва тингловчи орасида ўзаро суҳбат, саволга яраша жавоб бериш. Мулоқот жараёнида сўзловчи (дискурс назариясида бу коммуникатор деб аталади) тингловчига (адресатга) ўз нутқи ёки мулоқот жараёни орқали ўзини таништиради. Дискурс фикрни баён қилиш жараёни, лисоний имкониятларнинг ёзма ёки оғзаки шакли моддий воқеланиши, лисоний ва нолисоний воситаларнинг биргаликда ишлатилиши, лингво-этно-психо-ситуацион омиллар мажмуи. Дискурс турли лисоний ва нолисоний омиллар бутунлигидан ҳосил бўлган ўзига хос мураккаб бир тизим, системадир. Дискурс лисоний ва нолисоний омиллар (прагматик, ижтимоий-маданий, руҳий) билан биргаликдаги матн; воқеа кечиши нуқтаи назаридан қаралаётган матн; мақсадли ижтимоий ҳаракат сифатида қараладиган нутқ. Дискурс лисоннинг яратувчанлик соҳаси (намунаси), ўз

навбатида, туғилган ғоя, коммуникатив мақсад (интенция) натижасидир. Дискурс матнга нисбатан номоддий объект саналади” [3.б.9].

Дискурс - бу фанлараро ўрганиш объекти. Назарий тилшунослик билан бир қаторда ҳисоблаш лингвистикаси, психология, фалсафа ва мантик, социология, антропология, адабиётшунослик, ҳуқуқшунослик, педагогика, таржима назарияси ва амалиёти каби соҳалари дискурсни ўрганишга ўзига хос тарзда ёндашади. Дискурс нутқ ҳаракатларининг бир-бирига боғланган кетма-кетлиги сифатида маълум вақтнинг алоқа фаолияти жараёнида сўзловчи ва тингловчи ўртасида юзага келадиган коммуникатив ҳодиса.

Мавзунинг долзарблиги мактаб ўқувчиларининг ўқув ютуқларига эришишнинг муҳим инструменти сифатида уларнинг коммуникатив компетентлигини баҳолашда инновацион ёндошув дискурс таҳлилидан фойдаланиш масалалари билан белгиланади.

Мавзу бўйича илмий изланишларнинг қисқача таҳлили. Жаҳон ва рус адабиётшунослигида дискурс таҳлил муаммоларини тадқиқ этишга З.Клеменсевич [4] поляк тилидаги, У.Мукаровский [5] чех тилидаги, О.Эссен [6] немис тилидаги, Н.Ю.Шведова[7], М.Л. Михлина[8], Т.Г. Винокур[9] каби олимлар рус тилидаги диалогик дискурс ва унинг синтактик хусусиятини ўрганган бўлса-да педагогик таълимда мактаб синфхонасидаги дискурс ҳолати ва унинг баҳолаша муаммолари тадқиқи этилмаган.

Америкалик тилшунос З.Харриснинг "Дискурс таҳлил" номли мақоласида ушбу атама илк бор истеъмолда киритилган[10].

Бугунги илмий жамоатчилигимизда “диалог” атамасига “дискурс” тушунчасини яқинроқ тутиш одат тусига айланган. Аммо бу ўхшашлик улар иккисини бир ҳодиса сифатида баҳолашга изн бермайди. Замонавий тилшуносликда *дискурс* атамаси сўзлашув нутқидаги мавжуд юқори ҳажмли фраза, шу боисдан, у мавжуд фразалар билан ўзаро алоқадорликда. Аксинча,

дискурсив таҳлил натижасида тил бирлиги бўлган гапнинг янги ўзига хос лингвистик қирралари очилади[11].

В.З.Демяньков фикрига кўра, XX аср сўнгидаги тилшуносликдаги устун назариялардан бири дискурс таҳлил назариясидир. Дискурс таҳлилнинг мақсади нега бошқа эмас, айнан шу гаплар ишлатилган, нега айнан шу ижтимоий манбалар ишлатилишининг кучлари ишга солинганлигини тушунтиришдир [12].

Ю.С.Степанов дискурсни муқобил дунё, факт, сабаб тушунчалари билан боғлайди. У шунингдек дискурсни алоҳида ижтимоий борлиқ кўринишида намоён бўлган “тил ичидаги тил” сифатидаги кенг лингвофалсафий изоҳини беради [13].

Сўзлашув нутқида учрайдиган савол-жавоб шаклидаги диалог ва унинг тўлиқсиз гаплардан фарқи, диалог ва монолог ўртасидаги тафовут каби масалалар А.Ҳазратқуловнинг ишида қайд этилган[14].

Л. Раупованинг 2010 йилда нашр қилинган “Диалогик нутқнинг дискурсив талқини” номли монографияси диалогик нутқда ифода планига кўчадиган мазмун ва шакллари дискурс сифатида намоён этилишини соҳага қизиқувчиларга тақдим сифатида қабул қилиш мумкин[15].

Мақоланинг илмий янгилиги. Умумтаълим мактаб ўқувчиларини коммуникатив компетентлигини баҳолашда, дискурс таҳлил коммуникатив вазиятларда барқарор муносабат, самарали мулоқот стратегияларини танлашда инновацион ёндашувнинг қайта алоқага киришиш даражасини ҳисобга олиш асосида яратилганлиги билан изоҳланади.

Тадқиқотнинг объекти. Умумтаълим мактаб ўқувчилари, ўқитувчилар, оила.

Асосий қисм. Мактаб ўқувчиларнинг коммуникатив вазиятлари, учрайдиган муаммоли вазиятларнинг намоён бўлиши, улардаги мулоқотни амалга оширишда адекват мулоқот кўникмалари шаклланганлик даражасининг пастлиги, мулоқотга киришишдаги тўсиқларни енгиб ўтиш усуллари мавжуд эмаслиги

ёки камлиги ўқувчилар ўртасидаги шахслараро муносабат ва таълим олиш самарадорлигига салбий таъсир этиши табиий.

Диалогик дискурсининг шахс характери сифатида шаклланишида муҳим роль ўйнаши ҳақида профессор В.И.Толстихнинг ёзишича, одам «ўзининг ҳаётдаги ўрни ва қобилиятининг қай даражада эканлигини тўла англаб этиши учун диалогик дискурсга эҳтиёж сезади. Худди мана шу эҳтиёж шахснинг аниқ бир характер, аниқ бир тип сифатида шаклланишига ёрдам беради»[16.б.78].

Дискурсда баҳо якка шахснинг ҳаётий тажрибалари, баҳоланувчи объектга қайси нуқтаи назардан ёндашуви ва муносабат билдириши, тажрибаси, маълумоти, касби, яшаш тарзи, истеъдоди кабилар билан чамбарчас боғлиқ бўлади.

Ҳар қандай ҳаракат сингари ўқувчиларнинг ўзаро коммуникатив хатти-ҳаракатлари вазиятни таҳлил қилиш ва баҳолаш, мақсадни шакллантириш ва тезкор режа амалга ошириш ва (ёки) уни самарадорликни баҳолашни ўз ичига олади.

Субъект ва объект ўртасидаги муносабат ифодаланишида баҳолаш характери муҳим ўрин эгаллайди. У баҳоланаётган объектнинг субъект учун ижобий ёки салбий аҳамиятга эгаллигига ҳамда субъектнинг объектга нисбатан талаб ва эҳтиёжига қараб белгиланади. Субъектнинг объектга нисбатан турли муносабат билдиришга ундайдиган қараш ва далилиллари баҳолаш асоси ҳисобланади. Баҳолаш асоси муқим эмас, чунки жамият тараққий қилар экан, кишиларнинг нарса ва предметлар, воқеа -ҳодисаларга муносабати ҳам шунга мос ҳолда ўзгариб туради. Шунга боғлиқ ҳолда жамият томонидан белгилаб қўйилган меъёрлар, баҳо мезонлари, қатъийлашган тасаввурлар ҳам маълум бир ўзгаришларга учрайди. Бир давр учун мақбул кўрилган ўлчов ва мезонлар бошқа даврда қабул қилинмаслиги, талаб ва эҳтиёжларга мос келмаслиги баҳолашнинг ўзгарувчан табиатини белгилайди.

Баҳо тушунчаси дискурснинг асосий компонентларидан бири ҳисобланади. Баҳоловчи дискурсни тадқиқ этиш тилнинг биргина лисоний хусусиятларини эмас, балки алоқани таъминлашдаги характерли бошқа томонларини ҳам аниқлашга ёрдам беради. Баҳолаш характеридаги дискурсни уч йўналишда тадқиқ қилиш мумкин:

- 1) коммуникатив нуқтаи назардан;
- 2) ижтимоий шартланган вазиятлардаги ўзаро таъсир сифатида;
- 3) лисоний бирликлардан фойдаланиш усулига қараб ўрганиш[9.б.115].

Бу эса инсоннинг ўй-кечинмалари, орзу-умидларини баҳоловчи тил бирликларининг таъсири ва бу воситалардан қандай мақсадда фойдаланиш бўйича муайян хулосаларга келиш имконини беради.

Дискурс таҳлили баҳо концептининг прагматик қатламларини тадқиқ қилишда самарали усул ҳисобланади.

Коммуникатив мақсадга эришиш учун сўзловчи ўз жумласини шундай тузиши лозимки, у учун энг муҳим бўлган жиҳатни таъкидлаш биринчи навбатда туриши лозим. Шунга кўра сўзловчи ҳамсуҳбатида кутилган реакцияни кўзгатади, яъни унга таъсир ўтказади. Баҳолаш категориясига оид сўзларнинг коммуникатив вазифаларидан бири - уларнинг таъсир этишга функционал хосланганлиги билан белгиланади. Баҳоловчи лисоний бирликларнинг мураккаб табиати мулоқот назариясига прагматиканинг энг долзарб масалаларидан бири сифатида қарашни талаб қилади. Мавжуд алоқа жараёнини моделлаштириш ҳамиша прагматик йўналиш билан боғланади.

Муайян нутқий вазиятда сўзловчи маълум бир коммуникатив мақсадни кўзлаб, ҳамсуҳбатига тўғридан-тўғри ёки билвосита таъсир ўтказади. Коммуникатив мақсад, шунингдек, сўзловчининг субъектив муносабати, алоқанинг таъминланиши, нутқий вазиятнинг ўзи ҳам лисоний воситаларнинг танланишига, мулоқот мавзуси ва шаклига доимо таъсир қилади. Бошқача айтганда, сўзловчи кўзланган натижага эришиш учун қатъий ҳаракат усуллари

риоя қилиши лозим. Шунда коммуникатив мақсадга кўра танланган лисоний бирликлар муҳим аҳамият касб этади.

Халқ таълими вазирлиги ва Бирлашган Миллатлар Ташкилотининг Болалар жамғармаси (ЮНИСЕФ) жамғармаси билан биргаликда “Ўзбекистонда дарсликлар тайёрланиши, чоп этилиши ва қўлланилиши соҳасини тартибга солувчи сиёсат таҳлили” қўлланмасида “таърифларни ўқувчилар хотирасига ўтказишга йўналтирилган ўрганишни енгиб ўтиш”га таълимнинг тегишли босқичига мос бўлган тил ва таркибий тузилмага эга педагогикага асосланган дарсликлар ўқитувчиларга ўқувчиларнинг нафақат амалий билимларни олишларини, балки талқин қилиш, фикрлаш, самарали мулоқот ва ижодкорлик қобилиятларини ривожлантиришини таъминлаш учун ҳам кенг имкониятлар яратишда ёрдам беради”, - деб таъкидланган [17. Б.15].

Бу каби ёндошув эса, умумий ўрта таълим мактаби ўқувчиларида коммуникатив компетентликни ривожлантириш тузилмаси, компонентлари, мезонлари ва кўрсаткичларини аниқлаштириш, ўқувчиларда коммуникатив компетентликни ривожлантириш модели ва дидактик таъминотини такомиллаштиришни тақозо этди.

Бирмингем университети профессорлари Sinclair ва Coulthard (матн давомида – Синклэар, Каулфард)ларнинг дискурс бирликлари иерархиясига асосланган ўқитувчи-ўқувчи сўзлашуви модели ҳам машҳур бўлди. Бирмингем университетида мактаб дарсларидаги сўзлашув дискурсни таҳлил қилиб, дастлабки тадқиқот сифатида мактаб синфхоналарида дискурс структураси ўрганилди [18]. Бирмингем модели дискурс таҳлилига бирдан-бир тўғри ёндашув бўлмаслиги мумкин, лекин у нутқ актларини ўрганиш билан боғлиқ бўлганлиги учун оддий ва катта аҳамиятга эгадир. Синклеар ва Каулфард мактаб синфхоналарида маҳаллий гапирувчилар тилида учрайдиган намунани таҳлил қилдилар, ўқитувчи ва ўқувчилар ўз роллари бўйича гапиришганда уларнинг

сухбати жуда ҳам структурланган кўринишга эга. (Т = ўқитувчи, Р = гапирадиган ҳар қандай ўқувчи)

Ўқитувчи дискурсни “тўғри...” билан бошлайди ва “тўғри, энди..” билан тугаллайди. Ўқитувчи дарснинг бир қисмидан иккинчи қисмига паузасиз ўтмайди. У ўқувчиларига ҳар бир фазанинг бошланиши ва охири ҳақида “ҳозир” ва “тўғри” сўзларини ўзига хос интонация билан қўллаб, сигнал беради. Уларни савол ва жавоблардан иборат парчанинг ҳар икки томонида фрейм (frame)ларга айлантиради. Синклеар ва Каулфард бундай гаплар вазифасини “рамка ҳаракати” лар деб атайдилар. Иккита “рамка ҳаракати”, улар ўртасидаги савол-жавоблар кетмакетлиги. Буни улар “трансформация” деб атадилар. Бунда тил воситасида нима бажарилаяпти деган савол пайдо бўлади. Ушбу синфхона сўзлашуви парчаси жуда структурланган ва формалдир, бундай турдаги фреймлар бошқа бир қанча вазиятларда ҳам умумий бўлиши мумкин. Синклеар ва Каулфард синфхона сўзлашуви структураси қуйидагича яратишди:

1. Ўқитувчи ниманидир сўрайди (-Нима бу?),
2. Ўқувчи жавоб беради (-Болта),
3. Ўқитувчи жавобни тасдиқлайди ва изоҳлайди (-Ха, бу болта).

Такрорланадиган бу намунани қуйидагича таснифлашимиз мумкин:

1. Сўров- Т
2. Жавоб- Р
3. Шарҳ – Т.

Бу кейин бизга СЖШ-СЖШ-СЖШ-СЖШ (ва ҳоказо) мунтазам структурасини беради. Улар орасидаги чегараларни қуйидагича белгилашимиз мумкин: (/ = С/Ж/Ш // = СЖШ//СЖШ//СЖШ)

Рус олимлари А.Н.Баранов ва В.М.Сергеев[19]лар аргументация дискурснинг махсус шакли бўлган фикрлар қарама-қаршилигини ҳал қилиш учун тил воситаларидан фойдаланиш билан характерланадиган вербал мулоқот ҳодисасини қуйидагича тасвирлайди:

- 1) гапирувчи О нуктаи назарни илгари суради;
- 2) гапирувчи пропозициялари ифодаланган $S_1, S_2 \dots S_n$ фикрларини айтади (пропозиционал мазмуннинг шарти);
- 3) $S_1, S_2 \dots S_n$ фикрларининг олдинга сурилиши О “нуктаи назарни асослашга гапирувчининг уриниши” деб ҳисобланади, яъни эшитувчини О нинг мақбуллигига ишонтириш (муҳим шарт).
- 4) гапирувчи ҳисоблайдики,
 - а) эшитувчи О ни қабул қилмаяпти;
 - б) эшитувчи $S_1, S_2 \dots S_n$ ни қабул қилаяпти;
 - в) эшитувчи $S_1, S_2 \dots S_n$ ни О ни асословчи сифатида қабул қилаяпти (ибтидоий шартлар).
- 5) гапирувчи ҳисоблайдики, а) О мақбул, қабул қилса бўладиган;
 - б) $S_1, S_2 \dots S_n$ ни қабул қилса бўлади;
 - в) $S_1, S_2 \dots S_n$ О ни асослайди (самимийлик шарти).

Эътиборни шунга қаратишимиз керакки, фақат (1) ва (2) пунктлар биргаликда аргументлаш нутқий актлар пропозиционал мазмуни сифатида тасвирланиши мумкин. Таъкидлаш керакки, ҳеч қандай алоҳида нутқий акт фикр ёки аргументлаш каби тушунтирила олмайди. Бу актлар фақат диалектик бирликда мавжуд. Шу сабабдан аргументлаш ҳақида макронутқий акт сифатида гапирамыз. Аргументлаш актини ташкил этувчи бўлаклар қандай характерли хусусиятларга эга? Фикр келажак ҳақидаги гап бўлиши мумкин. Уни баҳоловчи ҳукм ёки модалъ предикатли ҳукм билан, яъни фақат маъқул ёки номаъқул тарзида баҳолаш мумкин бўлган фикр деб қарасак бўлади. “Самимийлик” термини ўрнига “қабул қилса бўладиган”, “маъқул” терминларининг ишлатилиши аргументлашнинг формаль-мантиқий тасвирланишидан унинг лингвистик ва аксиологик тасвирланиши томон муҳим қадамдир [38]. Аргументация субъектининг мақсади ҳақиқий манбалардан ҳақиқий хулосалар чиқариш эмас, фикрни мақбул аргументлар орқали “қабул қилса бўладиган”, “маъқул” фикрга

айлантириш. Ҳамсухбат фикрини қабул қилинганда мулоқотнинг иккинчи иштирокчиси унинг ҳаққонийлигига (тўғрилигига) қўшилади. Шундай қилиб, “фикрни қабул қилса бўладиган фикрга айлантириш” дегани “оппонентни ишонтириш” дейиш билан бир хил маънони англатади. Фикрни қувватлайдиган аргументлар белги ёки сабаб табиатига эга бўлиши мумкин. Биринчи ҳолатда аргумент пропозициялари ва фикр ўртасида биргаликда мавжуд бўлиш муносабатлари ўрнатилади.

Аргументлашнинг иллокутив кучи интенсивлигини оширишга хизмат қилади ва ўз навбатида аргументлашни ишончлироқ, макронутқий актни муваффақиятли бўлишини таъминлайди.

Бирмингем университети профессорлари Синклэр ва Каулфардларнинг мактаб дарсларидаги ўқитувчи ва ўқувчи сўзлашув структураси билан А.Н.Баранов ва В.М.Сергеев томонидан таклиф этилган коммуникатив мақсадни аргументлаш ёндошувини уйғунлаштириш бизга мактаб ўқувчилари коммуникатив компетентлигини баҳолашда дискурс таҳлил имкониятларини оширади.

Бугунги кунда мактаб дастурларида ўқувчиларнинг коммуникатив компетентлигини баҳолашнинг ягона ва умумэътироф этилган илмий ёндошувлар мавжуд бўлмаган шароитда биз томондан мактаб амалиётида жорий этиш тавсия этилаётган дискурс таҳлил энг мувофиқ усул ва у ўқувчиларнинг коммуникация борасида ижтимоий аҳамиятга эга бўлган таълим ютуқларига эришишини белгилайдиган педагогик ўзаро фаолиятнинг асосларини таҳлил қилиш имкониятлари яратади.

Хулоса ва амалий таклифлар.

1. Дискурс таҳлил ўқувчиларнинг эркин фикр алмашиш, муносабат билдириш, бир-биридан ўрганиш ва ўргатишга имкон берадиган дўстона, ижодий муҳит яратиш лаёқатлари объектив баҳоланибгина қолмай, мазкур инструментдан фойдаланиш ижтимоий фаол фуқарони, ҳаётда дуч келинадиган муаммоларни ҳал

қилишда вазъиятларни кўпроқ муҳокама қилиш, бошқаларга тушунтириб бера олишда қутилган самарани олишга қобилиятлари аниқланади.

2. Замонавий ишбилармонлик дискурсида манфаатга эришиш ва коммуникатив мақсадга муваффақиятлилик алоҳида қобилият соҳасида сифатида эътироф этилар экан, мактаб муҳитидаги таълим жараёнида ўқувчиларни келажакда муваффақиятли ҳаётга тарбиялаш ишида уларнинг мулоқотларини дискурс таҳлил қилиш орқали мақсадли ривожлантириш мақсадга мувофиқдир.

3. Мактаб ўқувчиларининг коммуникатив компетентлигини самарали ривожлантиришга устуворлик берган таълим муассасалари раҳбарлари, педагогик жамоалар ва услубшунослар томонидан ушбу дискурс таҳлил имкониятларидан фойдаланиш орқали ўқувчиларнинг ижтимоий аҳамиятга эга бўлган таълим ютуқларига эришишни таъминловчи психологик-педагогик шароитни яратди.

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ОТМ ИХТИСОСЛИГИ ЧЕТ ТИЛИ БЎЛМАГАН ФАКУЛЬТЕТЛАРДА НУТҚИЙ ЖАНРЛАР ЮЗАСИДАН НАЗОРАТ ТОПШИРИҚЛАРИНИ ШАКЛЛАНТИРИШ ВА БАҲОЛАШ МЕЗОНЛАРИНИ ЯРАТИШ ХУСУСИДА АЙРИМ МУЛОҲАЗАЛАР

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Аннотация. Ушбу мақолада ОТМ ихтисослиги чет тили бўлмаган факультетларда жанрий ёндошув асосида тил ўргатиш хусусида фикр юритилади. Бунда касбий, академик ва маиший нутқий жанрларнинг лингвистик, социолингвистик, прагматингвистик хусусиятларига бағишланган машқлар тизимини яратиш ҳамда нутқий жанрлар структурасига оид тестлар тузиш, оралиқ ва якуний назорат турлари мазмунига сингдириш кабиларга эришиш учун соҳа мутахассислари, тадқиқотчи – методистлар, чет тили ўқитувчилари олдида нутқий жанрлар юзасидан умумий маълумотларни жамлаш, назорат топшириқларини шакллантириш ва баҳолаш меzonларини яратиш каби бир қатор вазифалар қўйилиши таъкидланади.

Калит сўзлар: жанрий ёндошув, тил ўргатиш, жанр, композиция, услуб.

Таълим соҳасига жанрий ёндашув, асосан, XX асрнинг 90-йилларидан кириб келди. Инглиз тадқиқотчилари Ж.Суэльс, Ж.Мартин, Р.Хасан кабилар жанрнинг ўзига хос схематик структураси мавжудлиги, яъни бошланиш, ўрта, якуний қисмлардан ташкил топган типик структурага эгаллигини ўз тадқиқотларида исботлаб бериш билан бирга жанрнинг қуйидагича турларини қайд этдилар: recipe, joke, anecdote, advertisement, note, chat, seminar, toast,

biography, consultation, sign, essay, recounts, reports, prayers, sermons, conversations, songs, poems, letters, novels ... кабилар [2, 13]. Ҳозирги кунда фан ва таълимда жанрлар орқали тил ўргатиш жанрий ёндошув деб номланмоқда.

Олий таълим муассасалари ихтисослиги чет тили бўлмаган факультетлар талабаларининг кундалик ҳаётлари, илмий ва касбий фаолиятларида дуч келадиган ҳисобот, тушунтириш хати, кафолат хати, тавсифнома, тавсиянома, ариза, автобиография, шахсий варақа, розилик хати, йўлланма хат, шартнома каби касбий, аннотация, рецензия, тезис, мақола (илмий, газета, энциклопедик, конференция), реферат, битирув малакавий иш, монография, автореферат, конспект, резюме каби илмий-академик, тилак билдириш, омад ёки зафар тилаш каби маиший нутқий бутунликлар ҳам бевосита нутқий жанр намуналари ҳисобланади. Шу сабабли ҳам ҳозирги кунда яратилаётган ўқув дастурлар, ўқув услубий мажмуалар, ўқув қўлланмалар, ўқув дарсликлари мазмунига юқорида тилга олинган нутқий жанр намуналарини *тематик ва тизимли* тарзда сингдириш зарурияти мавжуд. Ушбу мақсадга эришишда нутқий жанрларнинг услубий хосланиши, лексик-семантик, грамматик, синтактик тузилиши, шаклий ва мазмуний структураси, социолингвистик ва прагматик, дискурсив хусусиятларини ёритишга бағишланган машқлар тизими, назорат саволлари, тестларни ишлаб чиқиш зарур.

Бизнингча, нутқий жанрларнинг мазмуний ва шаклий тузилишига ишора қилувчи машқлар тизимини шакллантиришда асосий эътиборни муайян нутқий жанрнинг нутқий бутунлик эканлигини кўрсатувчи асосий белгилари, яъни нутқий мақсад, услуб, композицияси каби, нутқий жанрни шаклий жиҳатдан нутқий бутунлик сифатидаги кириш, асосий, якуний қисмларини аниқлаш, нутқий бутунликка тегишли қисмларни бошқаларидан фарқлаш усуллари, қисмларнинг лексик-грамматик, синтактик, социолингвистик, прагматик, дискурсив хусусиятларини аниқлаш каби масалаларга қаратиш лозим. Бунда, аввало, талабаларга муайян нутқий жанр ҳақида умумий маълумот, нутқий жанр

мақсади, композицион тузилиши, услубий хосланиши, икки тилдаги услубий шакллари, социолингвистик ва дискурсив хусусиятлари ҳақида тушунча берилиши керак. Керакли илмий маълумотлар билан танишган талабаларнинг ушбу жанрга тегишли интерактив машқлар устида ишлашлари мавзунини ўзлаштиришга ёрдам беради. Бунда матнда қайси жанр ҳақида гап бормоқда?, муайян шахс ёки ташкилот номидан бошқа шахс ёки ташкилотга йўналтирилган хат турини аниқланг, қуйидаги матннинг жанрини топинг, қуйидаги жумла ёки гап қайси жанрга тегишли? - қабилдаги машқлар тизимини яратиш мақсадга мувофиқдир.

Тил ўргатишда жанрлар ҳақида гап борганда шунини таъкидлаш керакки, жанрлар шаклий ва мазмуний тузилишига кўра фарқланади. Тил ўргатиш соҳасида махсус тадқиқотлар олиб борган инглиз тадқиқотчиси Бхатия академик матнларни ўрганишда бизнес соҳасидаги номаларга мурожаат қилар экан, бизнес соҳасидаги номаларни икки турини фарқлайди, яъни 1) Sales Promotion letter; 2) job application letter. Бхатиянинг фикрича, ушбу икки турдаги жанрлар гарчи ҳар иккаласи ҳам 7 босқичли композицион кетма кетлик асосида тузилган бўлишига қарамай, ушбу номалар мазмуний кетма-кетлиги бир хил эмас[3, 91].

Ёзиш ва коммуникатив компетенция масаласига бағишланган ишларда қайд этилишича, турли ижтимоий жамият аъзолари томонидан ёзилган айнан бир нутқий жанр семантик, синтактик, грамматик, социолингвистик жиҳатдан фарқ қилиниши ҳам мумкин [1, 150]. Бундай фарқлар тавсиянома (recommendation letter) нутқий жанри мисолида унда ишлатилган сўзлар, сифат ва феълли бирикмалар, оддий, қўшма, мураккаб гаплар, аниқ ва мажҳул нисбат, замон каби кўрсаткичлар танловида кўриниши кузатилган. Демак, бу ўринда нутқий жанрларнинг шаклий, мазмуний тузилиши ва ижтимоий (социал) лингвистик хусусиятларини ҳам алоҳида ўрганиш кераклигини таъкидлаш зарур.

Хулоса қилиб айтганда, олий таълим муассасаларида ихтисослиги чет тили бўлмаган факультетларда касбий, академик ва маиший нутқий жанрларнинг

лингвистик, социоллингвистик, прагмалингвистик хусусиятларига бағишланган машқлар тизимини яратиш ҳамда нутқий жанрлар структурасига оид тестлар тузиш, оралиқ ва якуний назорат турлари мазмунига сингдириш бўлғуси мутахассисларда касбий ва академик билимларини кенгайтиради ва тўлдиради. Бу мақсадга эришиш учун эса келажакда тил ўргатиш бўйича тадқиқотчи – методист, ўқитувчилар олдида нутқий жанрлар юзасидан умумий маълумотларни жамлаш, назорат топшириқларини шакллантириш ва баҳолаш мезонларини яратиш вазифасини кўяди.

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МАҲСУС МАҚСАДЛАРГА ЙЎНАЛТИРИЛГАН ИНГЛИЗ ТИЛИ (ESP) ДАРСЛАРИДА БАҲОЛАШ

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Аннотация. Ҳозирги кунда университет битирувчиларининг жаҳон меҳнат бозорида юқори рақобатбардош бўлишига имкон бериш учун маҳсус мақсадларга йўналтирилган инглиз тили (ESP) дарслари бўйича олий таълим тизимида кўп ишлар амалга оширилмоқда. Жумладан, таълим жараёнининг ажралмас қисми бўлган баҳолаш сифатига катта эътибор берилмоқда. Илгари баҳолаш ўқувчиларнинг ташқи мотивациясини ошириш ва уларнинг муваффақиятларини ўлчаш воситаси сифатида ишлатилган, аммо ҳозирги вақтда, талабаларни баҳолашнинг мумкин бўлган демотивацион таъсирларини қандай камайтириш ва ички кучни ошириш учун баҳодан қандай фойдаланиш кераклигини ўрганиб чиқмоқдамиз. Ушбу мақолада баҳолашнинг бир неча усуллари ва уларнинг афзалликлари ҳақида маълумот берилади.

Калит сўзлар: баҳолаш, ўзини ўзи баҳолаш, ўзаро баҳолаш, ички мотивация, оғзаки тақдимот

Республикамизда юз бераётган олий таълим стандартларини тубдан ўзгартириш жараёнида биз ҳар қандай ўқув жараёнининг баҳолаш каби ажралмас қисмини кўриб чиқишда ёрдам беролмаймиз. Баҳолаш нима эканлигини жуда кўп турли хил таърифлар мавжуд. Т.Дари Эрвин баҳолашни қуйидагича таъкидлайди: “баҳолаш бу талабаларнинг ўқиши ва ривожланиши тўғрисида хулосалар чиқаришнинг тизимли асослари ҳамда талабаларни ўрганиш ва ривожланишини ошириш учун маълумотларни аниқлаш, танлаш, лойиҳалаш, йиғиш, таҳлил қилиш, талқин қилиш ва улардан фойдаланиш жараёнидир” (Эрвин, 1991). Кетрин А. Паломба ва Труды В.Банга баҳолашни қуйидагича тарифлайди: “ўқувчиларни ўрганиш ва ривожлантиришни такомиллаштириш мақсадида қабул қилинган таълим дастурлари тўғрисидаги маълумотларни мунтазам йиғиш, кўриб чиқиш ва улардан фойдаланишдир” (Паломба ва Банга, 1999). Мери Э. Хуба ва Янн Э. Фрит баҳолашни қуйидагича таърифлайдилар: “ўқувчилар билишлари, тушунишлари ва у билан нима қилишлари мумкинлиги тўғрисида чуқур тушунчаларни ривожлантириш мақсадида кўп ва хилма-хил манбалардан маълумотларни йиғиш ва муҳокама қилиш жараёни, уларнинг тажрибаларидир (Хуба анд Фрэд, 2000). Мери Ж. Аллен "баҳолаш дастурларни такомиллаштириш ва ўқувчиларнинг билимларини яхшилаш учун талабаларнинг ўрганиши бўйича маълумотлардан фойдаланишни ўз ичига олади" деб ўйлайди (Аллен, 2007)

Ушбу таърифларнинг аксарияти озми-кўпи ўхшашдир, лекин умуман ҳозирги олий ўқув юртлари учун ва "Мақсадга йўналтирилган инглиз тили" курси учун, хусусан, баҳолашга қуйидагича таъриф берилган: “Таълим бу ўқитиш ва баҳолаш (СЕФР, 2011) Чет тилларни ўқитишда умумевропа компетенциялари: ўрганиш, ўқитиш, баҳолаш нафақат тилни билиш даражасини, балки ўқитувчи фойдаланадиган материаллар ва усулларнинг самарадорлиги, ўқувчиларнинг қониқиш даражасини баҳолашни назарда тутди (СЕФР, 2011). Бундан ташқари, улар ҳар хил баҳолаш турларини жорий қилишади: доимий баҳолаш, шакллантирувчи ва назорат ишлари рейтинги, бошқалар томонидан баҳолаш,

ўзини ўзи баҳолаш ва ҳ.к.з. (СЕФР, 2011). Доимий баҳолаш курсни баҳолашда бирлаштирилиб курс охиридаги баҳолашга умумий натижа чиқаришда ёрдам беради (СЕФР, 2011). Дудли-Эванс ва Магги Дж Сейн Жоннинг фикрига кўра, доимий равишда баҳолаш янада мослашувчан бўлиб, уни ўқитувчи, ўқувчи ўзи ёки тенгдошлари томонидан маълум вақт давомида амалга ошириши мумкин, бундан ташқари, ўқувчилар ўз ишларини бажариш учун турли хил манбалардан фойдаланишлари мумкин (Дадли-Эванс ва Сент-Жон, 2012).

Бир сўз билан айтганда, доимий баҳолаш, айниқса инглиз тилида махсус мақсадларга йўналтирилган инглиз тили дарсларида жуда муҳимдир, чунки у нафақат ўқитувчидан талабага, талабадан ўқитувчига фикр-мулоҳаза билдириб қолмай, балки бу албатта таълимни яхшилашга олиб келади, балки ўқувчиларнинг ички мотивациясини ривожлантиради ва уларни келажакдаги касбий вазиятларда самарали ишлашга тайёрлайди.

Махсус мақсадларга йўналтирилган инглиз тили дарсларида баҳолашнинг бир неча усуллари кўришимиз мумкин: масалан, оғзаки тақдимот учун биз қуйидаги рубрикадан фойдаланамиз:

Категор ия	2	1	0
Луғат	Кенг ва мос сўзлардан фойдаланади. Кўпчилик учун нотаниш бўлиши мумкин бўлган сўзларни аниқлаш орқали тингловчиларнинг сўз бойлигини кенгайтиради	Сўз бойлигидан анча кенг фойдаланади, лекин баъзида ноўрин қўллайди. Томошабинларнинг аксарияти учун янги бўлиши мумкин бўлган 1-2 сўзни ўз ичига олади, аммо уларни аниқламайди.	Луғат кенг доирада эмас.
Контент	Мавзуни тўлиқ тушунишини намоиш этади ва мақсадли аудитория эътиборига эришади.	Мавзуни яхши тушунишини кўрсатади лекин баъзида мақсадли аудитория эътиборини жалб қила олмайди.	Мавзуни унчалик яхши тушунмайдиганга ўхшайди.
Тайёри	Талаба тўлиқ	Талаба тайёрдай	Талаба

к	тайёрланди ва машқ қилди.	туюлади, лекин яна бир неча марта машқ қилиш керак бўлиши мумкин эди.	тақдимотга умуман тайёр эмас.
Аниқ гапиради	Доим аниқ ва равшан (100-95%) гапиради ва сўзларни тўғри талаффуз қилади.	Доим аниқ ва равшан гапиради (94-85%), лекин 2-3 сўзни нотўғри талаффуз қилади.	Нимларнидир гапиради ёки тушуна олмайди ёки 2-3 тадан ошиқ сўзларни тўғри талаффуз қилади.
Имо-ишора ва кўз билан алоқа қилиш	Тўғри тик туриб, бемалол ва ўзига ишонган кўринади. Тақдимот пайтида хонадаги барча одамлар билан кўз алоқасини ўрнатади.	Баъзан тик туриб, баъзан кўз билан алоқа ўрнатади	Тақдимот пайтида одамларга қарамайди
Ҳажми	Товуш баландлиги етарлича бўлиб, тақдимот давомида барча тингловчилар эшитишлари мумкин.	Овоз баландлиги баланд бўлиб, барча тингловчилар камида 80% тинглашлари мумкин.	Овоз баландлиги паст ва жуда юмшоқ бўлиб, барча тингловчилар эшита олмайди.
Тенгдошлари билан ҳамкорликда иш олиб боради	Деярли ҳар доим гуруҳдагиларнинг ҳаракатларини тинглайди, улар билан баҳам кўради ва уларни қўллаб-қувватлайди. Одамларнинг яхши ишлашини таъминлашга ҳаракат қилади.	Кўпинча гуруҳдаги бошқаларнинг ҳаракатларини тинглайди, улар билан бўлишади ва уларни қўллаб-қувватлайди, лекин баъзида жамоанинг актив аъзоси бўлмайди.	Гуруҳдаги бошқаларнинг ҳаракатларини камдан-кам тинглайди, улар билан баҳам кўрмайди ва уларни қўллаб-қувватламайди. Жамоанинг яхши аъзоси эмас.
Тушуниш	Талаба курсдошлари томонидан мавзуга оид деярли барча саволларга аниқ жавоб бера олади.	Талаба курсдошлари томонидан мавзуга оид бир нечта саволларга аниқ жавоб бера олади.	Талаба курсдошлари томонидан мавзуга оид саволларга аниқ жавоб бера олмайди.
Вақт меъёрлари	Тақдимот 5-6 дақиқа давом этади.	Тақдимот 3-4 минут	Тақдимот 3 дақиқадан кам ёки 6 дақиқадан кўпроқ.

Тақдимотдан сўнг уни тақдим этган талабалар ушбу бўлимдаги мезонларга мувофиқ ўзлари ҳақида фикр юритадилар: нима яхши бўлди, кейинги сафар нима ўзгаради, уларнинг ривожланиш соҳалари қандай. Тенгдошлари уларни назорат варағи асосида ёзма равишда мезонлар билан баҳолайдилар (максимал - 20 балл), бир вақтнинг ўзида ўқитувчи ҳам тақдимотни худди шу назорат рўйхати бўйича (максимал - 20 балл) баҳолайди. Шундан сўнг, тенгдошлар ва ўқитувчи тақдимотларга навбат билан изоҳ беришади. Якуний баҳо (максимал - 40 балл) тенгдошларнинг ўртача балли (максимал 20) ва ўқитувчининг баҳосидан (максимал 20) иборат.

Тақдимотни баҳолаш тизимининг афзалликлари қуйидагилардан иборат: Талабалар баҳолашда иштирок этиши, улар тақдимотга тайёргарлик кўраётганда ушбу баҳолаш мезонларни автоматик равишда ёдда тутадилар. Бу материални чуқурроқ қайта ишлашни, бажарилаётган вазифага нисбатан жиддий муносабатда ёндашишни ва талабаларнинг ички мотивациясини оширишни таъминлайди.

Учта баҳолаш усули: ўзини ўзи баҳолаш, ўзаро баҳолаш ва ўқитувчини баҳолаш талабаларнинг ўзлари томонидан эришилган ютуқлар ва ривожланиш йўналишларини чуқур таҳлил қилишга олиб келади. Ва бу босқичда баъзи психологик омиллар ишлайди: агар одамлар ўзларининг хатоларини ўзлари сезса (хато қилганини ўқитувчиси айтмайди), улар онгсиз равишда уларни инкор этмайди ва бу хатоларни тузатишга ҳаракат қилади.

Афсуски, ушбу тизимда баъзи камчиликлар бўлиши мумкин:

Масалан, бундай баҳоларнинг амал қилиш муддати анча тортишувлидир. Бир томондан баҳолаш мезонларга қараб ўлчанади, бошқа томондан, баҳонинг ярми тенгдошлар томонидан берилади. Ва бу баҳонинг ушбу қисмининг ҳақиқийлиги масаласидир яъни агар ўқитувчи ягона баҳоловчи бўлганида эди, натижалар бир хил бўларди. Аммо бу масалада кўпроқ тадқиқотлар ва тажрибаларга суянишга тўғри келади.

Яна бир муаммо - объективлик. Тенгдошлар профессионал баҳоловчилар эмас, улар объектив бўлиши шарт эмас. Бу уларнинг ижтимоий масъулияти ва ҳалоллиги масаласидир. Эҳтимол, улар баллар сонини кўпайтириши мумкин, чунки улар олиб борувчи билан дўст, ёки аксинча, душманларининг баҳоларини пасайтириши мумкин. Биз бундай ҳолатда субъективликка йўл қўймаслик учун энг юқори ва энг паст баҳони олиб ташлаймиз, ва шу тарзда шаффоф тарзда амалга оширилади. Баъзи камчиликларга қарамай, ушбу ҳар хил баҳолаш усуллари махсус мақсадларга йўналтирилган инглиз тили дарсларида фойдаланишга лойиқдир.

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ЎҚУВЧИЛАР БИЛИМИНИ КўП ЗЕХНЛИЛИК НАЗАРИЯСИ АСОСИДА ЯРАТИЛГАН ТОПШИРИКЛАР ОРҚАЛИ БАҲОЛАШ

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Аннотация. Мазкур мақолада сўз болаларга чет тили ўргатишда, уларнинг кўп зехнлилик назариясида келиб чиққан ҳолда ўқитиш ва баҳолаш ҳақида боради. Маълум бир ўқувчининг интеллектуал хусусиятларини инобатга олган ҳолда махсус ўқув жараёнини яратиш бу таълим самарадорлигини ошириш омилларидан биридир.

Калит сўзлар. зехн тури, визуал-тасаввурий, кинестетик, лингвистик, ижтимоий, мусикий, баданий, мантикий математик, баҳолаш усуллари.

Ҳозирги кунда жамият ҳаётидаги гуманистик тенденцияларнинг кучайиши таълимдаги эътиборни оммавий педагогик ҳодисалардан бола шахсига

йўналтиришни, унинг индивидуал ривожланиш имкониятларини батафсил ўрганишни талаб қилади. Бугунги кундаги мактабнинг вазифаларидан бири ўқув жараёнига қўшимча равишда ўқувчиларнинг индивидуал, интеллектуал профилни ҳисобга олган ҳолда ўзларининг "кучли томонларига" таяниш ва "заиф томонларини" ривожлантириш қобилиятларини амалга оширишга ёрдам беришдир. Шундай ўқув жараёнида бир нечта усуллардан фойдаланишни тақозо этади:

- ўқувчиларнинг билимини баҳолашга ёндашувнинг ўзгариши. Ўқувчиларнинг ҳақиқий ютуқларини баҳолашга имкон берадиган ва реал ҳаётга яқин бўлган вазиятларда уларнинг кўникмаларини шакллантиришни таъминлайдиган баҳолаш усуллари (портфолио, лойиҳа усули) фойдаланиш;

- ўқувчилар маълумотни бир ҳил қабул қилшишлиги ҳақидаги қарашларларни инкор этиш ёки эътиборсиз қолдириш ўрнига, ўқув жараёнида ўқувчиларга тажриба орттириш имкониятини яратиш;

- мактаб таълимининг якуний мақсади тушунишни ўргатишдир, яъни ўқувчилар янги билимларни янги шароитларда ўз билимларини қўллай олиш қобилиятини ривожлантириш.

Ўқув жараёнида индивидуал таълимни ташкил этишнинг энг яхши усулларида бири бу боланинг зеҳн турига мос вазифалар орқали ўқитиш саналади, чунки ўқувчилар ўқув фаолиятининг фаол субъектларига айланиб, тўғридан-тўғри идрок этиш орқали маълум билим ва кўникмаларни эгаллайдилар. Замонавий ўқитувчи турли характерга эга ўқувчилар билан бир вақтнинг ўзида ишлаши керак (бошланғич билим даражаси турли хил, турли зеҳнли, ўрганишга турлича муносабати бўлган), маълум бир ўқувчининг интеллектуал хусусиятларини инобатга олган ҳолда махсус ўқув жараёнини яратиш бу таълим самарадорлигини ошириш омилларидан биридир. Г. Гаднер таъкидлашича [109], ўқув жараёни ўқувчиларнинг зеҳн турига мос равишда қуриш қуйидаги таълим мақсадларини амалга ошириш имконини беради:

- индивидуал иштирокни ўрнатиш;
- ўқувчиларга ўқув жараёнида бой тажриба орттиришлари учун қулай шароитлар яратиш;
- ўқув жараёнига санъатнинг барча турларини киритиш мақсадга мувофиқлиги;
- ўқув жараёнида фанлараро алоқалардан фойдаланиш;
- янги баҳолаш усуллариини излаш

Ўқув жараёнини ўқувчиларнинг ўзига хос интеллектуал хусусиятларини ҳисобга олган ҳолда лойиҳалаштириш керак. Бу ўқувчиларнинг тўлиқ интеллектуал ривожланиши учун шароит яратади, уларнинг ҳар бирининг индивидуал ўзига хослигини мустаҳкамлайди ва чет тили дарсларида билим, кўникмаларни ўзлаштириш жараёнини оптималлаштиради. Шубҳасиз, чет тилини ўқитиш жараёни, асосан, тил интеллектига асосланган. Дарсга бошқа зеҳн турларини киритиш учун биз инглиз тили дарсларига турли хил тадбирларни киритдик, улар орасида қуйидагиларни таъкидлаш керак:

1.Тилшуносликни ривожлантириш: сўз бойитишга, фаоллаштиришга, янги сўзларни турли усулда ёдлашга (масалан; "Занжир" ўйини), метафора, фразеологик бирликлар, таққослаш билан ишлашга қаратилган сўз ўйинлари; олинган маълумотларни ўз сўзлари билан такрорлаш, вазиятлар ва диалогларни тақдим этиш, грамматик кўникмаларни шакллантириш, гуруҳ баҳслари, ҳикоялар, ҳажвиялар.

2.Мантиқий ва математик онгни ривожлантириш: жумлада сўзларнинг тартибини белгилаш, объектларни, сўзларни ва ҳоказоларни таснифлаш, маълумотларнинг кетма-кетлигини белгилаш, рўйхатлар тузиш, матндаги калит сўзларни ажратиб кўрсатиш, сўзларни (бўғин, хат) тузиш, грамматик муносабатларни аниқлаш, мантиқий ўйинлар, сонларни ўз ичига олган вазифалар, турли хил муаммоларни ҳал қилиш, диаграммалар, нақшлар моделларини тузиш,

маданиятларни, инглиз тилида сўзлашадиган мамлакатларнинг урф-одатларини таққослаш.

3.Визуал-фазовий онгни ривожлантириш: санъат /расм/ тикувчилик билан боғлиқ лойиҳалар (оиланинг, дўстнинг, севимли ўйинчоқнинг расмини яратиш), дарснинг график ташкил этилиши (ўқувчилар яратиши мумкин бўлган жадваллар, графикалар), ранглардан фойдаланиш, кўргазмали презентациялар (видео, слайдлар, фотосуратлар), компьютер, видео лойиҳалар, расм лойиҳалари, харитада маршрутни яратиш ва ушбу йўналишни танлашни тушунтириш.

4.Муסיқий зеҳни ривожлантириш: грамматик мавзу бўйича қўшиқлар яратиш, мавзу бўйича маълумотни ўз ичига олган ритмик матнларни ёзиш, мавзулар, қоидалар, оятлар учун муסיқани танлаш; тил сирлари, муסיқий тақдимотлар.

5.Кинестетик зеҳни ривожлантириш: тезкор жавоб карталари: фаол ўйинлар, пантомималар.

6.Ижтимоий зеҳни ривожлантириш: жуфт-жуфт бўлиб ишлаш, жамоавий ўйин, қўшма муҳокамалар / тадқиқотлар, фикр алмашиш, овоз бериш, диалог, дарс, топшириқлар бўйича ишлаш.

7.Ички зеҳни ривожлантириш: топшириқни мустақил ўрганиш, уларнинг оиласи ҳақида ҳикоя, ўқувчиларнинг эркин ҳис этадиган жойларни тавсифи, ўз натижаларини баҳолаш, индивидуал лойиҳалар, хатолар устида ишлаш, шеърлар ва ҳикоялар ёзиш, шахсий таассуротлар, фикрларни ифода этиш.

Тажриба синов жараёнида ушбу тадқиқотимизни амалда синовдан ўтказдик. Унда машғулотлар етти хил усулда ўтказилди. Ўқувчилар уч-тўрт кишидан иборат гуруҳларга бўлинди ва марказларда ишлай бошладилар.(марказ - бу ерда зеҳн турига қараб тайёрланган топшириқлар жойи) Иш йигирма-ўттиз дақиқа давом этди. Ўқувчилар бир марказдан вазифаларни бажариб, кейинги марказга ўтдилар.

Ушбу марказлардан "Менинг оилам" мавзуси ўрганилаётганда фойдаландик. Дарс жараёнида ўқувчилар етти та марказда ишладилар: лингвистик, кинестетик, математик-мантикий, мусиқа, санъат маркази, шунингдек, жамоавий ва индивидуал марказлар.

Лингвистик марказда ўқувчилар луғат билан ишладилар, таржима, имло оид машқлар бажардилар.

Кинестетик марказда ўқувчилар пантомималар яратди ва уларнинг оила аъзолари ҳозирда нима қилаётганларини намоиш этдилар.

Мусиқа марказида ўқувчилар кўшиқ куйлашди, оила ҳақида шеърлар айтишди.

Санъат марказида ўқувчилардан қариндошларининг портретини чизиш, уй ҳайвонларини тасвирлаш сўралди.

Ҳамкорлик марказида ўқувчилар биргаликда оила ҳақидаги матнни ўқиб, матнга оид саволларга жавоб беришди.

Шахсий марказда ўқувчилар "Менинг оилам" мавзусида қисқа ҳикоя ёздилар.

Марказларда ўтказилган дарслар охирида ўқувчилар ўзларининг тил, мусикий, кинестетик, ички ва ижтимоий қобилиятларидан фойдаланган ҳолда ўз оилалари ҳақида инглиз тилида гапириб беришди, мавзу бўйича саволларга жавоб беришди. Ўқувчилар мустақил ишлаш кўникмалари ривожлантирилди, бунда ўқитувчи кузатувчи ва маълумот манбаи сифатида хизмат қилди. Мактабда машғулотлар ўқувчиларининг интеллектуал хусусиятлари асосида ташкил этилган синфда академик кўрсаткичлар ошди. Топшириқлар зеҳн турларига йўналтирилганлиги сабабли янги маълумотларни идрок этиши ва ўзлаштириши яхшиланди. Ҳамкорликка интилиш кучайди, ўқувчиларнинг инглиз тили фанига қизиқиши янада ортди. Чет тили дарсларига ижобий муносабат билдирилди, иштироки яхшиланди. Дарс жараёнини Г.Гарднернинг кўп зеҳнлилик назарияси асосида ташкил этиш ўқувчиларнинг билим даражасини оширишга ва таълимни

индивидуаллаштириш, ўқувчиларнинг интеллектуал қобилиятларини ўсишига олиб келди.

Хулоса қилиб шуни таъкидлаш керакки, дарс давомида ўқувчиларнинг интеллектуал хусусиятларини ҳисобга олган ҳолда, ўқитувчи турли кўникмаларни ривожлантирилади. У ўқувчиларнинг еттига янги қобилиятини кўра бошлайди. Бундай дарсни режалаштириш ўқитувчидан маҳоратни талаб қилади, шунинг учун ўқитувчидан ўзининг ижодий потенциалини ўстириш ва ривожлантириш талаб этилади. Натижада, Г.Гарднер назариясининг асосий тамойилларини инглиз тили ўқитиш амалиётига тадбиқ этиш нафақат тил ўрганиш самарадорлигини оширади, балки ўқитиш сифатини ҳам яхшилайдди.

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ЧЕТ ТИЛНИ БАҲОЛАШДАГИ ЭНГ ИЛҒОР ТАЖРИБАЛАР

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Аннотация: Чет тиллар соҳасида ўқитувчи бўлиб ишлашни ўз олдиларига мақсад қилиб қўйган ёшларимизни бугунги кунда халқаро ҳамжамиятда қайд этилган йўналиш бўйича эгалланган билим, кўникма ва малакаларни замонавий тестлар асосида баҳолашга ўргатишдан иборат.

Калит сўзлар: халқаро тажриба, билимни баҳолаш, тест, коммуникатив компетенция

Хорижий тилларни ўқитиш жараёнида баҳолаш бўйича Республикамизда чет тилларнинг ўқитилиши сифатини яшаб турган асримиз талаблари даражасига олиб чиқиш юзасидан қатор хужжатлар қабул қилинмоқда. Ўзбекистон

Республикаси Президенти Ш.М. Мирзиёевнинг 2017 йил 20 апрелдаги ПҚ – 2909-сон қарори талаблари асосида Республикамиз Вазирлар Маҳкамасининг 2017 йил 18 июлдаги 515-сон қарори эълон қилинганини алоҳида қайд этиш лозим.

Мамлакатимизнинг халқаро ҳамжамиятга интеграциялашуви, фан ва техниканинг жадал ривожланиши, ёш авлодни кўп маданиятли дунёда рақобатбардош кадрлар бўлиши вазифаси бир неча чет тилларни яхши биладиган мутахассисларни тайёрлашни, бу эса, чет тилларни ўқитишнинг Халқаро стандартларининг ижобий томонлари Ўзбекистон Республикаси таълим тизимида татбиқ этилишини белгилайди. Дунё таълим тизимида амал қилаётган тестларни ўрганиб, улардан кундалик ўқув жараёнида фаол фойдаланиш, чет тиллар бўйича билим сифатини юртимиз раҳбарияти томонидан белгиланаётган кўрсаткичлар даражасига олиб чиқиш фан ўқитувчиларини маъсулиятидир.

Бўлажак чет тил ўқитувчиларини ўзлаштирилган билимларини назорат қилишга оид замонавий тестлар турлари билан таништириш, хусусан, эгалланган малакалар, яъни “receptive skills” (ўқиб ва тинглаб тушуниш) ҳамда эгаллаган билимни амалда қўллаш, яъни “productive skills” ни текширишга оид тестларни туза олиш ва амалда, кундалик ўқув жараёнида уларни қўллай билишни, ўтказилган тестлар натижасида аниқланган камчиликларни ҳисобга олиб, ўқув жараёнига тегишли ўзгартиришлар киритишдир.

Тилларни даражаларга бўлиб ўрганиш анча даврдан буён мавжуд. Биринча марта бу даражалар 1991- йил Швецарияда бўлиб ўтган тилларни ўрганишга бағишланган симпозиумда барча жабҳалар, масалан тил ўрганиш ва ўргатиш мақсадлари, баҳолаш, feed-back, сертификатлаш масалалари муҳокама қилинган. Асосий ўртага қўйилган вазифа бу европа давлатларини тил ўрганишини кучли ҳаракатчанлигини халқаро алоқаларнинг тил ўрганиш ва ўргатишда интинсивлаштириш саналади. Муҳокамага қўйилган юқорида санаб ўтилган масалалардан асосий мақсад европада тил даражаларини бир хиллаштириш, тил ўрганиш бўйича таклиф қилинадиган курсларнинг бир хиллиги, улар томонидан

бериладиган сертификатлар ва даражаларнинг барча учун тушунарли бўлишлигини таъминлашдир. Бу меъзон Германия ва Швецияда ўтказилган халқаро конференцияда презентация қилинди ва шу йилнинг ўзида босма ва online шаклда чоп этилди. Ҳозирги кунга келиб ушбу чет тилларни баҳолаш меъзони европада мувофақиятли ишлатилиб келинмоқда ва чет тилларни интенсив шароитда, асосан диалогик нутқ малакаларини мулоқот қилишга мўлжалланган шаклда эгаллашга имкон бермоқда.

Ушбу меъзон асосида чет тиллар ўқув режасининг бир хил тузилиши ва мукаммаллаштирилиши, айнан шу ягона ўқув режаси бўйича ўқув қўлланмалар ва дарсликлар яратилиши ва шу манбааларнинг ягона мақсадга хизмат қилиниши, тил билиш даражасини белгловчи имтиҳонларни ҳам мукаммал даражада ишлаб чиқиш имкониятини яратади. Бу каби афзалликларга қуйидагиларни ҳам қўшиш мумкин:

Умум баҳолаш меъзони тил сертификатларининг бутун европа бўйлаб яроқли ва кучга эга бўлишини таъминлайди. Дунёдаги етакчи мамлакатлар таълим тизимида қўлланилаётган тестларнинг тури кўп, лекин барчага таниш бўлганлари: IELTS, TOEFL, CEFR. Уларнинг биринчиси – Буюк Британияда, кейингиси – АҚШ да ва учинчиси – Европа ҳамжамияти мамлакатларида. Бўлажак чет тил ўқитувчилари қайд этилган тестлар олдига қўйилган мақсад ва вазифаларни талаб даражасида ўзлаштириб, кундалик таълим жараёнида улардан унумли фойдалана олишлари давримиз талабидир.

Чет тилни баҳолашдаги энг илғор тажрибалари бугунги кунда халқаро ҳамжамиятда қайд этилган йўналиш бўйича эгалланган билим, кўникма ва малакаларни замонавий тестлар асосида баҳолашга ўргатишдан иборат.

“Тест” деб аталмиш билимни баҳолаш воситасининг олдига қўйилган вазифалар нималардан иборат;

- анъанавий имтиҳонлар ва тестлар орқали ўзлаштирилган билимни текширишдаги ўхшашлик ва фарқлар;

- фанга оид асосий тушунча тамойил ва атамалар;
- халқаро ҳамжамиятда кенг қўлланилаётган тестлар ва улардаги ўхшашлик ҳамда фарқлар: IELTS, TOEFL ва CEFR;

Тестларга қўйиладиган талаблар, хусусан:

- Фойдалилик даражаси (usefulness);
- Тестларнинг яроқлилиги (validity);
- Ишончлилиги (reliability);
- Амалиётга йўналтирилганлиги (practicality);
- Тилни аутентик ишлатилишини таъминлашга йўналтирилган тестлар (authenticity);
- Билимни баҳолашга мўлжалланган тестларнинг лаёқатлик даражаси, яъни ўқув жараёнига киритилаётган тестларнинг нима мақсадга мўлжалланганининг талабаларга тушунарлилик даражаси
- Ўқув жараёнига киритилаётган тестларнинг сир сақланиши, яъни тарқалиб кетмаслигини олдини олиш;
- Тестларнинг яроқлилик даражаси барча гуруҳлар томонидан бир хил қабул қилинишига кафолат борлиги;
- Тестларни амалга оширишга оид лозим бўлган ресурсларнинг мавжудлиги (техник воситалар нуқтаи назаридан);
- Киритилаётган тестлар қай даражада тил ўрганувчиларнинг билим даражасини ривожлантиришга хизмат қилиши;
- Ўқитувчилар томонидан ўқув жараёнига киритилаётган тестлардан кутилган мақсад ва вазифалар тўғрисида тил ўрганувчиларга олдиндан ахборот берилганлиги.

Тил ўрганувчилар тестларнинг қуйидаги замонавий турларидан боҳабар бўлишлари лозим:

- TRUE / FALSE (яъни “тўғри / нотўғри”) жавобларни талаб қиладиган тестлар;

- Multiple choice (Яъни бир нечта берилган жавоблардан тўғриси
танлаш);
- Matching (бошланган мавзунинг давомини, тестга киритилган бир
қанча жавоблардан излаб топиш);
- Numbering sequence (бир мавзуга бағишлаб ёзилган гапларни матн
назарда тутган тартибда жойлаштириш);

Қайд этилган тестлар тестдан ўтаётганларнинг билим даражасини инобатга
олиши лозим.

Шу билан бирга тил ўрганувчилар билимларини баҳолаш жараёнида
бажарадиган тестларга тайёр бўлишлари таъминланиши керак, хусусан:

- тест топширувчилар тестларнинг тури, қандай мавзуга бағишланганлиги,
муддати, тестларнинг баҳоланишидан боҳабар бўлишлари;
- киритилаётган тестлардан ўта олишмаса, қайта топшириш муддати ва
шартлари олдиндан эълон қилинган бўлиши бугунги кун талабидир.

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ЛЕКСИКА ОБРЯДОВ ИМЯ НАРЕЧЕНИЯ В УЗБЕКСКОМ ЯЗЫКЕ

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Аннотация: Обряд имяназвания интересен не только в этнографическом аспекте, но и архаичность и многогранность своего языкового кода. В данной статье на материале диалектно фольклорных, этнографических текстов предпринята попытка этнолингвистического анализа лексики обряда имяназвания в узбекском языке. В узбекской традиционной культуре обряд имяназвания представляет собой совокупность древнейших ритуалов, в которых отражены архаичные лексические единицы, закреплённые также в антропонимической системе узбек. В работе антропонимические единицы представлены как вербальный код в традиционной узбекской культуре. Также в статье показаны различные традиции и магические верования в обрядах имяназвания.

Ключевые слова: узбекский язык, традиционная культура, обряд имяназвания, лексика, антропонимы.

В современном языкознании особое место занимает исследование проблем этнолингвистики. В частности, изучение лексики обрядов рождения и имяназвания помогает раскрыть историю формирования обрядовой лексики языка (на- пример, узбекского и других тюркских), а также определить её связь с историей и менталитетом соответствующего этноса. Обряд имяназвания совокупность различных ритуалов, основанных на верованиях (в том числе древнейших), отражающих концепцию человеческой души. Отличительной особенностью языкового кода обряда имяназвания является соответствующая лексика. Имяназвание сопровождается ритуалами, в которых подчеркивается тесная связь личного имени с душой человека, и в этом выражаются нравственные идеалы. Изучение обряда имяназвания и его лексики дает возможность осознать роль традиционной культуры узбекского народа и определить его место в широком этнокультурном пространстве.

Обряд имяназвания интересен не только в этнографическом аспекте, но и архаичностью и многогранностью своего языкового кода. В данной статье на

материале диалектно-фольклорных, этнографических текстов предпринята попытка этнолингвистического анализа лексики обряда имянаречения в узбекском языке.

«Исмлаш» обряд имянаречения младенца. К имянаречению ребенка относились с особым вниманием. Это событие сопровождалось различными обычаями и обрядами «исм қўйиш», «исмлаш», «ном бериш» и.т.д.

Обряд «исмлаш» в различных регионах Узбекистана проводился по-разному, где-то ребенку просто давали имя без излишних церемоний, в других местах проводили специальный обряд, в третьих устраивали большое пиршество, особенно если ребенок был долгожданным

В народе бытовало представление, что имя определяет характер и судьбу человека, поэтому к выбору имени для ребенка подходили очень серьезно. Тот, кто давал имя ребенку, должен был знать многое, об основных особенностях года рождения младенца по двенадцатилетнему летосчислению (восточному гороскопу), об особенностях времени года, месяца, дня недели, когда родился ребенок, о приметах (отличительных чертах, с которыми он родился). а также о дальних и близких предках ребенка. Все эти сведения помогали правильно выбрать имя.

По традиции на обряд «исмлаш» приглашались самые уважаемые люди - духовные лидеры рода, которые и давали имя новорожденному. Имя могли дать и (пра)дедушки, и (пра)бабушки, и другие пожилые родственники, известные своей мудростью

Из легенд и исторической литературы известно, что обеспеченных образованных семьях на обряд имянаречения приглашались ученые, мудрецы, звездочеты. Звездочеты считались самыми крупными специалистами в выборе имени. Давая имя, они учитывали положение звезд и могли с большей или меньшей долей вероятности предсказать судьбу ребенка, что воспринималось как напутствие в жизнь.

Во время господства ислама народные традиции по имениназванию переплелись с религиозными и проводились в течение трех (сейчас семи) дней после рождения ребенка. На обряд «исмлаш» приглашались представители духовенства (муллы, ишаны), которые, узнав необходимые сведения, открывали книгу об именах («Исмлар китоби», «Исмнома») и, учитывая основные факты (когда и где родился ребенок, у каких родителей, какие у него отличительные черты), выбирали соответствующее имя. При этом они советовались с родителями и другими родственниками.

Затем в ушки младенцу читали «азан» - специальную молитву. При этом мать (или бабушка) держала ребенка так, чтобы «азань сначала читался в правое ушко, затем в левое. Смысл этого действия - услышав «азань, ребенок становится мусульманином, и в него входит божий дух. Считалось, что «азань - молитва, услышанная впервые, как бы «открывала» ребенку слух. Наверное, поэтому этот ритуал имел название «кулок очиш» (открытие слуха).

После «азана» трижды произносили имя ребенка «Твое имя... » — сначала в правое ушко, затем и левое, а в третий раз - громко всем присутствующим. После этого своеобразного ритуального действия священнослужитель и все присутствующие поздравляли родителей с получением новорожденным имени.

Распространен был и обряд переименования ребенка. Чаще всего это происходило, если ребенок тяжело болел и не поправлялся. Тогда проводили небольшой обряд «исм ўзгартариш», для чего приглашали старуху-знахарку, которая, положив перед собой ребенка, читала молитвы. Затем следовало принести в жертву петуха, не проливая кровь на землю. Кровь собирали в специальную посуду, и знахарка, макая пальцы в кровь, проводила ими по лицу ребенка. Затем она несколько раз читала заклинания, которые должны были изгнать болезнь. Последнее заклинание она говорила у дверей, как бы выгоняя болезнь из дома. После этого знахарка садилась на отведенное ей почетное место (тўр) и давала ребенку новое имя. Оно обычно связывалось с какими-либо

особенностями внешности ребенка - родинка, пятно (например, Холбек) Если не было каких-то необычных примет, давали имя, связанное с Богом или святыми (на пример, Тангриберды «данный богом»). Считалось, что злые духи, вызвавшие болезнь, не пристанут к ребенку с новым именем. Этот обряд - один из древнейших, сохранивший анимистические представления людей.

Существовали очень глубокие суеверия и прочные традиции, связанные с выбором имени. По древней традиции, имена были связаны с небесными светилами (Кунтуғмиш - «рожденный солнцем», Зухра и звезда Венера», Ойпари «лунная пери» и т.д.), природой (Ержон «милая земля», Тоғбек – «горный бек», Чингиз - «море», Бўрон «буран» и т.д.), растительным миром (Кўксу – «зеленый край», Сада - «восточный карагач, Гулсара «лучшая из цветов и т.д), животным миром (Шерхон - «тигр». Кучкор – «самец барана», Бурибой – «волк» и т.д.), трудовым процессом и орудиями труда (Хосил - 2урожай», Қурол – «оружие», Ўрок(бой) – «серп». Болтажон – «топор» и т.д.)

В народе говорили «Ребенок рождается с именем» Здесь имеется в виду родимые пятна, отличительные черты новорожденного. Если ребенок был с родинкой, ему давали имя Холбой, Холтой, Холбек, Норхол, Ойхол и т.д. Если у него какая-то часть тела была более развита, то его называли Ортиқбой, Ортиқой. Если ребенок рождался смуглым (черным). называли Қорабек, Қорабой. Если белым - Оқтой, Оқбой, если ребенок был недоношенный – Чалабой. Если плакал, еще не родившись - Аваз и т.д.

Если в семье рождались одни девочки (или одни мальчики), то им давали соответствующие имена с надеждой в следующий раз иметь детей другого пола - Тухта(миш), Адаш, Олмаш, Янглиш и т.д. Если рождались двойняшки давали традиционные имена девочкам - Фатима и Зухра, мальчикам Хасан и Хусейн и т.д.

Важную роль играли время года, месяц, день рождения ребенка. Если девочка рождалась весной, ее называли Бахорой (лунная весна), во время

цветения полевых цветов - Гулбахор. Использовались также названия священных месяцев (Ражаб, Сунбула и т.д.), дней недели (Жумабой буквально «пятница». Бозорбой «воскресенье» и т.д.)

Во времена господства ислама в моду вошли имена, связанные с Богом (Оллаберди «данный богом»), пророками (Мухаммад, Исхок, Сулаймон, Иброхим), с религиозными обрядами и праздниками (Курбонбой, Рўзи (гул, -ой). Рамазан, Рўзмат(жон) и т.д.).

У узбеков детей называли также именами предков после их смерти, как бы в память о них. Однако если хотели, чтобы ребенок был похож на еще живых родственников, например, на отца, то давали такие имена, как Отажон, Отабой, Отаёр, Отақўзи, Отаназар, если на мать Онахон, Энахон, если на бабушку Бувижон, Моможон, если на дедушку Тогажон и т.д. Бобожон, Бобоёр, если на дядя Тогажон и т.д.

В последнее время в моду вошли имена, в которых отражаются надежды родителей. Родители, надеясь, что их дети вырастут милосердными, называют и Мехринисо, Рахим, Рахима, сильными - Ботир. Баходир, Полвон ит.д., властными (главой рода, края) Амир. Саркор, Сардор и т.д., важными - Олтин(ой), Маржон, Тилло, Кумуш, Лаъли, Гавхар, Феруза, уважаемыми - Азиза, Лазиз, приятными (сладкими) – Ширин, Асал, Чучук, Лаззат, Мўтабор, красивыми - Гўзал, Гулчехра. Зебинисо, Барно, Гулрух. Мохичехра, счастливыми Бахтиер, Саодат, Рохат(ой).

Почти любое узбекское имя можно сделать более звучным, ласкает свидетельствующим об уважении, если добавить к нему «жон», «хон», «бой», «зод», «гул», «той», «бек», «нисо», «биби», буви» и т.д.

Если к имени прибавить окончание «жон» (буквально «душа»), имя становится ласкательным. Если человека надо возвеличить, достаточно к его имени добавить «бек», «хон», «бой (к женским именам - «бека», «бону»). Если стремились подчеркнуть красоту (обычно представительниц прекрасного пола).

Добавляли «гул» (цветок), «нисо» (прекрасная). Если хотели подчеркнуть уважение к роду человека, прибавляли «зод» и т.д. Каждому ребенку старались подобрать соответствующее имя. Если вдруг в дальнейшем оказывалось, что он не соответствует своему имени, народ переименовывал его, но при этом страдала репутация человека, давшего ему в свое время имя. В народе говорили: «это имя для него тяжело», и даже «будь проклят тот, кто дал тебе это имя», или, наоборот, спасибо тому, кто дал тебе такое прекрасное имя, «он заслужил свое имя».

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ГУМАНИСТИЧЕСКИЕ МЕТОДЫ ОЦЕНИВАНИЯ МЛАДШИХ ШКОЛЬНИКОВ

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Аннотация. В данной статье речь идёт о гуманистических направлениях оценивания детей младшего школьного возраста. В частности, альтернативные способы оценки учащихся учитывают различия в потребностях, интересах и стилях обучения учащихся; и они пытаются объединить оценочную и учебную деятельность

Ключевые слова: формативное оценивание, уровень беспокойства, концентрация внимания, лингвистическая точность, зона комфорта.

Инструменты и процедуры тестирования, обсуждаемые в этой статье, характеризуются намеренным переходом от традиционной формальной оценки к менее формальной, менее количественной структуре. Пирс и О'Мэлли определяют альтернативную оценку как «метод выяснения того, что ученик знает или может делать, для демонстрации роста и информирования обучения, и не является стандартизированным или традиционным тестом» (1992: 2). В частности, альтернативные способы оценки учащихся учитывают различия в потребностях, интересах и стилях обучения учащихся; и они пытаются объединить оценочную и учебную деятельность. Кроме того, они указывают на успешную работу, выделяют положительные черты и дают формирующую, а не итоговую оценку.

До недавнего времени в сфере оценивания в классах EFL/ ESL преобладала итоговая оценка достижений учащегося, сосредоточенная на овладении дискретными языковыми точками и лингвистической точности, а не на коммуникативной компетенции, при этом тестовые задания обычно состояли из сопоставления или заполнения пробелов. Коммуникативная методика обучения предполагает значительный упор на формирующую оценку "с более широким использованием описательных записей о развитии учащихся в языке и обучении, которые отслеживают развитие языка наряду с другими способностями".

Таким образом, оценка становится диагностическим инструментом, который дает учащемуся и учителю обратную связь о пригодности учебной программы и учебных материалов, эффективности методов обучения, а также сильных и слабых сторонах учащихся. Кроме того, это помогает продемонстрировать ученикам, что они добиваются прогресса в своем языковом развитии, что может повысить мотивацию. Это побуждает учащихся делать больше, а учителя – работать над совершенствованием процесса обучения, а не его продукта.

«Младшие школьники, как известно, плохо сдают экзамены ... Чем моложе оцениваемый или тестируемый ребенок, тем больше ошибок делается ... и тем

выше риск навешивания на него ложных ярлыков» (Katz 1997: 1). Традиционная процедура тестирования в классе может вызвать у детей сильное беспокойство, которое влияет на изучение языка, а также на их самооценку (Smith 1996). Таким образом, дети должны учиться и оцениваться в среде со сниженным уровнем тревожности, если не без нее. Этого можно достичь, если дети будут воспринимать оценивание как неотъемлемый компонент учебного процесса обучения, а не как самостоятельный процесс, целью которого является оценка их способностей по отношению к своим одноклассникам.

Использование формативного оценивания может помочь снизить уровень беспокойства, вызванного концентрацией внимания на лингвистической точности и увеличить зону комфорта учащихся и чувство успеха, подчеркнув коммуникативную цель. Некоторые учителя и исследователи призывают давать студентам возможность высказывать свое мнение не только в формате теста, но и о его содержании и способах его проведения. Так, Майерхоф (1992) предлагает разрешить студентам спокойно обсуждать вопросы во время теста, если каждый напишет свои собственные ответы. Конечно, она имеет в виду вопросы субъективного типа.

Фрил (1989) рекомендует привлекать учащихся к предложению тем для теста или составлению некоторых вопросов.

Мерфи (1995) выходит за рамки этой концепции и рекомендует студентам проводить собственные тесты. Он считает, что тесты, проводимые студентами, являются эффективным «способом изучить различные представления студентов и использовать их, опираясь на то, что группа знает в целом, и побуждают их сотрудничать в процессе обучения» (Murphey, 1995: 12). Он предлагает следующий процесс: ученики под руководством учителя выбирают вопросы, которые войдут в тест; через несколько дней, работая в парах, они задают друг другу вопросы во время занятий; позже вопросы задаются снова с новым партнером, чтобы закрепить то, что изучается. Учащиеся оцениваются их

партнерами или учителем за правильность их ответов, а также за уместность и правильность их английского языка.

Последней характеристикой альтернативных методов оценки для учащихся является то, что они основаны на успеваемости, требуя от учащихся выполнения аутентичных заданий, используя навыки устного или письменного общения. Эти методы могут включать традиционные занятия в классе, такие как устные отчеты и написание эссе, но они также могут включать нетрадиционные задачи, такие как совместная групповая работа и решение проблем. Учителя оценивают выполнение заданий целостно (Shohamy, 1995; Wiggins, 1989). Успеваемость учащихся следует оценивать по стандартам, ранее обсуждавшимся в классе.

В данной работе подчеркивается, что учителям необходимо использовать различные типы альтернативного оценивания, особенно безопасные неформальные методы с младшими школьниками. Однако нельзя утверждать, что эти виды оценки лишены недостатков. Надежность может быть проблематичной из-за несогласованности оценок, ограниченного числа наблюдений и субъективности в процессе выставления оценок. Например, при самооценке точность восприятия варьируется от одного ученика к другому и обычно зависит от уровня владения языком.

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ФОРМАТИВНОЕ ОЦЕНИВАНИЕ В ШКОЛАХ УЗБЕКИСТАНА

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Аннотация: в данной научно-исследовательской статье рассматривается вопрос об оценивании в среднеобразовательных школах, речь идет именно о формативном оценивании. Также приводятся три основных подхода оценивание и проводятся параллели с формативным оцениванием.

Ключевые слова: образовательный процесс, учитель, обратная связь, оценивание, ученик, формативное оценивание.

Введение нового государственного образовательного стандарта для основной школы, предъявляющего новые требования к результатам предметной области образовательной программы, повлекло за собой изменение подходов к оценке учащихся.

Учителя должны использовать методы и приемы оценивания, которые позволяют им оценивать не только предмет, но и мета-дисциплинарные результаты учащихся на различных этапах образовательного процесса.

Общим принципом современной формирующей системы оценивания, развивающейся в соответствии с мировыми тенденциями, является оценивание на основе открытых критериев несмотря на то, что критерии оценивания прозрачны и понятны всем участникам образовательного процесса и операционализируются, они являются определенными индикаторами их реализации [1, с.44].

Но следует отметить, что традиционная система оценивания в основном ориентирована на проверку академических знаний студентов, искажая динамику успеваемости студентов. В системе оценки нет четких критериев, поэтому процесс оценки субъективен.

Формативное оценивание – это новый подход в системе оценивания, отвечающий требованиям современности [2, с.26].

Формативное оценивание – эффективный инструмент, позволяющий повысить мотивацию учащихся к обучению, позволяет увидеть успеваемость каждого учащегося с учетом его возраста и индивидуальных особенностей [3, 70].

Формативное оценивание — это механизм, который предоставляет учителю информацию о том, на каком этапе обучения находится ученик и какие методы более эффективны, чтобы улучшить их обучение. Использование формирующих методов оценивания помогает учащимся развивать навыки самостоятельной работы, работы в группе, мотивировать интерес к учебе, развивать чувство взаимопомощи и командной работы [4, 87].

В нашей научно-исследовательской статье мы солидарны с нижеперечисленными учеными, которые отмечают несколько этапов оценивания в образовательной системе:

На первом этапе оценки М.А.Пинская предлагает преобразовать цели в измеримые результаты обучения, определить требуемый уровень их достижения, выбрать методы оценки, выбрать и внедрить соответствующие методы обучения, провести оценку и определить, были ли достигнуты запланированные результаты.

Исследователи И.С. Фишман и Г.Б.Голуб предлагают начать работу с определения планируемых результатов обучения: Второй этап — это этап организации деятельности учащихся для достижения запланированного результата. На третьем этапе авторы предлагают сопровождать процесс достижения запланированных результатов с помощью обратной связи [5, с 170].

В зарубежных, а теперь и в отечественных школах, где формирующее оценивание стало нормой, регулятором отношений участников образовательного процесса, где постоянно развивается соответствующий оценочный инструментарий, эффективность образования существенно повышается, укрепляются связи, доверие между учениками, учителями, родителями.

Эти подходы эффективно отражают формирующую оценку, поскольку предполагают обязательную обратную связь. Учитель должен постоянно адаптировать учебный процесс. Обратная связь может быть устной или письменной. Письменная обратная связь дает студенту конкретные рекомендации, основанные на результатах проверки письменной работы. Устная

обратная связь – это устные комментарии студента по результатам наблюдения за действиями студента, выполнением его работы. Устный отзыв (комментарий преподавателя) может быть полным (подробным) или кратким (без указания) [6, 117].

Следует отметить, что в условиях обновления содержания образования происходят изменения в функционировании школы: меняется сам способ включения личности в образовательный процесс: заменяются субъектно-объектные отношения между учителем и учеником. по взаимоотношениям субъект-субъект, в которых оба участника образовательного процесса активны, равноправны во взаимодействии и уважают друг друга. Учебные достижения становятся продуктивными, ученик становится субъектом познания, а учитель выступает инициатором, организатором и консультантом познавательной деятельности учеников. Педагогический аспект обновленной школьной программы проявляется в том, что цели обучения становятся общими для учителя и учеников. Каждый учитель начинает учиться преподавать со студентами по-новому, что отражает социальный аспект процесса обновления. Это, в свою очередь, говорит о продуктивности формативного оценивания в образовательных учреждениях.

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ОСОБЕННОСТИ ОЦЕНИВАНИЯ РЕЦЕПТИВНЫХ И ПРОДУКТИВНЫХ НАВЫКОВ

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Аннотация: в данной работе проводится анализ особенностей оценивания рецептивных и продуктивных навыков освоения коммуникативных компетенций при изучении английского языка.

Ключевые слова: навык, контроль, оценка, знание, умение, критерий, система, деятельность, развитие, рецептивный, продуктивный.

В настоящее время обучение английскому языку проводится с учётом интегрированного подхода, целью которого является освоение рецептивных и продуктивных навыков. При этом стоит отметить особую роль учителя (преподавателя), который способствует формированию четырёх языковых навыков в развитии коммуникативной компетенции, как широко-используемого в повседневной жизни языкового средства, а именно-инструмента понимания.

Как правило, навыки в языке делятся по типу коммуникативного процесса на: продуктивные Writing (письменная речь) и Speaking (устная речь), а также на рецептивные Listening (аудирование) и Reading (чтение). Взаимодействие же этих навыков в практическом применении составляет цель обучения английскому языку. Однако оценивание каждого из этих навыков по отдельности видится весьма трудным и ёмким процессом в виду того, что необходимо подбирать вид оценивания с учётом особенностей приобретённых языковых навыков в образовательном процессе.

На сегодняшний день, подготовка и проведения урока (пары) английского языка включает различного рода задания с упражнениями и раздаточными материалами, направленными на развитие рецептивных и продуктивных навыков. В связи с чем, со стороны учителя (преподавателя) должен осуществляться не

только контроль понимания и овладения, но и регулярная выполняемость каждого данного задания, напрямую зависящая от эффективности контроля. Поэтому подготовка и проведение текущего, промежуточного и итогового контроля является обязательным, если учитель желает увидеть результаты проделанной работы, не только учащихся, но и своей. Контроль осуществляется посредством следующих требований: *регулярность, объективность, дифференцированный характер, ясность и четкость формулировки заданий, адекватность, валидность и прозрачность.* Так как, *прозрачная, открытая для всех учащихся система контроля обеспечивает объективность полученных результатов.* Иными словами, если целью педагогического процесса является аутентичное оценивание, то в процесс подготовки включаются реальные жизненные практики и задачи. Всё это в совокупности формирует конструктивную обратную связь, которая, опираясь на критерии оценки, сразу показать студенту недостатки сформированности у него компетенции, а также возможных путей решения для того, чтобы закрыть эти пробелы. Таким образом, критерии нужны для того, чтобы обеспечить связность обучения, целей и задач и процедуру оценивания; чтобы обеспечить оценку сложной деятельности, которая приближена к реальной жизни; чтобы обеспечить рост, формирования последовательной компетенции или умения и обеспечить обратную связь; чтобы показать, насколько успешно компетенция или умения формируются. Также критерии необходимы при само- и взаимо- оценке, чтобы давать студенту понимание того, что от него ожидается. И не только ожидания, но также критерий дает представление о качестве на разных уровнях.

При подготовке материала разумно комбинировать различные приемы для достижения целей обучения с учётом психологических и педагогических особенностей обучения, а также с учётом современных тенденций в образовательном процессе и академических целей.

Оценка по балльно-рейтинговой системе позволяет проводить контроль как

рецептивных навыков так и продуктивных. Критерий оценивания в этом случае понимается как оценочная шкала в совокупности с количественными или качественными характеристиками. Так в устной речи проверяется: умение аргументировать свою точку зрения; выстраивать свои высказывания, описания, рассуждения и сообщения. Для оценивания устных заданий предлагаются следующие варианты: умение решать коммуникативные задачи в соответствии с ситуацией общения, указанной в коммуникативном задании, подкреплёнными логичностью и связностью высказываний; умение понимать вопросы собеседника с лексико- грамматической стороны речи. При оценивании такого рода задания учитывается грамматически – правильно оформленное по структуре предложение с использованием лексически-сложных единиц. А также при оценивании данного вида навыка необходимо соблюдение постановки ударения и произношения транскрипционных звуков. К примеру, для оценки письменных работ в формате сочинения, изложения и реферата следует принимать во внимание ошибки искажающие смысл и содержание, отрывки предложение с незаконченной мыслью, предложения с отсутствием правильных знаков препинания и соблюдением грамматических правил. На повышение оценки по письменному заданию влияет разнообразие используемой лексики, наличие сложных предложение, соблюдение норм и правил оформления формальных писем.

Контроль рецептивного навыка, а именно чтения, проверяет умение использовать различные подходы и типы чтения с подбором текста, разделённого на отдельные абзацы после прочтения которых, *необходимо ответить на вариативные вопросы*, что помогает определить полноту, адекватность и точность понимания; *подобрать заголовки*, что предполагает контроль тематической лексики и терминологии; *выделить достоверность фактов*.

Реалии современного делового мира ставят перед преподавателями новые задачи в сфере оценивания навыков аудирования. Аудирование-это один из сложнейших навыков в изучении английского языка. Основной причиной

является одновременно действующий механизм восприятия и понимания английской речи на слух. Обучение аудированию представляется весьма актуальным, так как аудитивная компетенция является важным компонентом в профессиональной деятельности будущего специалиста в любой области. При подготовке материала для проведения контроля приобретённых навыков аудирования необходимо учитывать аутентичное содержание; уровень владения языком у учащихся; объем текста; тематику; количество говорящих и их гендерные принадлежности, а также типы упражнений при работе с аудиотекстом. Упражнения могут быть предтекстовыми (pre-listening), предсказывающие содержание аудиотекста; текст с (while listening) заданиями, направленный на максимальное облегчение понимания. Примером такого рода упражнений могут быть:

- listen and fill in the gaps/table;
- listen and reorder information;
- listen and identify location by the given information and background noise;
- listen and decide whether the statements are true/false/not given;
- answer the questions;
- choose the picture that describes what the main hero does for living;
- match the persons with their activities;

Далее могут быть представлены послетекстовые задания (post-reading) чаще всего обсуждения или дискуссии о теме прослушанного. При этом оценивание полученного навыка производится с учётом орфографических ошибок, наличие или отсутствие ответа. Следует отметить, что навык аудирования соответствует низкому уровню, если студент понимает только знакомые фразы при условии, что рассказчик говорит медленно и четко и на знакомую тему; понимает в предъявляемом тексте только некоторые отдельные слова. Навык аудирования соответствует среднему уровню, если студент в основном понимает аудируемый текст, а также частично улавливает смысл сложной речи или разговора (диалога)

между англоговорящими. Навык аудирования соответствует высокому уровню, если студент хорошо понимает смысл предъявленного текста на английском языке, черпает информацию из англоязычных ресурсов без значительной потери смысла.

Таким образом, приобретение, применение и оценивание рецептивных и продуктивных навыков языка в приоритете составляет основу обучения английского языка.

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МЕТОДИКА ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ ОПТИМИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

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Аннотация: в статье рассматривается структура учебной деятельности при организации самостоятельной работы с использованием дистанционных технологий обучения на примере интегрированного дистанционного курса для будущих учителей английского языка, раскрытие условий и методов эффективной организации самостоятельной работы студентов как целостной системы образовательной среды.

Ключевые слова: самостоятельная работа, творческие способности, умственная деятельность, дистанционный курс, компетентность, moodle.

Самостоятельная работа студентов является важной частью процесса подготовки специалиста. Это особая форма учебной деятельности, направленная на формирование самостоятельности студентов и усвоение ими совокупности знаний, умений, навыков, осуществляемых по условиям введения

соответствующей системы организации всех видов учебных занятий. Важным аспектом самостоятельной работы является то, что она решает не только учебные задачи, но и решает проблему саморазвития и самосовершенствования студентов.

Основной целью самостоятельной работы студентов являются: развитие творческих способностей и активизация умственной деятельности; формирование у них потребности непрерывного самостоятельного пополнения знаний; получения глубокой системы знаний как признаки прочности знаний; самостоятельная работа является результатом морально-волевых усилий и приобретения знаний.

Поиск путей совершенствования качества подготовки специалистов, заставляет учебные заведения прибегать к разработке новых форм организации учебного процесса, применения современных средств и методов обучения, широкого применения новейших информационно-коммуникационных технологий. Одним из видов инноваций в организации профессионального образования является введение в учебный процесс дистанционного обучения, в основу которого положена интенсивная самостоятельная работа студентов. В связи с этим, становится важным вопрос формирования способности личности к самостоятельному получению знаний.

Объектом изучения является проблема организации эффективной самостоятельной работы будущих учителей английского языка. Предметом исследования является структуризация учебной деятельности студентов при организации их самостоятельной работы с использованием дистанционного обучения.

Самостоятельную работу студентов при изучении дисциплин учебного плана в высшем учебном заведении можно организовать в виде дистанционного курса. Это реализуется в процессе изучения учебной дисциплины по профессиональному направлению английский язык, которая является обязательной дисциплиной при подготовке будущих учителей английского языка

[1]. Этот учебный курс построен таким образом, что значительная часть времени отводится на самостоятельную работу, которая неразрывно связана с лекционной и практической частями курса.

Эффективность самостоятельной учебной работы студентов во многом зависит от определенных дидактических условий: гибкого и персонифицированного руководства самостоятельной работой, усиление требований к уровню ее результатов за счет применения программных средств самообучения, самоконтроля и самокоррекции; увеличение объема и производительности самостоятельной работы в учебном процессе, повышение мотивации студентов к самостоятельной работе за счет ее приближения к реальным условиям будущей профессиональной деятельности; учета индивидуальных особенностей студентов; использование задач проблемного, учебно-исследовательского характера.

В процессе обучения возникает проблема эффективной проверки и оценки работы студентов над содержанием материала, выносимого на самостоятельную проработку. Для этого было предложено разработать дистанционный курс, который бы состоял из содержания учебной дисциплины, который планируется как самостоятельная работа студентов. Это бы позволило рационализировать и оптимизировать использование учебного времени как студентами, так и преподавателями, а также объективно, эффективно и своевременно оценить работу каждого студента. Кроме того, дистанционный курс имеет целью стимулировать интеллектуальную активность студентов, их вовлечения в отбор, разработку и организацию материала, усиление учебной мотивации, развитие способностей и навыков обучения и самообучения, что достигается расширением и углублением учебных технологий, приемов.

Рассматривая процесс обучения с позиций системного подхода, выделяют основные его компоненты: целевой, мотивационный, содержательный, операционно-деятельностный, оценочно результативный, направленные на

развитие ключевых компетенций (учебной, практически-деятельностной, информационной, коммуникационной, культурно-социальной) как основы формирования профессионально значимых качеств и умений, то есть профессиональной компетентности [2].

Независимо от вида учебной деятельности, допустим, в нашем случае это самостоятельная работа, структура учебного процесса остается неизменной, а управление этим процессом осуществляется субъектом его организации (тьютором, преподавателем, научным руководителем) в соответствии со структурой на каждом этапе:

- определяется цель, конкретизируются учебные познавательные задачи в соответствии с содержательного модуля;
- определяется содержание самостоятельной работы студентов;
- конкретизируются виды самостоятельной работы и модели деятельности студента под руководством тьютора или преподавателя в процессе выполнения индивидуальных заданий (репродуктивных, конструкторских, частично поисковых, исследовательских);
- создается положительная мотивация на всех этапах деятельности;
- осуществляется подготовка (мотивационная, технологическая) студентов к выполнению заданий самостоятельной, индивидуальной работы;
- проводится промежуточный контроль и постоянная коррекция результативности организации самостоятельной работы во всех циклах при выполнении задач всех уровней сложности;
- осуществляется контроль и оценка успешности выполнения учебных задач в конце каждого рабочего цикла;
- оценивается эффективность организации самостоятельной работы для достижения цели и задач проектирования по определенным критериям;
- осуществляется оценка (которая впоследствии переходит в самооценку) сформированности у студентов специальных знаний, умений и навыков,

познавательной активности (желание работать, напряженность, удовлетворенность результатами), эмоциональной активности (настрой на совместную работу с преподавателями, самочувствие, работоспособность).

Интегрированный дистанционный курс по дисциплине английский язык разработан в открытой системе дистанционного обучения Moodle, которая является программным комплексом для организации дистанционного обучения в сети Internet. С ее помощью можно решить практически все задачи обучения. В частности, преподаватель имеет возможность представить учебно-методическое обеспечение дисциплины в структурированной форме, осуществлять быстрый интерактивный учет и контроль работы студентов, устанавливать нужные сроки выполнения студентами заданий, использовать аудио и видео учебные материалы, проводить тестовый контроль студентов с применением разнотипных вопросов. Автоматизированная система рейтинговой оценки самостоятельной работы студентов позволяет объективно оценивать результаты работы каждого студента. Система Moodle позволяет изменить, расширить, дополнить и корректировать учебно-методические материалы дисциплины. Преподаватель имеет возможности для научно-методических разработок по собственному выбору, последовательностью и темпом, а также, по собственному желанию, может привлечь студентов к формированию и дополнению разработанных им учебно-методических материалов. Следует также отметить, что программное обеспечение указанной системы защищено от несанкционированного доступа, изменений и повреждения (уничтожения).

Работая в дистанционном курсе, студенты имеют ряд преимуществ. Во-первых, учебно-методический материал, логично структурированный и комплектующий, что улучшает условия для самостоятельного освоения дисциплины. Для собственного самоконтроля есть возможности самопроверки в виде тестирования. При этом оценка выполнения задач осуществляется в большей степени автоматически, то есть исключается человеческий фактор и

несправедливость, субъективная оценка со стороны преподавателя. Студент может привлекаться к деятельности, связанной с участием и помощью преподавателю по обеспечению учебного процесса. Дополнительные Internet-ресурсы позволяют углубить знания по дисциплине. Кроме того, для освоения учебного материала студент может выбирать удобное для него время и темп работы.

Использование дистанционного курса имеет также большое значение и в целом для вуза, поскольку позволяет осуществлять модульную организацию учебного процесса, происходит интеграция вуза в мировое научно-образовательное пространство и его включение в мировой реестр владельцев электронных форм организации учебно-методического процесса. Создается Internet-среда для электронных форм обучения, возможно, даже создание центра дистанционного образования вуза.

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ОПРЕДЕЛЕНИЕ ПРЕДВАРИТЕЛЬНОГО УРОВНЯ ЗНАНИЙ УЧАЩИХСЯ В КЛАССЕ

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Аннотация. В наши дни, учеба приоритетна для каждого человека. В сфере образования очень часто можно наблюдать проблемы в обучении и большинство преподавателей сталкивались с трудностями при знакомстве с учащимися, ведь первое впечатление может повлиять на конечный результат. Чаще всего такое могло наблюдаться в школах, негосударственных образовательных учреждениях, а студенты из ВУЗов могли почувствовать снижение мотивации обучаться у определенного преподавателя уже с первого урока. Исходя из такой проблемы

люди спорят, что вся проблема в учащихся, в то время как другие утверждают, что это связано с преподавателем. В данной статье раскрываются и объясняются разные стратегии в определении уровня знаний учащихся, стили обучения, а также роль опыта преподавателя в применении подобных стратегий и стилей обучения.

Ключевые слова: стратегия, оригинальность, стиль преподавания, эффект первого впечатления, мотивация и демотивация.

На сегодняшний день профессия преподавателя является одной из популярнейших профессий во всем мире, так как многие думают, что процесс обучения чему-нибудь не затратный, не требует каких-либо навыков и результат будет зависеть от самого учащегося, насколько человек смог понять и усвоить полученные знания. Хотя, профессионалы каждый день изучают, разрабатывают и рекомендуют различные стратегии для облегчения учебного процесса и увеличения результативности учащихся, так как значимую роль в преподавании играет человеческие качества преподавателя, стратегия и стиль ведения урока, а также опыт.

При знакомстве с учениками, одним из важных шагов их оценивания является эффект первого впечатления. Это связано с тем, что при первом знакомстве ученики будут опираться на сложившееся мнение об учителе, где немаловажную роль играют человеческие качества преподавателя. Большинству учеников нравятся преподаватели с такими качествами как:

- Наглядность и практичность – преподаватель использует примеры из жизненного опыта, преподает используя практические задачи или симулируя определенную ситуацию. Данное качество всегда заинтересует ученика и вовлеченность к уроку будет расти, более того это упростит объяснение трудной темы.
- Позитивность и открытость – позитивность является востребованным качеством во всех сферах, где требуется контактировать с людьми. Открытость показывает свойство личности, который не скрывает свои чувства, эмоции и мысли, максимально откровенен с новыми людьми. В целом можно сказать что

без хорошего настроения и честных эмоций, и мыслей, будет сложно освоить знания. Ученики любят преподавателей способных оказать позитивное влияние на их настроение.

- Доступность помочь – многие ученики видят в преподавателе человека, который знает многое и некоторые нуждаются в их помощи, не только в плане знаний, но и как наставника, обращаясь к своему учителю за жизненным советом, с вопросом о личностном развитии и т.д.

- Понимание – качество, которое сильно влияет на ученика, ведь не каждый учитель способен понять, что некоторые задачи и требования к ученикам могут быть чрезмерно сложные. Ведь способности учеников разные, не все могут учиться очень хорошо. Учителя с таким качеством могут оказать дополнительное влияние чтобы помочь решить определенные сложности.

- Гибкость – способность преподавателя «выйти сухим из воды», иначе говоря способность иметь гибкие мысли и быть не навязчивым в том, что думает. В наши дни, учащиеся предпочитают работать на своих девайсах, но преподаватель может потребовать рукописный вид работы. Это качество очень важно чтобы преподаватель мог увидеть качество проделанной работы и понять образ мышления студента.

С другой стороны, есть определенные качества учеников, которые нравятся учителям. Это могут быть:

- Честность – не каждый ученик способен честно признаться о неготовности к уроку. Подобное признание, сократит время на выявление лжи, и к переходу к учебному материалу.

- Позитивный взгляд к учебе – у преподавателей тоже есть чувства и иногда ученики влияют на настроение учителя.

- Интерес к уроку и изучению нового – многие преподаватели рассказывают о своих активных учениках, ведь если ученик активно участвует на

уроке, это так же мотивирует преподавателя дать больше знаний. Это своего рода взаимовыгодное качество для обеих сторон

- Старательность – преподаватели могут быть так же мотивированы старательностью учеников, и могут предложить свою дополнительную помощь учащимся. Это позволяет понять учителю что его труды не пропадают зря.
- Уважение – как бы учитель не расслаблял общение с учениками, уважение учителю является фундаментальной частью отношений между учеником и учителем. Учитель может стать лучшим другом или даже больше, но уважение к его профессии, опыту и знаниям очень важно.

Определение и изучение характера, человеческих качеств и других психологических факторов является одной из стратегий в установке уровня знаний учеников. Барбара Блэкберн утверждает что существует множество других стратегий, таких как, задавать вопросы, стратегия «LINK», «если/то» стратегия и др. (Blackburn, 2017).

Задавая **прямые вопросы**, можно с легкостью определить активных и пассивных учеников. Но подобная стратегия не покажет весь потенциал ученика, кроме этого спонтанный опрос может напугать ученика и поставить в неловкое положение перед другими.

Стратегия «LINK».

L	I	N	K
(list everything you know)	(inquire about what you want to know)	(now we are going to take notes)	(what do you know now?)

В переводе с английского языка, данная стратегия позволяет ученикам научиться задавать вопрос самому себе. **L** (*list everything you know*) – *перечислите все что вы знаете*, **I** (*inquire about what you want to know*) -

спросите о том, что вы хотите знать, N (now we are going to take notes) – сделайте заметки, K (what do you know now?) – что вы знаете теперь?

В процессе урока, ученик заполняет каждую колонку в данной таблице. После заполнения первой колонки, ученики вместе с учителем обсуждают написанное и делятся своими ответами. Это покажет сколько человек в группе знают тему урока. Следующие колонки ученики заполняют во время объяснения урока, и в конце заполняют последнюю колонку, что дает возможность к незамедлительной обратной связи с учениками относительно того, что они узнали или не узнали в классе. Данная стратегия может быть использована индивидуально и в групповой манере. Индивидуально ученик сам осознает, что он знает, что хочет узнать, что он сделал в процессе изучения материала и результат своих трудов во время урока. В групповой манере, мнения других учеников могут повлиять на дальнейший процесс в обучении, как помочь, так и демотивировать ученика.

Следующая **стратегия в виде опроса «если/то»**, секрет заключается в том, что преподаватель задает вопрос, например, если $8 \times 40 = 320$, то $0,8 \times 40$ будет... . Устанавливая условие легкой или более сложной задачи можно узнать насколько, ученики имеют определенные знания по изучаемому предмету. Несмотря на это, требуя от студентов анализировать информацию самостоятельно, преподаватель усилит строгость учебного процесса, утверждает Джейн Барлетт (Blackburn, 2017).

Кроме стратегий существуют и стили ведения урока. С каждым новым днем стили преподавания меняются, а происходит это из-за отсутствия преподавательского образования, иначе говоря человек не имеющий знаний в сфере преподавания учит людей тем навыкам, которые он знает сам. Отсутствие методики преподавания приводит к изменению или обновлению стиля преподавания. Разберем два потока стилей, которые можно заметить на

сегодняшний день – это **Олдскульный стиль** (традиционный) и **современный стиль** преподавания.

Олдскульный стиль или традиционный метод – в большей части сфокусирован на контроле преподавателя, его власти над процессом урока, учеников и т.д. Данный стиль преподавания включает в себя факторы, которые показывают, что единственным источником знаний во время урока является учитель, весь процесс урока движется в виде лекции или другого типа прямого обучения. В традиционном стиле ученики мало вовлечены к уроку, кроме прослушивания, заполнения тетрадей или заметок, то есть разговоров или обсуждений происходит очень мало. На первый взгляд подобный метод может показаться не совсем эффективным, но при правильном использовании все может получиться.

Современный стиль преподавания – данный стиль включает в себя множество техник и стратегий, которые смешиваются в процессе и образуют один процесс. Более того современные стили динамичны и меняются, развиваются и обновляются с каждым днем, так как это тесно связано с развитием технологий, новшеств и инноваций в различных сферах включая сферу преподавания.

Одним из популярных стилей является стиль, основанный на **технологиях**. Этот стиль обучения заключается в том, что почти все, что делает учитель, связано с приложением, пакетом Google или другим техническим ресурсом. Это так же может быть использовано как дистанционно, так и в традиционной манере. На сегодняшний день существуют различные онлайн платформы обучения, с помощью которых процесс преподавания и обучения значительно облегчается (Welcome, 2021)..

Стиль ориентированный на студента или ученика. Обучение, ориентированное на учащихся, дает детям голос, выбор и автономию, чтобы взять под контроль свое собственное обучение. Это позволяет им использовать ресурсы

и инструменты обучения в классе, чтобы помочь им в их обучении. Данный стиль колоссально отличается от традиционного метода, так как здесь ученики занимаются самообучением, а преподаватель всего лишь направляет их. Для некоторых преподавателей данный стиль может показаться неэффективным, так как учитель может потерять контроль над уроком, но вовлеченность учащихся в процесс урока будет расти. С другой стороны, дисциплина упадет, количество незавершенной работы учащихся будет расти, что может сказаться на результатах, так как у учеников будет больше выбора и «право голоса» в их обучении.

Кроме стилей, преподаватель может сэкономить время урока и поставить видео, что позволит показать ученикам своего рода образец и подготовить учеников к фактическому обучению. Такой стиль профессионалы называют **перевернутым**. Пользуясь подобным методом можно с легкостью подготовить учеников к предстоящему уроку, быстро начать сам процесс урока, так как количество информации получаемое через видео материал может быть в разы больше чем от обычного разговорного вступления.

Одним из самых необычных современных стилей является расслабленный стиль преподавания. Используя расслабленный стиль, преподаватель не использует определенные структуры, а намеренное принятие такого стиля может повлиять на отношение учеников не только к уроку, но и к самому преподавателю. В расслабленном стиле никто не требует от ученика заданий, решение задач, более того весь процесс проходит в виде душевного разговора, где человеческие качества, анализ характера учеников и их психологических факторов играет большую роль в поддержании процесса урока. Непреднамеренное принятие такого стиля может негативно повлиять на качество образования и рекомендуется применять его с осторожностью (Welcome, 2021).

Кроме стратегий и стилей обучения умение их применять в правильной ситуации очень важно, так как роль опыта в их применении велика. Ведь опыт

может быть, как образцом, так и знанием в применении определенных решений. Образцы передового педагогического опыта помогают не только расширить индивидуальный опыт, но и неизбежно приводят к внутреннему диалогу самого себя. Педагог, убеждённый в своём правильном направлении деятельности включает помимо знаний ценностный компонент, который заключается в том, что учитель приведёт множество других замечательных примеров передового педагогического опыта в своей работе (Зулфикаров, 2012).

Получив некий результат от учащихся, профессионалы рекомендуют продумывать над своей преподавательской стратегией и стилями обучения, так как невозможно раскрыть весь потенциал знаний учащихся за короткие сроки, но вполне возможно изучить их привычку, характер, интересы и иные факторы, которые могут показать их уверенность в своих знаниях, что позволит педагогу ориентироваться на самом процессе урока и относиться больше к результату и/или усвоению знаний учениками. Более того, оценка ситуации, аналитика, постоянный мониторинг процесса и своевременная разработка стратегии или плана действий для учебного процесса позволит облегчить сам процесс преподавания, улучшить результативность студентов, а также установить характер учителя. Его оригинальность и неповторимость, способность решать проблемы и мыслить критически в плане преподавания.

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ОЦЕНКА НАВЫКОВ ПИСЬМА

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Аннотация: Статья посвящена проблеме оценки письменной активности учащихся, как оценивать по пяти факторам: беглость, содержание, условность, синтаксис и словарный запас, как развить у учащихся письменные навыки.

Ключевые слова: оценка, учащиеся, навыки письма, образование, способность, вовлечение.

Изменения, происходящие в нашей стране, имеют огромное влияние на характер знаний, навыков и качества. В настоящее время учителям приходится работать в условиях кризиса, анализировать существующие подходы к обучению и находить эффективные способы решения проблем, уметь творчески работать и принимать решения. Для достижения этих целей обучение иностранному языку должно включать различные методы оценки. Оценка знаний учащихся может помочь им узнать об их уровне языка и побудить учащихся учиться лучше. Опыт оценивания на всех уровнях, будь то формирующий или итоговый, имеет последствия для учащихся. Оценки могут изменить их образовательные возможности, увеличить или уменьшить их мотивацию к обучению, вызвать положительные или отрицательные чувства к себе и другим и повлиять на их понимание того, что значит быть грамотным, образованным или успешным. Недостаточно того, чтобы оценивание служило благополучию учащихся «в среднем»; мы должны стремиться к тому, чтобы оценка служила, а не причиняла вред каждому учащемуся. Оценка должна побуждать учащихся участвовать в обучении грамоте, продуктивно размышлять о собственном чтении и письме и ставить соответствующие цели в области грамотности. Таким образом, учащиеся становятся вовлеченными в собственное обучение, несут ответственность за свое обучение и могут лучше помочь учителю сосредоточить внимание на обучении.

Однако некоторые методы оценки, которые включают публичное сравнение учащихся, имеют тенденцию создавать условия угрозы и защиты, ограничивая вовлеченность учащихся и их способность продуктивно отражать свою успеваемость. Учителя и исследователи должны начать изучать процедуры оценивания, которые позволяют им проверять способность учащихся использовать чтение и письмо как инструменты для обучения, понимания, общения, получения удовольствия, выживания и участия в их мире. Оценка навыков письма может быть оценена по пяти факторам: беглость, содержание, условности, синтаксис и словарный запас.

Эффективный процесс написания должен привести к успешному продукту. Письменный продукт выполняет свое коммуникативное намерение, если он имеет соответствующую длину, логичен и имеет читаемый формат. Приятно читать, если он составлен из хорошо построенных предложений и богатого разнообразия слов, которые ясно передают смысл автора. Когда различные концептуальные модели письма сравниваются бок о бок, кажется, выявляются пять переменных продукта: беглость, содержание, условности, синтаксис и словарный запас. Учителя обращают внимание в первую очередь на поверхностные особенности композиции учащегося, связанные с механическими аспектами письма или условностями. Сбалансированная оценка должна учитывать все пять аспектов письма студента. Ниже приведены простые методы оценки каждой переменной продукта. В некоторых случаях используются измеримые меры; в других случаях качественная оценка кажется более подходящей.

Беглость

Свободное владение языком – первый навык письма, который учитель может оценить вместе с начинающим писателем. По мере развития навыков печати и мелкой моторики учащийся должен научиться записывать слова и предложения в композиции постепенно увеличивающейся длины. Маршрут развития очень молодых писателей включает в себя попытки понять, что такое

письменный язык, когда они смотрят книги, узнают о печати окружающей среды и кладут карандаш на бумагу. Затем дети пытаются рассказать о своем опыте письма, используя изобретенное правописание. Начав сочинять небольшие рассказы, они исследуют орфографические модели и вырабатывают новые языковые модели.

Содержание

Содержание – второй фактор, который следует учитывать при написании продукта. Особенности содержания включают организацию композиции, целостность, точность (в пояснительном письме) и оригинальность (в творческом написании).

Аналитические шкалы – лучший способ обеспечить некоторую объективность оценки содержания. Можно выбрать общую шкалу оценок, подходящую практически для любого письменного задания, или шкалу, адаптированную к определенному жанру или структуре текста.

Конвенция

Чтобы преуспеть в коммуникативной функции письма, продукт должен быть читаемым. От авторов ожидается, что они будут следовать стандартным правилам письменного английского языка: правильное написание, пунктуация, использование заглавных букв, грамматика и разборчивый почерк. Следовательно, даже если сообщение передано, читатели, как правило, отрицательно предрасположены к композициям, которые не презентабельны по своей форме или внешнему виду. На учителей традиционно больше влияли длина статьи, орфография, употребление слов и внешний вид, чем соответствие содержания или организация. Подсчет правильных последовательностей слов – это один из количественных методов измерения и мониторинга использования учащимися условных обозначений. Правильные последовательности слов – это два соседних, правильно написанных слова, грамматически приемлемых в

контексте фразы. В последовательности также можно учитывать заглавные буквы и знаки препинания.

Синтаксис

Как обсуждалось ранее, первые попытки ребенка писать переходят от написания отдельных слов к написанию групп слов и предложений. Начинающие писатели часто создают предложения, которые следуют повторяющемуся образцу субъект-глагол или субъект-глагол-объект, но более зрелый писатель будет варьировать шаблон предложения и комбинировать короткие предложения С-Г и С-Г-О в более длинные и сложные предложения. Существует три параметра синтаксической зрелости: а) вариации в использовании шаблонов предложений, б) первые расширения (шесть основных шаблонов предложений, образованных добавлением наречных фраз, инфинитивов и дополнений объектов, а также образованием простых составных предложений), в) преобразования, результатом которых являются относительные и придаточные предложения.

Запас слов

Слова, использованные в сочинении учащегося, можно оценить по уникальности или зрелости слов, использованных в сочинении. Учителя обращают внимание на использование академических слов. Для оценки словарного запаса можно использовать как количественные, так и качественные методы. Количественные методы включают подсчет использования неповторяющихся слов по отношению к общему количеству слов. Более простой метод изучения лексики в классе - это просто отметить слова, которые используются повторно (часто используемые слова), а также новые и зрелые слова, которые использует учащийся. Таким образом, при оценке навыков письма необходимо учитывать различные цели и структуры текста. Цели и жанры, которые следует учитывать, включают: личное повествование, повествовательный рассказ, описательный, объяснение процесса, письмо, сравнение-контраст и убедительность.

Простые оценки, основанные на учебной программе, могут использоваться для оценки процесса письма и результатов учащихся с ограниченными возможностями обучения, а также для учета цели. Оценки, рекомендованные в этой статье, также адекватно соответствуют целям оценки, обсуждавшимся в начале статьи: выявление сильных и слабых сторон, планирование инструкций в соответствии с диагностированными потребностями, оценка учебных мероприятий, предоставление обратной связи, мониторинг эффективности и отчетность о прогрессе. Учитель может использовать эти методы в начале года, чтобы быстро оценить учебные потребности учащихся.

Быстрая оценка переменных работ из первых двух или трех письменных заданий также дает учителю важную диагностическую информацию о сильных и слабых сторонах навыков. Затем учитель должен использовать начальную оценку для определения учебных целей. Некоторые ученики, например, могут неплохо спланировать свою композицию, но мало что делают в плане эффективного редактирования. У других учеников могут быть творческие идеи, но они нуждаются в значительной работе над условностями. Некоторые студенты могут неплохо справляться с написанием рассказов, но им нужно научиться писать абзацы, основанные на фактах.

Во всех классных оценках должен участвовать учащийся. Самооценка помогает учащимся взять на себя ответственность за свое письмо и помогает им усвоить изучаемые стратегии. Отзывы учителя следует давать разумно: щедро поощрять идеи и улучшать навыки, но осторожно исправлять. Корректирующая обратная связь должна быть сосредоточена только на тех немногих целевых навыках, которые были учтены в инструкции.

Простые методы обучения в классе также могут использоваться для контроля успеваемости учащихся и отчетов об успеваемости. В оценочном портфолио итоговый лист будет сопровождаться типичными образцами сочинений учащегося с оценками учащегося и учителя. После первоначальной

оценки сильных и слабых сторон учащегося в отношении беглости речи, содержания, условных обозначений, синтаксиса и словарного запаса учителю необязательно нужно будет отслеживать все факторы письменных работ, а только те, которые сосредоточены на основных проблемах ученика и приоритетных учебных целях.

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ПРОБЛЕМЫ ОЦЕНИВАНИЯ ЗНАНИЙ УЧАЩИХСЯ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Аннотация. Статья посвящена социокультурным целям обучения, а также проблеме оценивания результатов учебной деятельности студентов. Рассматривается разработанная система оценки знаний, умений, навыков, необходимость приведения системы в соответствие с поставленными целями образования, предлагается признать необходимость оценивать содержательное движение студентов-биллингов к цели.

Ключевые слова: оценочная система, функции традиционной оценочной системы, критериальное оценивание, противоречия количественного и качественного оценивания, технологии открытого образования, процедура самооценки, рейтинговые исследования, объективное оценивание результатов.

Проблеме оценивания качества образования, результатов учебной деятельности, сегодня уделяется значительное внимание во всех странах мира. Технологии оценивания основываются, прежде всего, на концепциях и стратегиях, преобладающих в тех или иных образовательных системах. В настоящее время многие учебные заведения переходят в модульную систему. И

мы в своей практике, изучив технологию критериального оценивания, используем, в соответствии с требованием стандарта, и оцениваем по пятибалльной системе. Модульная система нередко озадачивает учащихся, т.к. неизменно возникают ситуации, когда при выполнении одного задания двумя студентами, один из них получает высокий балл, а другой низкий балл. Здесь возникает вопрос. Почему? Поэтому во всех учебных заведениях должна быть преемственность, и предложена специальная критериальная система оценивания.

Чтобы измерить степень достижения целей образования, недостаточно просто их понимать. Нужно иметь практический инструментарий, который позволит это сделать. Существующая система оценивания сформировалась в рамках образования и поэтому отражает лишь результаты усвоения знаний, а не процесс поисковой активности студента и сформированную у него систему ценностей. Например, выставляемая отметка не разделяет задачного и проблемного уровней: выучивание и построение нового способа действия оценивается одинаково, хотя требует совершенно разных способностей. Следовательно, сегодня актуальная педагогическая проблема - привести систему оценивания в соответствие с поставленными целями образования, разработать технологические измерители уровня достижения как содержательных, так и деятельностных, и воспитательных целей. Также хотелось бы отметить несколько положительных моментов при оценивании знаний учащихся по определенным критериям (использовании критериальной системы):

- личностное направление учащегося на активную позицию;
- приведение личности до собственной ответственности, главного результата;
- объективная оценка знаний каждого учащегося;
- акцент на познавательных способностях, критическом мышлении, памяти, учебно-познавательных действиях;

-повышение интереса к учебе, устранение негативных понятий об оценивании, повышение активности анализа;

- удовлетворение учащимися системой оценивания.

Критериальное оценивание дает возможность преподавателям улучшить качество учебного процесса, составить критерии для обеспечения качественного результата, получить информацию для анализа и планирования своей работы, учитывая особенности каждого учащегося, получить личную траекторию обучения для учащегося, использовать различные способы и средства оценивания, внедрить предложения по совершенствованию содержания учебной программы. Предлагаю рассмотреть на практике метод оценивания по предмету «Практический курс русского языка».

Мотивация (каким образом Вы смогли стимулировать/заинтересовать студентов?):

- Запишите тему сегодняшнего занятия «Простые предложения».
- Чтобы изучить и понять сегодняшнюю тему, нам нужно ознакомиться со специальной лексикой.

(Студенты слушают и записывают)

Был белым покрыт мягким двор снегом широкий.

Эди оппоқ қопланган юмшоқ ҳовли қор билан кенг.

Широкий двор был покрыт белым мягким снегом.



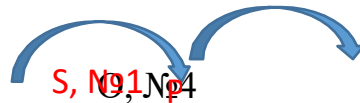
Организация и реализация основной части занятия.

Цель этапа: ознакомить с новой темой и дальнейшей работой.

- Чтобы овладеть теоретическими и практическими знаниями нам следует провести следующую работу. На этапе этой работы пользуемся приемом «Поиск соответствий».

1.

Процесс



Студент читает книгу.

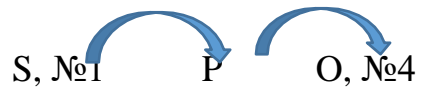


O, №4(S, №1)

Эту книгу (они) сейчас читают.

1.

Результат



Студент прочитал книгу.

Книгу (они) уже прочитали

После объяснения конструкций составления предложений, переходим к способам выражения подлежащего.

(Преподаватель проводит инструктаж по дальнейшей работе, студенты слушают.)

Мы перешли от этапа вызова, к этапу осмысление, и от этапа осмысления к этапу рефлексия. Пишем на доске предложение с однородными членами:

Мальчишки и девчонки бежали по дороге сада. Они смеялись и догоняли друга друга.

Завтра мне обязательно надо купить книги, тетради, линейку, блокнот, бумагу и многое другое.

Дополнительные материалы, использованные в ходе занятия (наглядные пособия, раздаточные материалы, мультимедийные ресурсы): Дополнительные материалы требуют проведения словарной работы. В нашей работе нам поможет музыкальная композиция «5 минут» и эпизод из кинофильма «Карнавальная ночь» (Преподаватель предлагает прослушать)»

- Старайтесь внимательно послушать, и обратить внимание в какой ситуации употреблены словосочетания, которые в начале урока мы проработали.

(Включает видео запись, студенты слушают)

- Вы прослушали эпизод из кинофильма. Теперь вам нужно будет ответить на вопрос, который написан заранее на доске: О чем это музыкальная композиция? О чем этот фильм? Кто главные герои этого фильма? Где происходят действия в кинофильме?

Каждый студент, отвечая на этот вопрос, составляет микротекст

- Ребята, кто желает прочитать свой текст? (Студенты зачитывают полученные тексты)

- Переходим к следующему этапу. В аудитории организуется интерактивный режим «Обучения в малых группах». Студенты разделяются на команды.

(Команды рассаживаются на свои места и слушают преподавателя)

- Преподаватель

- Каждая команда получает свое задание. И старается найти ответ на данные вопросы и составить связный текст. (если нет возможности работать в группах, т.е. когда занятие проводится в ZOOMе, студенты выбирают номера этих вопросов и составляют связный текст из простых предложений

1. Вам нравится кино?
2. Какие фильмы вы обычно смотрите?
3. Кто ваш любимый актер?
4. Какой последний фильм смотрели в последний раз?
5. Вам нравится ходить в кино?
6. Смотрите ли вы русские фильмы?
7. Смотрите ли вы фильмы на русском языке?
8. Какой ваш самый любимый фильм?
9. Часто вы ходите в кино?
10. Хотели ли вы стать актером?

Затем образовать один связный текст. На данную работу у вас есть 10 минут.

(Команды приступают к выполнению задания)

После того как время проходит, преподаватель предлагает лидерам команд выступить. Преподаватель и остальные команды слушают ответы.

(Лидеры команд читают полученный текст).

Рефлексия:

- Что для вас было самым полезным на занятии?
- Что для вас на занятии было самым интересным?

- Что на занятии было трудным?
- На что надо обратить внимание в домашней работе при подготовке к следующему уроку?

БЛИЦ-ОПРОС

1. Что такое предложение?
2. Может ли словосочетание называться предложением?
3. Что такое грамматическая основа?
4. На какие виды делятся предложения по цели высказывания?
5. На какие виды делятся предложения по эмоциональной окраске?
6. Чем могут быть осложнены простые предложения?
6. Что такое однородные члены предложения?

Таблица оценки знаний студента на данном занятии

Активность на занятии	Самостоятельная работа					Итого
	Блиц-опрос	Индивидуальная работа	Командная работа	Тесты	Дискуссия	
4	1	2	1	1	1	10

Домашнее задание:

- 1 уровень:
 1. Просмотреть фильмы из данного списка, написать: Кто главные герои? О чем этот фильм? Где его снимали?
- 2 уровень:
 2. Просмотреть презентации к данным темам и законспектировать теоретический материал. (Модульная папка).

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ФОРМИРОВАНИЕ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ КУРСАНТОВ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ В ВОЕННОМ ВУЗЕ

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В данной статье речь идет об изменениях в сфере образования, о формировании лексической компетенции при обучении профессионально направленной устной речи на русском языке в высших военных образовательных учреждениях.

Ключевые слова: коммуникация, лексическая компетенция, профессиональная лексика, компетенция, лингвистический компонент, умение, условия формирования.

Преобразования в политической, экономической и социальной сферах государства требуют подготовки профессионалов в разных сферах, в том числе и подготовки кадров для Вооруженных Сил Республики Узбекистан. В современных реалиях профессиональной контрактной армии Республики Узбекистан на преподавателях военных вузов лежит огромная ответственность за обучение и воспитание курсантов, подготовленных для службы в Вооруженных Силах. Вооруженным Силам Узбекистана необходимы специалисты, чьи знания, умения и навыки, компетенции, полученные в высших военных образовательных учебных заведениях Министерства обороны, помогут выполнять профессиональные обязанности и задачи. Ключевая роль военного образования сегодня состоит в организации целенаправленного процесса формирования у курсантов актуальных в современном мире знаний, умений и навыков, компетенций, которые бы позволили им нести свою службу с высокой профессиональной отдачей.

На сегодняшний день проводится множество учений, тесно связанных с совместными операциями вооруженных сил нескольких стран. Для совместной работы и выработки общей стратегии коммуникация происходит на русском или иностранном языке. Знание языка играет ключевую роль в налаживании

эффективной коммуникации, реализации совместных решений и действий. Владение языком сегодня является важным условием достижения профессиональных успехов в военном деле, а также критерием образованности человека в современном обществе.

Процесс образования и его организация в современной высшей школе направлены на формирование ряда ключевых компетенций профессионального и общекультурного характера. Система высшего военного образования ставит требования, которые подразумевают овладение различными формами речевой деятельности на изучаемых языках в процессе коммуникации.

Анализ качества владения русским языком курсантами военного вуза показывает, что уровень знаний и умения их применить у большинства курсантов невысокий. На данный момент можно выделить несколько противоречий: 1) между острой потребностью современного социума в профессиональных военных, со сформированной лексической компетенцией на высоком уровне, и их низким фактическим наличием; 2) между потребностью в четко спланированной работе по формированию лексической компетенции у курсантов и недостаточной изученностью вопроса о методах и средствах эффективной организации процесса формирования лексической компетенции для будущих военных.

Задача преподавателя русского языка при формировании лексической компетенции у курсантов состоит в том, чтобы курсанты, обладая системой специфических профессиональных знаний, навыков и опыта, могли в будущем применять их в качестве основы для овладения и использования профессиональной лексики во всех видах речевой коммуникации [2].

Первоочередным этапом в формировании лексической компетенции курсантов на занятиях по русскому языку является рассмотрение сущности понятий «формирование» и «компетенция».

В педагогике «формирование» означает процесс, связанный с использованием средств, методов влияния на личности обучающихся, для

создания у них комплекса конкретных умений и знаний, особого образа мышления и состояния памяти. В педагогике «формирование» рассматривается как итог развития человека, как деятельность педагога по реализации воспитательных и образовательных целей [3].

«Компетенция» – понятие многоструктурное, и ученые рассматривают его в различных аспектах. Так, А.В. Хуторской описывает термин «компетенция» как систему связанных качеств субъекта (знаний, умений, навыков, способов деятельности), нужных для продуктивного действия с ними. А компетентность как обладание соответствующей компетенцией включает личное отношение к ней и предмету деятельности.

Современные исследователи проблемы формирования коммуникативной компетенции выделяют следующие ее виды, формируемые при изучении русского языка: лексическая, грамматическая, орфографическая, семантическая, фонологическая, орфоэпическая.

Процесс формирования лексической компетенции в процессе создания языковой среды курсантов военного вуза тесно связан с формированием других компетенций

Термин «коммуникативная компетенция», был введен в научное употребление автором знаменитой классификации формальных языков ученым-лингвистом Аврамом Ноамом Холмским, которая сейчас называется «иерархия Холмского».

В первую очередь нужно отметить, что лексическая компетенция входит в состав лингвистического компонента коммуникативной компетенции, которая представляет собой умение осуществлять коммуникацию, выражать свои мысли в совокупности с другими сторонами общения при помощи различных языковых средств.

Чтобы понять особенности процесса формирования лексической компетенции необходимо определить его место и роль в процессе формирования

коммуникативной компетенции. Анализируя работы отечественных и зарубежных педагогических источников можно сказать, что коммуникативная компетенция включает три компонента, один из которых лингвистический.

Лингвистический компонент рассматривается как совокупность человеческих способностей и знаний употреблять свои языковые умения при составлении различных выражений и предложений, соответствующих грамматическим и семантическим нормам языка.

Формирование лексической компетенции является основой для создания коммуникативной компетенции, рассматривается нами в структурном единстве: во время коммуникативно-речевой практики курсантов формируется лексическая компетенция, а в процессе формирования лексической компетенции совершенствуется коммуникативная компетенция.

В научных трудах лингвистов, посвященных проблеме формирования лексической компетенции, последняя определяется по-разному. Так, в исследовании К.В. Александрова под лексической компетенцией понимается умение субъекта воспринимать смысл лексической единицы в конкретной ситуации, использовать полученную информацию для сравнительного анализа полученного значения в сравниваемых языках, а также ясно и в полной мере понимать значение слова, то есть способность основывается на усвоенных лексических знаниях, сформированных умениях и навыках [4].

Важной частью лексической компетенции являются знания, которые сформированы у обучаемого путем анализа, синтеза, систематизации и упорядочивания в процессе познавательной деятельности на занятиях по русскому языку.

Под лексикой понимается система слов и похожих с ними по функциональной составляющей сочетаний лексических единиц. Лексические единицы – это различные слова, дефиниции, словосочетания, которые называют предметы, явления, события.

Процесс формирования лексической компетенции курсантов военного вуза начинается с пополнения ими словарного запаса. Без достаточного запаса специфичных терминов будущему специалисту в военной сфере будет невозможно выполнять профессиональные задачи.

Под умением понимается способность выполнения того или иного действия с опорой на усвоенные знания и сформировавшиеся навыки. Лексические умения – это способность на практике использовать сформированные лексические знания, свободно оперировать различными лексическими единицами и лексическими сочетаниями слов.

Следующим элементом, входящим в структуру лексической компетенции, являются лексические навыки. Под навыком в психологии понимают автоматизированное действие, которое формируется в ходе речевой деятельности индивида.

Процесс формирования лексического навыка имеет следующие этапы:

- освоение фонетической формы лексической единицы;
- выполнение действия по поиску и выбору лексической единицы;
- выполнение действия по комбинированию лексических единиц;
- решение речевых задач [5].

Формирование лексического навыка возможно только при тесном сочетании и реализации всех этапов. Пренебрежение одним из них может вызвать трудности в употреблении лексических единиц в коммуникации. Так, при успешном усвоении курсантами фонетического образа новых лексических единиц, свободном сочетании их друг с другом недостаточное их использование в процессе решения речевых задач вызывает трудности с применением усвоенных лексических единиц в процессе коммуникации.

Исходя из специфики содержания и методики преподавания дисциплины процесс формирования лексической компетенции курсантов на занятиях по русскому языку включает 4 этапа.

На первом этапе курсанты знакомятся с новой лексикой, с ее звуковой и визуальной формами, определяют соотношение между новой лексической единицей и ее значением-переводом на родном языке. Курсанты получают навыки распознавания новых лексических единиц (лексем) в данных языковых контекстах.

Второй этап формирования лексической компетенции предполагает формирование и совершенствование навыков употребления приобретенных слов с образованием прочных связей между лексическими единицами и их переводом. Постоянное использование усваиваемой лексики на данном этапе с интегрированием лексических единиц в различные словосочетания позволяет значительно укрепить межъязыковую связь в мышлении и памяти обучаемых. На данном этапе наиболее эффективным средством для прочного закрепления значения лексических единиц (терминов) будет использование и вовлечение их в большое количество различных словосочетаний профессионального характера с уже изученными лексическими единицами, что позволит не только активизировать ранее накопленный словарный запас, но и успешно усвоить данный недавно материал.

Третий этап формирования имеет отношение к дальнейшей интеграции иноязычной лексической единицы уже в составе словосочетания к следующей ступени усвоения – использованию в различных предложениях профессионального характера. Когда у обучаемого-курсанта уже сложились вполне конкретный образ и структура лексической единицы и он может без труда для себя оперировать полученными лексическими единицами в различных по уровню сложности и количеству слов словосочетаниях, дальнейшим шагом, на наш взгляд, будет постепенное внедрение словосочетаний в предложения для расширения у обучаемого картины использования полученных знаний и умений в разных языковых единицах. Успешное овладение лексикой на данном этапе не

только позволит обучаемому повысить уровень своих знаний, но и даст возможность расширить и развить свой языковой кругозор.

Четвертый этап усвоения лексических единиц и формирования лексической компетенции важен тем, что здесь мы подходим к главной цели, для решения которой были описаны вышеупомянутые три уровня, – использования приобретенных лексических единиц в заданной коммуникативной или речевой ситуации. Это могут быть перевод профессионально-технического текста по специальности, монологическое высказывание по какой-то заданной тематике, диалогическая речь и т.д. На данном этапе курсанты должны показать свои приобретенные знания и умения использования иноязычных лексических единиц для успешного и эффективного решения профессиональных коммуникативных задач, что потребует от обучающихся применения ранее приобретенного речевого опыта и усвоенных речевых средств [6]. Данный этап формирования компетенции направлен на выполнение практических коммуникативных задач с учетом особенностей специфики профессионального военного технического русского языка, разных ситуаций и обстоятельств общения и требует от говорящего применения на высоком профессиональном уровне сформированных речевых знаний, умений и навыков.

Выводы. Формирование лексической компетенции у курсантов военного вуза – актуальная и необходимая образовательная задача. Высокие требования к подготовке курсантов военного вуза обусловлены потребностью в формировании у будущих военных высокого уровня лексической компетенции, необходимой для решения речевых и коммуникативных профессиональных задач. Соблюдение педагогических условий формирования у курсантов лексической компетенции на занятиях по русскому языку обеспечивает возможность будущей успешной адаптации в профессии.

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ОБУЧЕНИЕ И ОЦЕНИВАНИЕ ФОНЕТИЧЕСКОЙ КАТЕГОРИИ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА ПО РЕЗУЛЬТАТАМ ПРОСМОТРОВ АУТЕНТИЧНЫХ ФИЛЬМОВ

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Аннотация: Статья затрагивает возможность изучения фонетики английского языка интерактивным путём на основе просмотра аутентичных фильмов. Приводятся элементы фонологической основы языка, освоенной с помощью подхода, построенном на имитации «таргетированного» языка. Сравниваются студенты филологических и нефилологических ВУЗов на пути освоения фонетической составляющей английского языка. Анализируются возможные трудности традиционного подхода и выдвигаются теории об их уклонении при инновационном методе. Представляются способы оценки полученного результата.

Ключевые слова: английский язык, аутентичный английский, фонетика, мультимедиа изучение, оценка знаний

Фонетика – раздел языкознания, изучающий звуки в потоке речи, их сочетаемость и их позиционные изменения [1,7]. Фонетика английского языка, в свою очередь, имеет расхождение между буквенным и звуковым набором слова. Так, например, имея в своем составе алфавита 26 букв, звуки насчитывают 44 единицы. Более того, одинаковые сочетания букв в разных словах могут читаться различно, как и прямо противоположно, разные сочетания могут воспроизводить одинаковый звук. Тем самым усвоение фонетической составляющей языка значительно усложняется. Студентам филологам легче, так как находясь в языковой среде на первых двух курсах обучения в ВУЗе, для них предусматривается овладение артикуляционной базой и интонационным оформлением речи. Однако студенты неспециализированных ВУЗов не обладают данной возможностью. Но, тем не менее, фонетика очень важна. Возьмём, к примеру, нижеприведенные слова, содержащие звук «ш» – shoe, sugar, issue, mansion, mission, nation, suspicion, ocean, chaperon, schist, pshaw, fuchsia. Все имеющие различные сочетания букв, выдают в результате идентичный звук «ш». Для корректного произношения необходимо знание широкой фонологической транскрипции. Однако, мы предлагаем путь максимально позволяющий упростить путь к освоению для студентов нефилологических ВУЗов, у которых попросту нет ни времени, ни возможности изучения широкого спектра науки фонетики. Как отмечает Щукин А.Н.: «фонетические навыки обеспечивают возможность правильно воспринимать слышимые звуки иноязычной речи и воспроизводить их адекватно существующей норме» [2,454]. В данной работе предлагается подход к обучению фонетической составляющей на методе эмпирического вмешательства. Английский язык сегодня является неотъемлемой частью работы успешного грамотного специалиста большинства сфер жизни, поэтому преподавание фонетики должно в первую очередь строиться не на отработке качества отдельных фонем, а на практическом развитии навыков публичной речи, понимании аутентичной английской речи. В качестве

образовательной платформы мы взяли американский сериал «доктор Хаус», моделирующий реальные жизненные ситуации на аутентичном английском языке. Для овладения фонетической базой изучаемого языка необходимо, прежде всего, усвоить артикуляционный уклад, характерный для носителей этого языка. Под артикуляционным укладом имеется в виду привычное положение органов речи в тот момент, когда говорящий не совершает артикуляционных движений [3,87]. Следовательно, визуальный маркер доступный к изображению в фильме удовлетворяет возможностям лицезрения артикуляционного уклада носителя языка. Путём практической визуализации, «перенимание» настройки англоязычного способа произношения сводится к максимально эффективному результату. Студент не затрачивает время и силы на изучение теоретической составляющей артикуляционного уклада американцев, но тем не менее, на подсознательном уровне перенимает способы формирования и организации речи. Данный феномен можно сравнить с ребёнком, только начинающим речевую деятельность: он не знает как грамматических, так и лексических норм строения языка, но тем не менее за максимально короткий период времени осваивает обе компетенции без совершения ошибок. Контрастно, иностранец изучающий таргетированный язык на протяжении долгого времени может изучать все нормы языка с научной точки зрения, но так и не достигнуть беглого уровня владения языком. В нашем исследовании, мы обращаемся к подходу «имитации навыков». Для студентов непрофилирующих ВУЗов не нужно знать причины произношения звуков, главная цель - просто произносить их правильно.

Более того, к плюсам нетрадиционного изучения фонетики можно отнести отсутствие интерференции родного языка. О.А. Ямщикова под фонетической интерференцией понимает «нарушение (искажение) вторичной и последующей языковой системы и ее нормы в результате взаимодействия в сознании говорящего фонетических систем и произносительных систем двух или более языков» [4]. Происходит интерференция слуховых и произносительных навыков,

сформированных на базе взаимодействующих систем. Произношение - это наиболее автоматизированная область языка. В овладении произношением навык играет решающую роль. Фонетические навыки обеспечивают возможность правильно воспринимать слышимые звуки иноязычной речи и воспроизводить их адекватно существующей норме [3,454]. Студенты, перенимающие модель произношения с носителя языка напрямую (посредством аутентичных фильмов) воспринимают информацию под нужным и правильным углом. Родной язык не может вмешиваться в процесс формирования понятий о звуках другого языка, так как все единицы предоставляются синхронно с автоматическим заучиванием и «принятием» как было приведено в примере с ребенком, только обучающимся навыку говорения. Когда студент слышит речь на английском языке в аутентичном фильме, он не применяет для анализа, услышанного фонологический фильтр родного языка.

Более того, традиционное изучение фонетики может столкнуться с вопросом корректного разбора и использования фонем. Как отмечал Аракин, «Определение точного количества состава фонем какого-либо конкретного языка – дело не простое, так как в каждом из них имеются спорные случаи относительно того, являются ли данные звуки самостоятельными фонемами или же представляют собой аллофон других фонем» [5,254]. Спорные вопросы имеют место быть в любой области изучения, в противном случае не было бы и самой науки как таковой. Но тем не менее, студентам неязыковых ВУЗов не зачем углубляться в языковую составляющую фонологических основ, приходить к соисканиям, строить умозаключения и т.д. Просматривая аутентичные фильмы, они получают готовый, правильный результат с единственным заданием для себя – воспроизвести и повторить полученный материал.

Таким образом, самое главное преимущество полученного опыта, заключается в том, что результат не может быть отличен при изучении фонетики традиционным (трудоёмким) путём от изучения на примере «аутентичного

образца». В следствии чего, оценивание практической составляющей, а именно самой важной части освоения языка может проходить одинаково как для студентов филологов, так и для студентов других ВУЗов. То есть, окончательный результат не даёт никаких послаблений перед студентами не филологами, так как оба типа студента выходят с одинаковым фонологическим представлением о воспроизводимости языка. Оценивание ситуации путём «интервью» с собеседником предоставляет возможность убедиться в правильности теории. Более того, модуль «Listening» с заведомо ожидаемыми правильными ответами, может предоставить максимально объективную проверку освоения восприятия аутентичной англоязычной речи.

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К ВОПРОСУ МОТИВАЦИИ НА УРОКАХ РУССКОГО ЯЗЫКА

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Аннотация: в статье обозначены проблемы мотивации в области учебной деятельности, описаны основные подходы к созданию эффективной мотивации на уроках русского языка. Кроме того, автор определяет мотивацию как основу реализации системно-деятельностного подхода в контексте ФГОС; выявляет

условия, направленные на повышение уровня мотивации обучающихся, и очерчивает «поле интересов» школьников.

Ключевые слова: обучение, учащиеся, мотив, успех, интерес, поведение, ситуация.

Успехи в обучении и воспитании учащихся напрямую зависят от мотивации, т. е. наличия значимых и действенных стимулов к усвоению знаний и приобретению определённых личностных качеств. Многочисленные сложности в области учебной мотивации объясняются рядом обстоятельств:

1. До конца неизвестны все мотивы, в силу которых учащиеся разного возраста и с разными индивидуальными особенностями включаются в учение, общение, оказываются заинтересованными в приобретении новых личностных качеств, знаний и умений;

2. Над мотивами учения учащихся задумываются взрослые, которые уже не помнят истинного положения дел в детстве и могут только гадать о подлинных мотивах детского поведения;

3. Среди самих учащихся существуют огромные индивидуальные различия: то, что значимо для одного, не представляет интереса для другого;

4. Сама мотивация оказывается ситуационно изменчивой, а то, что подходит для стимулирования учебных и воспитательных интересов в одних ситуациях, может быть неадекватно в других [2]. Таким образом, одна из главных задач современного образования — научиться практически воздействовать на мотивацию учащихся и свести к минимуму факторы, её снижающие.

Мотивация на уроках предполагает создание устойчивого интереса к изучению русского языка, поэтому вопросы содержания и формы (что? и как?) учебной деятельности являются основополагающими. Приёмы и способы мотивации обучающихся — наиболее важный вопрос организации учебной деятельности: они «запускают» процессы восприятия, внимания, воображения, мышления, которые актуализируют речевую деятельность.

Подходы, определяющие мотивацию на уроках русского языка и литературы, основываются на достижениях современного литературоведения и лингвистики, психологии и педагогики:

1. Системно-деятельностный подход, опирающийся на теорию Л.С. Выготского о речевой деятельности, согласно которой первым этапом мыслительного процесса, направленным на построение речевого высказывания (в том числе и письменного), является «мотивация высказывания». Т.е. вопросы и задания должны быть проблемного характера и связаны с социальным опытом учащихся.

2. Теория диалогизма М.М. Бахтина как основа филологии, утверждающая, что «язык живёт только в диалогическом общении пользующихся им. Диалогическое общение и есть подлинная сфера жизни языка».

Процессы мышления также возбуждаются посредством диалога с другими людьми, с текстом, с самим собой, что определяет процессы самопознания и саморазвития. Активное участие в диалоге, дискуссии, ответы на вопросы, построение собственных вопросов, суждений — всё это может служить показателями мотивации школьников, уровня их заинтересованности.

3. Идеология ФГОС, которая определяет гуманистический характер образования, направленного на достижение личностных результатов, определяющих зрелость личности (сформированность мировоззрения) на социально-политическом, психологическом, нравственно-этическом, культурном, духовном уровнях. Идеология ФГОС связана со смыслообразованием, созданием личностных смыслов (понимание информации, а не только её знание); носит практико-ориентированный и социально ориентированный характер (возможность и способность применения на практике полученных умений и навыков); опирается на системно-деятельностный подход, в основе которого учение Л.С. Выготского о речевой деятельности; опосредует

дифференцированный подход в соответствии с интеллектуальными, творческими, физическими психическими ресурсами личности обучаемого); направлена на создание учебной ситуации, воспроизводящей эпизоды из взрослой жизни; развивает проектно-исследовательскую компетенцию обучающихся, связанную с решением проблемных вопросов на основе жизненного и научного опыта. Нужно понять, что традиционная система по отношению к системе ФГОС носит дидактический, предметный характер, что не способствует образованию устойчивого интереса к русскому языку. Психологизация образования заставляет повернуться к человеку. Недаром парадигма воспитательная трансформируется в парадигму достижения личностных результатов, позволяющих выявить уникальность каждого обучающегося и ввести его в широкий социально-культурный контекст.

4. Достижения современной лингвистики, определяющие содержательное поле школьного филологического образования, его коммуникативную направленность.

5. Текст-центристский подход, утверждающий первостепенность текстовой деятельности на уроках (восприятие, аналитическая и интерпретационная деятельность, создание оригинальных текстов), что в результате развивает абстрактно-логическое мышление, лингвистическое чутьё, читательскую компетентность, литературно художественный вкус.

6. Коммуникативная направленность школьного филологического образования, актуализирующая эффективные способы и приёмы построения речевого высказывания в устной или письменной форме.

7. Виды мотивации, актуализирующие личностные смыслы обучающихся.

Вопрос эффективного смыслообразования — вопрос об особенностях процессов мышления, обусловленных формированием нейронных связей в коре головного мозга, которые формируются в процессе чтения и мышления.

Сложные нейрофизиологические процессы, обеспечивающие развитие личности, определяют роль учителя — дать сигнал, который бы заставил «проснуться» мозг. И тогда даже при физической усталости (желание спать) наступает активизация мозговых процессов. Чтобы увеличить число нейронных связей, сообщить энергию ретикулярной формации, то есть заставить работать мозг более эффективно и решать трудные задачи, разрешать новые проблемные жизненные ситуации, а значит — жить, образование должно решать следующие задачи:

- мотивировать обучающихся к познанию, вызывать интерес к изучаемому материалу;
- тренировать мозг с помощью различных техник, т.к. решение различных задач требует разных подходов и способов деятельности;
- отдавать предпочтение решению проблемных задач;
- моделировать в процессе обучения ситуации из «взрослой» жизни;
- искать и использовать разные формы работы с информацией и создавать свои информационные тексты.

Познавательная потребность есть у всех учащихся без исключения. Важно её актуализировать — в этом-то и состоит искусство педагога. Мотивация — «точка невозврата» в системно-деятельностном подходе, так как она задаёт практико-ориентированный характер деятельности на уроке и направлена одновременно на удовлетворение потребностей личности. Для чего изучается данная тема? Каким образом это пригодится в дальнейшей жизни? — суть вопросы успешного вхождения в когнитивное пространство личности. Мотивация возрастает, если есть:

- направленность на социальный опыт учащихся или их интересы;
- возможность высказывать разные точки зрения;
- связь с изучаемой темой или определёнными вопросами; новизна;
- необычность формы или манеры подачи материала, эмоциональность;

- доступность для понимания (простота языка и способа изложения);
- проблемность или дискуссионность;
- благоприятное психологическое пространство.

Важно работать в поле интересов обучающихся (знать возрастные потребности и интересы, запросы личности). Организационно-мотивационная компетентность педагога определяется пониманием психофизиологии учащихся. «Мотивационное пространство» учащихся — это сфера их интересов. Так, для учащихся средних классов значимы следующие позиции, опирающиеся на базовые ценности личности:

- внимание, «любовь»,
- мир увлечений (спорт, музыка, животные, танцы и др.),
- мир семьи (родители, бабушки и дедушки, братья и сёстры),
- мир мечты,
- мир класса (отношения внутри коллектива, социальный статус),
- межличностные взаимоотношения (друзья, гендерные различия),
- мир высоких технологий (компьютер, смартфоны, айфоны и др.),
- мир «Я» (самоидентификация, образ Я),
- позитивная оценка достижений, признание другими,
- желание чувствовать себя старше, быть значимым,
- успех на экзамене (контрольной, проверочной и т.д.). [1, с. 56-57]

Достижения современной лингвистической науки, безусловно, определяют набор упражнений, мотивирующих учеников к изучению русского языка. Структурная лингвистика, закрепляющая нормативность языка, организующая его систему, требует усвоения комплекса орфоэпических, грамматических, орфографических и пунктуационных правил. Для того чтобы этот процесс был увлекательным, интересным, запоминающимся, на помощь приходят игровые формы работы: лексические, грамматические разминки, соревнования (составь самое распространенное предложение,

самое выразительное, кто найдёт больше слов с определённой орфограммой или предложений с пунктограммой), физкультминутки с лингвистической основой, составление алгоритмов и шпаргалок для себя и младших школьников, создание метафорических схем (например, портрет имени существительного), кроссворды, загадки, написание рифмованных текстов правил, конкурсы, викторины и т.д.

Таким образом, опора на основные достижения в области современной лингвистики, варьирование разнообразных видов и приёмов деятельности, актуализация арсенала образовательных технологий, жанровое многообразие творческих работ, проектирование учебных ситуаций на основе сюжетов из «взрослой» жизни, расширение репертуара ролей — всё это способствует эффективной мотивации на уроках русского языка и литературы, а это, в свою очередь, определяет продуктивность и эффективность деятельности на уроке, способствует активному смыслообразованию, актуализирует метапредметные универсальные учебные действия, раскрывает личностный потенциал учащихся, определяя успешную социализацию, что в целом повышает качество школьного филологического образования.

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ПЯТЬ ДЕЙСТВИЙ ПРИ ОРГАНИЗАЦИИ ОЦЕНИВАНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ

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Аннотация: в данной научно-исследовательской статье рассматриваются нормативно-методические разработки образовательной системы, предполагающей введение в отечественную практику оценивания, также автором предлагаются три взаимосвязанных компонента, таких как, когнитивный, праксиологический и аксиологический, которые направлены на корректную оценку сформированности профессиональной компетенции студентов.

Ключевые слова: система оценивания, образовательный процесс, учебный процесс, текущее оценивание, навык, оценка

Система оценивания становится наиболее очевидным интегрирующим фактором в образовательном пространстве, основным средством диагностики проблем обучения и обратной связи. Система оценивания более четко воплощает принципы, лежащие в основе образовательного процесса в целом.

В то же время система выставления оценок означает не только шкалу, которая используется для определения оценок и баллов, по которым обычно выставляются оценки, но и в целом механизм контрольно-диагностической коммуникации между преподавателем, учащимися и родителями относительно успешности экзамена. учебный процесс, а также самоопределение этого отношения студентами.

Нужно отметить, что в настоящее время, несмотря на достаточно полную разработку теоретических основ компетентностного подхода в образовательном процессе высшего профессионального образования, возникает проблема создания и внедрения интегрированной системы мониторинга и оценки профессиональной подготовки студентов вузов [1].

Нормативно-методические разработки образовательной системы предлагают ввести в отечественную практику систему аудиторного оценивания, построенную на следующих основах:

- оценивание – это непрерывный процесс, естественно интегрированный в педагогическую практику;
- оценивание может быть основана только на критериях. Основными критериями оценки являются ожидаемые результаты, соответствующие образовательным целям;
- критерии оценки и алгоритм выставления оценок заранее известны как учителям, так и ученикам. Они могут решить их вместе;
- система оценивания построена таким образом, что учащиеся вовлечены в деятельность по мониторингу и оценке, приобретают навыки и привычку к самооценке [2].

Правильная организация процесса педагогического оценивания достаточно важна, поскольку любые нарушения стандартизированных условий проведения, обработки, анализа и интерпретации результатов измерения снижают обоснованность и точность получаемых оценок.

При организации процесса оценки профессиональных компетенций студента необходимо выполнить следующие шаги-действия:

1. определить все навыки в соответствии с требованиями действующих нормативных документов;
2. объединить навыки в кластеры (разработать кластер или модель навыков, кластерную структуру);
3. опишите признаки проявления кластера или отдельной компетенции в будущей профессиональной деятельности (конкурентные знания, способности, навыки, ценностные ориентации и т. д.);
4. разработайте задания на основе навыков для оценки каждой группы или навыка;

5. выберите инструмент оценки, соответствующий логике задач для оценки компетенций. В наборе умений обучающегося, будущего специалиста выделяются группы общих, общепрофессиональных, профессиональных и специальных умений, определяющие характеристики реализуемой основной образовательной программы. Этот набор очень широк, организация оценки навыков обучения всех кластеров – очень сложный процесс [1].

Для оценки развития компетенций студентов в структуре были выделены три взаимосвязанных компонента: когнитивный, праксиологический и аксиологический. Также были выбраны содержание и индикаторы развития компетенций.

Обозначим критерии формирования компетенции:

1) когнитивный – характеризует степень усвоения специальных знаний, возможность их использования в конкретной ситуации;

2) праксиологический – демонстрирует степень усвоения приемов применения знаний на практике, реализации навыков и умений, необходимых для выполнения профессиональных задач, а также опыт работы в этой области;

3) ценностно-аксиологический – определяет отношение студента к деятельности в области компетенции и ее результату: проявлению интереса, активности, организованности и нацеленности на достижение результата; понимать смысл результата и чувство собственного достоинства; положительная мотивация по отношению к деятельности в сфере компетенции[3].

Следует отметить, что важное место в реализации стимулирующей функции оценки сформированности компетенций студентов занимает текущее оценивание, так как оно позволяет своевременно адаптировать учебный процесс на основе комплексной диагностической информации о личностных и индивидуальных характеристиках обучающихся. Полученные результаты текущего оценивания позволили адаптировать задания к аудиторной и самообразовательной деятельности студентов. Самостоятельные работы

составлены в нескольких вариантах, различающихся содержанием, объемом, формой изложения и контроля, а также степенью предполагаемой познавательной активности учащихся. Это, в свою очередь, способствует формированию у студентов субъективности в различной познавательной деятельности и создает условия для стимулирования личностного и профессионального роста.

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МОТИВАЦИЯ КАК СРЕДСТВО ПОВЫШЕНИЯ САМООЦЕНКИ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. В этой статье предлагается глубокое объяснение роли учителя с использованием различных стратегий для повышения мотивации и оценивания студентов при обучении английскому языку как иностранному. Практика в классе является формирующей в той степени, в которой данные об успеваемости учащихся собираются, интерпретируются и используются учителями, учащимися или их сверстниками для принятия решений об оценивании или следующих шагах обучения, которые, вероятно, будут лучше или лучше обоснованы, чем решения, которые они приняли бы в отсутствие доказательств, которые были получены.

Ключевые слова: стратегии, мотивация, преподавание английского языка как иностранного, самооценка

Что такое мотивация?

Слово «мотивация» обычно определяется как силы, которые определяют возбуждение, выбор, направление и продолжение поведения. На самом деле, его часто используют для описания определенного типа поведения. Учащегося, который усердно учится и пытается получить высшие оценки, можно охарактеризовать как «высоко мотивированного», в то время как его / ее друг может сказать, что ему «трудно получить мотивацию». Такие утверждения подразумевают, что мотивация имеет большое влияние на наше поведение.

Мотивацию можно определить как концепцию, используемую для описания факторов внутри человека, которые вызывают, поддерживают и направляют поведение для достижения цели и их оценки. Другими словами, мотивация — это целенаправленное поведение.

Мотивация в классе ESL / EFL

Мотивация уже давно является серьезной проблемой для большинства учителей английского как второго языка (ESL) или как иностранного не только в арабском мире, но и в других странах.

Мотивация в ESL / EFL классе является одним из наиболее важных факторов, поскольку мы уверены, что большинство учителей с этим согласятся. Основная причина, заключается в том, что у большинства наших студентов низкая мотивация изучать английский язык. Вдобавок к этому, хотя у большинства из них есть смутное представление о том, «будет ли английский полезен для моего будущего» или нет, они не имеют четкого представления о том, что это означает, и не являются очень сильными мотиваторами; это слишком расплывчато и слишком далеко.

Первым шагом в решении проблемы мотивации является то, что учителя должны понимать и ценить роль и важность мотивации в любом обучении. В контексте изучения второго языка Уильям Литтлвуд (1987: 53) отмечает: при изучении второго языка, как и во всех других областях человеческого обучения,

мотивация является решающей силой, которая определяет, приступит ли учащийся к задаче вообще, сколько энергии он посвящает этому, и как долго он упорствует. Это сложное явление, включающее в себя множество компонентов: стремление индивида, потребность в достижениях и успехе, любопытство, стремление к стимулированию и новому опыту и так далее. Эти факторы играют роль в любой учебной ситуации.

«На мотивацию учеников влияют как внутренние, так и внешние факторы, которые могут запускать, поддерживать, усиливать или препятствовать поведению» (Рив, 1996). Учитель должен активировать эти мотивационные компоненты у учеников, но это точная проблема. Как это можно делать в каждом классе каждый день?

Мотивирование изучающих язык к успеху и повышение их оценки

Учащимся нужны правильные инструкции, взаимодействие и возможности для значимого результата не только для достижения прогресса, но и для поддержания мотивации к изучению языка. Таким образом, хороший учитель должен подключиться к источникам внутренней мотивации и найти способы связать их с внешними мотивационными факторами, которые можно использовать в классе. Это особенно важно, когда английский не рассматривается как закономерность для насущных потребностей студентов, кроме как для сдачи экзаменов.

Создайте дружескую атмосферу в классе

Создайте дружественный климат, в котором все студенты будут чувствовать себя признанными и ценными. Многие ученики чувствуют себя более комфортно, участвуя в классных занятиях после того, как узнают своего учителя и своих сверстников. Создание безопасной и комфортной среды, в которой каждый чувствует себя частью целого, является одним из наиболее важных факторов поощрения мотивации. На это может потребоваться время, поскольку учащиеся приспособятся к новой обстановке.

Поощряйте учеников

Создание студентам среды, ориентированной на учащихся, с низким уровнем напряженности в классе, оказывает большое влияние на овладение языком. Свободная личностная среда может расслабить студентов и улучшить дружескую атмосферу, что увеличит их желание учиться и развивать свои языковые навыки. Студенты, которые чувствуют себя в безопасности и комфортно, будут чувствовать себя в большей безопасности, не рискуя быть обиженными; они будут проявлять большую мотивацию читать вслух в классе или писать эссе, не опасаясь критики.

Создавайте чувство достигнутого успеха

Чувство выполненного долга - отличный фактор мотивации студентов. Обязательно дайте положительный отзыв. Это может повысить удовлетворенность учащихся и способствовать положительной самооценке. Учащийся, испытывающий чувство выполненного долга, сможет лучше управлять своими собственными исследованиями и результатами обучения. Положительные и отрицательные комментарии влияют на мотивацию и результаты оценивания, но исследования неизменно показывают, что на студентов больше влияют положительные отзывы и успехи. Похвала развивает у учащихся уверенность в себе, компетентность и чувство собственного достоинства, а значит, тем самым, и самооценку, и желание дальнейшего саморазвития.

Однако положительный отзыв не следует принимать за исправление ошибок без объяснения причин. Некоторые учителя исправляют ошибки учеников, не объясняя причин. Учителям очень важно указывать на положительные стороны работы ученика и давать четкое объяснение его/ее ошибок. Студенты ценят идеи учителя, когда чувствуют, что их хорошая работа ценится, и это побуждает их начать оценивать себя для дальнейшего обучения.

Развивайте уверенность студентов

Студенты учатся, делая, создавая, записывая, проектируя, создавая и решая. Пассивность снижает мотивацию и любопытство студентов. Энтузиазм, вовлеченность и готовность учащихся к участию влияют на качество обсуждения в классе как возможности для обучения. Работа в малых группах и работа в паре повышают уверенность учащихся в себе и являются отличным источником мотивации. Групповая работа может дать спокойным ученикам возможность выразить свои идеи и чувства по теме, потому что им легче говорить с группами из трех или четырех человек, чем со всем классом. После того, как учащиеся выступают в небольших группах, они обычно неохотно обращаются к классу в целом. Групповые занятия позволяют учащимся не только выражать свои идеи, но и работать совместно, что увеличивает сплоченность класса и, следовательно, мотивацию.

Я часто делаю упражнения на словарный запас, разбивая студентов на группы по четыре человека. Я распределяю словарные слова на карточках, и каждый ученик должен выбрать одну из карточек, не показывая слово другим членам группы. Затем каждый ученик объясняет свое слово, давая группе три подсказки без использования самого слова. Используя подсказки, другие ученики должны нарисовать картинки, отражающие значение слова. Это задание дает учащимся возможность использовать другие навыки для развития своего языка. Это также дает более спокойным ученикам возможность выразить себя в своей группе, даже если они не уверены, что выражают свои мысли перед всем классом.

Заключение

Лучшие уроки, книги и материалы в мире не вызовут у учащихся энтузиазма в учебе и не заставят усердно работать, если у них нет мотивации.

Мотивация, как внутренняя, так и внешняя, является ключевым фактором успеха учащихся на всех этапах их обучения, и учителя могут играть ключевую роль в обеспечении и поощрении этой мотивации у своих учащихся. Конечно, это гораздо легче сказать, чем сделать, поскольку все ученики мотивированы по-

разному, и требуется время и много усилий, чтобы научиться, чтобы в классе было полно детей, которые с энтузиазмом относятся к учебе, усердно работают и заставляют себя преуспевать.

Даже самым образованным и благонамеренным учителям иногда не хватает навыков, чтобы держать детей в курсе, поэтому независимо от того, новый вы учитель или опытный, попробуйте использовать эти методы, чтобы мотивировать своих учеников и побудить их жить в соответствии с их истинным положением потенциал.

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РАЗРАБОТКА И ВНЕДРЕНИЕ КВАЛИМЕТРИЧЕСКОЙ ДИАГНОСТИКИ ПРОЦЕССОВ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ НА ПОЛИКУЛЬТУРНОЙ ОСНОВЕ

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Аннотация. Разработка и внедрение методологии квалиметрической оценки в процесс обучения иностранным языкам, создание электронных учебников, учебных пособий, многоязычных словарей лингвистических, лингвокультурологических терминов обусловлены узбекской моделью образования, ориентированной на взаимодействие языков и культур, языковое строительство, как на уровне отдельной личности, так и на уровне общества.

Ключевые слова: квалиметрия, поликультурная составляющая, лингвокультурология, коммуникативно-ориентированные методы, поликультурная компетенции, взаимодействие языков и культур, языковое строительство, дивергентные процессы, конвергентные процессы, лингводидактика, KVM (Kernel-based Virtual Machine) —Linux, Intel VT (Virtualization Technology) , AMD SVM (Secure Virtual Machine

Общение на иностранных языках – одна из ключевых компетенций, необходимых каждому человеку для самореализации и развития. Межкультурное взаимодействие определяет актуальность обучения иностранным языкам на поликультурной основе.[3] Необходимо учить ценить не только родную культуру, но понимать своеобразие других культур. Следовательно, приоритетной задачей является улучшение качества обучения иностранным языкам до уровня свободного общения, формирование поликультурной многоязычной личности, способной к межкультурному общению, т.е. «диалогу культур», поэтому разработка и внедрение квалиметрической диагностики процессов обучения иностранным языкам на поликультурной основе является первой попыткой комплексного сопоставительного изучения и оценки изоморфных и алломорфных явлений Узбекской и Европейской моделей образования, которые будут способствовать совершенствованию подготовки квалифицированных специалистов.

В настоящее время отсутствует теоретическая база, позволяющая осуществлять квалиметрическую диагностику, оценку качества обучения иностранным языкам на поликультурной основе, что осложняет определение дивергентных и конвергентных явлений в учебном процессе.[2] Предлагаемый нами анализ представляет комплекс систем, ориентированных на оценку и корректировку Образовательных стандартов 5120100-Филология и обучение языкам (английский язык) 5120100-Филология и обучение языкам (немецкий язык), 5120100-Филология и обучение языкам (корейский язык, 5111400-

Иностранный язык и литература (английский язык и литература, 5111400-Иностранный язык и литература (немецкий язык и литература), 5111300-Родной язык и литература (корейский язык и литература); разработку нового поколения учебников, учебных пособий, методических рекомендаций, словарей. Методология совершенствования измерения и оценки качества обучения иностранным языкам на поликультурной основе разрабатывается, как универсальная и может быть использована в системе непрерывного образования.[1]

Учебники, учебные пособия, словари представляют программный продукт, обладающий: наглядностью представления материала (технология мультимедийных гиперссылок, которые могут быть сделаны на документы, использующие цвет, иллюстрации, видео, звук и т.д.), быстрой обратной связью (встроенные тест-системы обеспечивают контроль за усвоением материала; интерактивный режим позволит студентам самим контролировать скорость изучения справочного и учебного материала); возможностью регулярной корректировки и пополнения учебников, учебных пособий словарей по мере появления новых данных. База данных электронных словарей будет пополняться за счет интеграции с международными базами и применением API ресурсов доноров.[2]

Электронные учебники, учебные пособия, словари планируется реализовать в качестве модульного программного обеспечения, состоящего из следующих модулей:

- Языковой модуль обработки мультязычности.
- Модуль добавления и редактирования слов.
- Модуль лингвистического поиска.
- Модуль фильтров поиска информации с заданными критериями.

Электронные учебники, учебные пособия, словари будут иметь доступ как локально, так и удаленно. А также планируется реализация веб-версии и мобильных приложений под ОС Android и IOS.

Интерфейс веб-версии электронных учебников, учебных пособий, словарей будет содержать все необходимые инструменты для поиска и анализа языковых и культурологических явлений. В мобильном приложении будет реализован голосовой поиск путем записи и анализа слова. Транскрибация позволит упростить процесс ввода текстовой информации и тем самым повысит производительность электронных пособий.

Будет проработан механизм по созданию собственного API для возможности интеграции учебников, учебных пособий, словарей с партнерами, которые также хотят интегрировать свои сервисы.

Измерение и оценка качества обучения иностранным языкам на поликультурной основе будет производиться с применением следующих технологий:

Серверная составляющая, будет реализована виртуализация на технологии KVM (Kernel-based Virtual Machine) — программное решение, обеспечивающее виртуализацию в среде Linux, которая поддерживает аппаратную виртуализацию на базе Intel VT (Virtualization Technology) либо AMD SVM (Secure Virtual Machine).

Веб-версия:

- PHP
- SQL
- JavaScript
- Java
- CSS / HTML

Мобильное приложение:

- Android (Eclipse, IntelliJ IDEA, Android Studio), iOS.

Мобильные приложения после разработки будут размещены в официальных магазинах приложений и будут доступны для установки в любой части мира.

Следовательно, квалиметрической оценка качества обучения имеет не только теоретическое, но и практическое значение.

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ПРИНЦИПЫ ОЦЕНИВАНИЯ ПРИ ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Оценка играет важную и решающую роль в учебном процессе. Путем выставления соответствующей оценки учителя могут классифицировать и оценивать своих студентов, давать отзывы и соответствующим образом структурировать процесс обучения. В последнее время преподаватели и ученые все больше интересуются требованиями процедур оценивания в рамках преподавания иностранного языка и процесса обучения, поскольку формы оценивания меняются. Процедуры оценки касаются аутентичности, практичности, надежности, обоснованности и обратной связи и считаются основными принципами оценивания при преподавании и изучении иностранного языка.

Ключевые слова: оценка, формы, оценка, тестирование, отзыв.

Методика, ориентированная на обучающегося, поддерживает представление о том, что студенты должны быть активными членами аудитории, и это является одним из критериев нового подхода к обучению иностранных языков. В этом ключе, оценочные задания в классе используются

преподавателями для проверки уровня знаний студентов. Можно сказать, что оценивание - это длительная процедура, включающая информацию и данные о развитии знаний и навыков студентов.

Оценка имеет жизненно важное значение в образовательном процессе для информирования и улучшения текущего обучения и является важной частью любой учебной и преподавательской деятельности. Она не только информирует об учебных решениях, принимаемых на повседневной основе, но и помогает диагностировать сильные и слабые стороны студентов, в процессе обучения в классе, для формирования своей педагогической деятельности в соответствии со стилями обучения своих учеников. Чтобы оценить успеваемость студентов и выставить оценки, учителя должны использовать разные тесты. Тесты, экзамены и модели оценки являются важными инструментами, используемыми для измерения результатов обучения.

Оценка и оценивание являются основными частями преподавания и обучения. У них очень близкие определения, и они очень часто используются как взаимозаменяемые. Однако, в некоторой степени они действительно отличаются друг от друга. Оценка - это общий элемент, который состоит из методов и приемов, используемых для сбора информации о способностях студентов, понимании знаний и мотивации. [Allan, 1999; Ekbatani & Pierson, 2000; Lambert & Lines, 2000]. Оценивание - это деятельность по сбору необходимой информации, чтобы определить, отвечает ли программа своим целям. Его цель - выяснить, какие методы работают, а какие нет. [Kaufman, Guerra, Platt, 2006]. Как очевидно из этих определений, оценка - это метод, а оценивание - это процесс или деятельность. Из этого можно сделать вывод, что в процессе оценки можно применять методы оценивания.

В целом оценивание считается одной из очень важных частей обучения, где преподаватели могут определить уровень навыков и знаний своих учеников.

Таким образом, это помогает преподавателям оценивать сильные и слабые стороны своих студентов и мотивировать их. [Taras, 2005; Stiggins, 1992].

Оценивание преподавания в изучении иностранного языка проводится по разным причинам. Во-первых, оно показывает, сколько студентов достигли своих целей, у кого есть какие-либо трудности или проблемы, и какие методы полезны при обучении иностранному языку. Во-вторых, преподаватель может решить продолжать ли программу обучения иностранному языку. [Журнал исследований образования и обучения Vol. 6, № 9; Сентябрь, 2018].

Не так много исследований, подчеркивающие, что экзамены, системы тестирования и оценки могут вызывать у студентов негативные воспоминания, боязнь, неудачи и беспокойство о том, что другие могут подумать об их способностях. Такое негативное восприятие может в значительной степени повлиять на продуктивность обучения. [Black & William, 1998; KH, Wang, TH Wang, WL Wang, & Huang, 2006; Watering, Gijbels, Dochy, & Rijt, 2008]. Берри (2010) утверждает, что необходимо внедрить альтернативные способы оценивания, если применяемый формат оценивания не отражает желаемый результат обучения. Тем не менее, некоторые отрицательные результаты, основанные на оценке, оставляют студентов менее мотивированными и более психологически напряженными. Такая ситуация может лишить студентов мотивации к изучению языка.

Для того чтобы основательно решить проблему волнения студентов по поводу оценивания, необходимо наряду с современными методами тестирования использовать традиционные. Основная цель традиционного оценивания состоит в том, чтобы проверить успеваемость учащегося при помощи таких методов оценивания, как контрольные вопросы, альтернативные варианты, а также закрытые тесты или заполнение пропусков. Такие ориентированные тесты могут позволить студентам краткосрочно добиться успеха. В сущности, предпочтение

оценивания может иметь значительное влияние на процессы преподавания и обучения иностранному языку. [Shapiro, 1987].

Сравнивая традиционные и современные формы оценивания в педагогической практике, лингвисты предлагают приведенную ниже таблицу, которая в целом отражает изменяющуюся парадигму как в образовании, так и в обучении второму языку. В таблице приведены сравнения некоторых вопросов старой парадигмы и новой.

Таблица 1.

Старая парадигма преподавания иностранного языка

Старая парадигма преподавания иностранного языка	Новая парадигма обучения иностранному языку
Сосредоточенность на языке	Сосредоточенность на общении
Изолированные навыки	Интегрированные навыки
Ориентированный на учителя	Ориентированный на студента
Акцент на результат	Акцент на процедуре
Проверка на тесты	Тесты для обучения

Сегодня преподаватели английского языка начинают понимать, что необходимо разработать новые альтернативные стратегии оценивания, для того, чтобы лучше контролировать своих учащихся и помогать им в процессе обучения. Эти новые формы оценивания концентрируются на измерении знаний студентов, позволяющих спонтанно использовать язык в реальной жизни, и реализуются в течение определенного периода. В дополнение к этому, все более распространенным становится более достоверное разнообразие оценок, таких как проекты, служебные задания, концептуальные карты, самооценка, взаимная оценка, наблюдение, портфолио, драма, диагностическое дерево, журналы, плакаты, инструкторы и собеседования со студентами. в классе. [Anıl & Acar,

2008; Büyüktokatlı & Bayraktar, 2014]. Различия между традиционным и аутентичным тестированием показаны в таблице.

Таблица 2.

Традиционное и аутентичное тестирование

Традиционный	Аутентичный
Выбор ответа	Выполнение задания
Выдуманная реальная жизнь	Конструкции из реальной жизни
На базе учителя	На базе студента
Косвенный	Прямой

<http://jfmuellet.faculty.noctrl.edu/toolbox/whatisit.htm>

«Альтернативное оценивание реализуется в аудиторных занятиях, в соответствии с требованиями учебной программы. Более того, оно дает информацию о сильных и слабых сторонах студента, и основывается на заданиях из реальной жизни. Благодаря альтернативному оцениванию обучение становится более аутентичным, поскольку помогает учащимся улучшить свои навыки принятия решений и решения проблем. Преподаватели также могут получить представление об эффективности своего курса и при необходимости внести изменения». [Ричардс и Ренандия, 2002].

Оценка включает информацию об осведомленности, понимании, восприятии и отношении студентов к обучению. Оценка отвечает потребностям учащегося и занимает центральное место в планировании учителем, включая тестирование. В этом ключе стандартизованные тесты чаще всего ассоциируются со следующими принципами оценки: подлинность, надежность, достоверность и эффект обратной связи. [Brown & Abeywickrama, 2010], [Sarıçoban, 2011].

Использование принципа подлинности в тесте используется для выполнения задания в реальной жизненной ситуации. Таким образом, в тесте подлинность представлена следующими способами:

- а) включает как можно больше естественного языка;
- б) содержит контекстуализированные компоненты;
- в) имеет значимые, актуальные темы из реальной жизни;
- г) обеспечивает некоторую тематическую организацию элементов, например, сюжетную линию или эпизод;
- д) предлагает задания, которые повторяют задания из реального мира.

Стабильность и постоянство результатов надежных испытаний должны быть последовательными и надежными. [Badjadi, 2013; Genesee & Upshur, 1999]. Например, если преподаватель дает один и тот же тест одному и тому же студенту или подбирает студентов в двух разных случаях, тест должен показать одинаковые результаты. Итак, принцип надежности;

- а) соответствует своим условиям;
- б) дает четкие указания для оценки;
- в) имеет единые рубрики для оценки;
- г) содержит задания, однозначные для тестируемого. [Brown & Abeywickrama, 2010].

Возможный уровень реализации чрезвычайно высок, например, если студент, написавший рассказ, имеет те же или, по крайней мере, очень похожие характеристики его / ее последующего написания. (Ричардс и Ренандия, 2002).

«Достоверность оценки воспринимается методом оценки, соответствующий преподаваемому материалу и учебной программе, и, если результаты оценки точны.» [Brown, 2002; Gür, 2013].

Четвертый основной принцип тестирования по иностранному языку - это обратный эффект. Согласно Брауну [2004] и Андерсону, Рурку, Арчеру и Гаррисону [2001], этот принцип определяется влиянием тестирования на

преподавание и изучение иностранного языка. При использовании обратной связи необходимо учитывать следующие моменты:

а) положительно повлиять на то, как и что преподают преподаватели и как учатся студенты;

б) предлагать студентам возможность подготовиться;

г) предоставить студентам данные для оценки языковых достижений;

д) обеспечить условия для максимальной успеваемости обучающегося.

[Brown & Abeywickrama, 2010].

Заключение

Тестирование, касающееся оценивания, может предоставить как преподавателям, так и студентам информацию об уровне знаний, навыков и трудностях в изучении иностранного языка, а также о том, какие действия и методы являются наиболее полезными. Тестирование - это средство оценки деятельности студентов, которое может использоваться для определения четкого критерия или шкалы. Слово оценка означает рассмотрение человека и его оценивание и имеет более широкое обоснование, чем тестирование. [Akpinar & akildere, 2013; Brown, 2004].

В свете альтернативных оценок учителя могут определить, что является важным в их учебном процессе, и выбрать стратегии оценивания, подходящие для характеристик студентов.

Таким образом, при планировании обучения иностранным языкам в отношении оценивания преподаватель должен учитывать следующие вопросы:

- Обучение и оценка должны отражать друг друга.
- При использовании иностранного языка значимы все виды оценок.
- Оценка должна занимать главное место в обучении.

-Принципы оценивания должны приниматься во внимание преподавателями при создании учебных материалов для студентов.

-Негативные факторы, влияющие на студентов, такие как тревога и беспокойство, должны быть в центре внимания преподавателя.

Подводя итог хотелось бы отметить, что в последнее время важность оценивания в процессе обучения языку стала популярна. Оценка очень важна для студентов в овладении языком. Он играет решающую роль в процессе обучения и дает обучающимся возможность получить новые знания, используя их текущие способности, а также является мотивацией в образовательном процессе.

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ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА С ЗАДЕРЖКОЙ ПСИХО-РЕЧЕВОГО РАЗВИТИЯ В УСЛОВИЯХ БИЛИНГВИЗМА

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Аннотация: В статье рассматривается обучение английскому языку детей дошкольного возраста с задержкой психо-речевого развития в условиях полиязычия и инклюзивной среды. В результате обследования родной

(узбекской), русской речи оценивается уровень владения их, выявления нарушения речи, разрабатываются индивидуальные программы и направления коррекционно – логопедической работы по преодолению речевых нарушений. Раскрываются этапы обучения английской речи дошкольников, имеющих нарушения речи.

Ключевые слова: инклюзия, образование, нарушения речи, узбекский, русский, английский, язык, результаты обследования, билингвизм, оценивание, инклюзивная среда, дошкольники, коррекционно-развивающая работа, этапы, обучение.

Инклюзивное образование детей с нарушениями речи все больше становится частью профессиональной жизни не только логопедов, дефектологов, но и учителей - предметников. Инклюзивное образование - это доступность получения знаний детей с нарушениями развития среди своих здоровых сверстников. В основе инклюзии лежит исключение любой дискриминации детей и обеспечение равного отношения ко всем участникам образовательного процесса. Раннее выявление детей с недоразвитием речи и оказание им логопедической помощи является основой для включения их в инклюзивную среду. [7] В ходе исторических и политических процессов XXI века языковая картина Узбекистана приобрела ряд своеобразных черт. Узбекский язык доминирует в стране в роли родного языка. Большинство населения, в основном – узбеки, считает его родным. Оставшаяся часть родным языком считает несколько десятков других языков. Русский язык является одним из самых распространенных родных языков, который также для большей части нерусского населения страны выступает в роли второго, третьего иностранного языка.

В качестве иностранного языка в последнее время получает широкое распространение [английский язык](#). Исходя из этого можно прийти к выводу, что большая часть населения Республики живет в условиях полилингвизма.

В нашу жизнь активно проникают средства массовой информации, интернет, телевидение, что ведет к развитию иноязычных форм общения. Сегодня люди путешествуют, пытаются понять особенности культуры,

жизнедеятельности, общения в других странах, мигрировать и адаптироваться к новым условиям. В Узбекистане изучение иностранных языков входит в образовательные программы дошкольного, школьного, высшего и профессионального образования и язык образования очень часто не является родным языком обучающихся. Поэтому процесс развития речи детей в условиях билингвизма привлекает большое внимание общества и является актуальной.

«Билингвизм – двуязычие, владение и попеременное пользование одним и тем же лицом или коллективом двумя различными языками или различными диалектами одного и того же языка (например, местным диалектом и литературным языком)» [1].

Различают естественный (бытовой) и искусственный (учебный) билингвизм. «Естественный билингвизм возникает в соответствующей языковой среде, которая включает в себя радио и телевидение при спонтанной речевой практике. Осознание специфики языковой системы может не происходить. Второй язык при искусственном билингвизме осваивается в учебной обстановке, при этом необходимо использование волевых усилий и специальных методов и приемов»[2].

По мнению Б. Дадье, «Когда два языка вступают в контакт в одном индивиде, то это означает, что в контакт и в конфликт приходят два видения мира. Переход от одного языка к другому может вызвать в мышлении глубокие потрясения» [3].

Цели и задачи исследования. Перед обучением английскому языку мы провели исследование по оцениванию особенностей речевого развития детей дошкольного возраста (5-7лет) в условиях билингвизма. Для этого мы адаптировали методики логопедического обследования на родном языке детей с нарушениями речи Л.Р. Муминовой, а для обследования звуков русской фонетической системы использовали картинный материал О.Б. Иншаковой «Альбом для логопеда» [6], [4].

В исследовании приняли участие 20 дошкольников с задержкой психо-речевого развития (уровень речевого развития которых соответствует общему недоразвитию речи 2-3 уровня), которые воспитываются в условиях билингвизма: родной язык – узбекский, язык обучения – русский.

Анализ результатов обследования фонетико-фонематической стороны речи показал неоднородные нарушения. Нарушения фонематического восприятия отмечаются у всех детей, но в разной степени: у 35% дошкольников - средние и у 65% - низкие показатели и на русском, и на узбекском языках. Большинство детей не только допускало, но и не замечало ошибки. Трудности возникали не только при различении оппозиционных звуков, но и при дифференциации более контрастных звуков. Анализ данных обследования звукопроизношения показал, что для детей с общим недоразвитием речи как на родном так и на втором языках характерны полиморфные нарушения звукопроизношения. У большинства детей наблюдались сочетанные нарушения сонорных, шипящих, свистящих, заднеязычных звуков.

В результате исследования импрессивной речи на узбекском языке выяснилось, что у 30% детей с ЗПРР – высокие, у 40% - средние, у 30% - низкие показатели, а при обследовании на русском языке у 5% детей высокие, у 30% - средние и у 65% - низкие показатели. Исследование активного словаря показало у 20% детей – высокие показатели, у 35% - средние показатели, у 45% - низкие показатели на узбекском языке и у 45% - средние и у 55% низкие показатели на русском языке. При анализе данных исследования импрессивной речи и активного словаря выявили, что для детей с общим недоразвитием речи характерны бедный словарный запас, преобладание в словаре бытовой лексики, значительное различия между активным и пассивным словарем, низкая речевая активность, затруднения в употреблении частей речи, особенно прилагательных, местоимений, наречий и предлогов как на русском, так и на узбекском языках.

Исследование грамматического строя речи показало у 20% детей – высокие показатели, у 40% - средние показатели, у 40% - низкие показатели на узбекском языке и у 30% - средние и у 70% низкие показатели на русском языке. По результатам, полученным при исследовании грамматического строя речи у детей с общим недоразвитием речи отмечается ряд особенностей: у детей возникают сложности в воспроизведении, построении предложений, пропускают, заменяют слова, искажают смысл сказанного, составляют логически незаконченные предложения. Большинство детей смешивает формы мужского женского, среднего рода.

У 40% детей с ЗПРР наблюдалось среднее развитие связной речи, у 60 % - низкий уровень на узбекском и у 15% - средние, у 85% - низкие показатели на русском языке. Дети испытывали трудности в составлении рассказа по серии картин; многим детям не удалось выполнить задание на составление описательного рассказа. При составлении предложений, дети с общим недоразвитием речи строили их крайне примитивно и совершали много ошибок: нарушали порядок слов, не согласовывали части речи, рассказ по картинке состоял из перечисления изображенных на ней объектов. При составлении рассказа и в ходе беседы во время обследования, дети смешивали слова узбекского и русского языка в предложениях.

В результате комплексного обследования, мы пришли к выводу, что своеобразие развития речи детей с недоразвитием речи, проявляющиеся в отставании развития всех компонентов языка, речевой инактивности, ограниченности и недифференцированности лексической стороны, выраженных недостатках грамматического строя, задержке в развитии фразовой и связной речи, нарушениях слоговой структуры слова. Фактор билингвизма у детей с задержкой психо-речевого развития выступает отягощающим условием для правильного формирования и развития речи как на родном так втором языках. Но несмотря на речевое недоразвитие части детей в группах 5-6 лет по желанию

родителей все дети обучаются и английской разговорной речи. В связи с данными исследования нами были разработана поэтапная коррекционно-развивающая программа обучению английскому языку совместно с педагогом английского языка.

В данном докладе мы раскроем этапы обучению английской разговорной речи детей, которые являются воспитанниками частного дошкольного учреждения..

1 этап – подготовительный, где решаются коррекционные задачи:

- развитие сенсорных и моторных функций; формирование основы артикуляторных движений; коррекция нарушений звукопроизношения и развитие элементарной лексики, развитие интеллектуальных функций (мышления, памяти, воображения, восприятия, внимания); развитие эмоционально-волевой сферы и игровой деятельности; формирование черт гармоничной личности (дружбы, любви, уважение и самоуважение, критичности и самокритичности, оценки и самооценки и др.) развитие сенсомоторных функций. Развитие лингвистических способностей детей; формирование у детей первичных навыков общения на английском языке;

- включение упражнения на развитие фонематического слуха, с использованием фонем английского языка - «Поймай звук», «Тихо – громко», «Угадайте – кто я?», «Звук заблудился», «Правильно-неправильно» и т.д.

II этап основной, где решаются уже образовательные задачи: обучение основам англоязычной речи; формирование и развитие навыка аудирования;

- создание у ребенка «образа» структур английского языка, так называемое интуитивное владение языком; формирование навыка функционального использования речи с целью получения информации; развитие произвольного запоминания и внимания; развитие коммуникабельности, активности и самостоятельности; приобщение к культуре стран изучаемого языка.

III этап- закрепление, повторение.

Для нас этот этап имеет особое значение . Мы посвящаем больше времени на индивидуальную работу с детьми. Работа направлена на то, чтобы найти способы стимулирования речемыслительной активности и активизации коммуникативно-познавательной деятельности на русском и английском языках у дошкольников, способствующей их личностному развитию и дальнейшему эффективному обучению в общеобразовательной школе.

В заключении хочется отметить, только совместными усилиями семьи и специалистами детского сада возможно активизировать детей к изучению иностранных языков, вызвать интерес и любовь к языкам и преодолеть возможные трудности на этом трудном, но увлекательном пути. Только вместе мы – родители, воспитатели, учителя –предметники, логопеды, психологи откроем двери детям в инклюзивное общество.

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СОДЕРЖАНИЕ ОБУЧЕНИЯ ИНОЯЗЫЧНОЙ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ СТУДЕНТОВ-ФИЛОЛОГОВ: ЛЕКСИЧЕСКИЙ АСПЕКТ

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Аннотация. В настоящей статье изложены этапы содержания обучения иноязычной межкультурной коммуникации студентов-филологов с применением педагогической технологии развития критического мышления через чтение и письмо на примере лексического аспекта китайского языка.

Ключевые слова: межкультурная коммуникация, лексические единицы, научный эксперимент, китайский язык, речевая деятельность, графические органайзеры, технология развития критического мышления через чтение и письмо.

На этапе динамичного развития Республики Узбекистан большое внимание уделяется сфере образования, культуры, искусства и науки. Одной из приоритетных задач в области обучения китайского языка с применением педагогических технологий является создание концепции когнитивно-дискурсивного обучения иноязычной межкультурной коммуникации студентов-филологов в вузовском пространстве. В Стратегии действий по пяти приоритетным направлениям отмечены такие важные задачи, как «дальнейшее совершенствование системы непрерывного образования, повышение возможностей предоставления качественных услуг образования, а также придерживаться политического курса, направленного на подготовку высококвалифицированных кадров в соответствии с требованиями современного рынка труда». В этой связи, весьма важной является разработка концепции когнитивно-дискурсивного обучения межкультурной коммуникации основанная на глубоком изучении тесной взаимосвязи и интегративного подхода языка и

культуры, а также с учетом достижений Китая в социально-экономической и политической сферах.

XXI век – век стремительного потока информации, предопределяющий необходимость формирования умения не только ориентирования в этом растущем потоке информации, но и отбора, осмысления и применения полученной информации. Указанные критерии в своей совокупности синтезируются и становятся неотъемлемой частью принципа образовательной системы, отвечающей современным требованиям. Следует особо отметить, что теория высшего образования подразумевает подготовку специалистов, сочетающих глубокие знания по всему комплексу теоретических и прикладных дисциплин с умением находить принципиально новые решения в различных задачах, пополнять и углублять свои знания, ориентироваться в растущем потоке научно-технической и общественно-политической информации. Безусловен тот факт, что формирование глубокого и устойчивого интереса студента к учебе служит важным условием успешного развития личности в рамках образовательного процесса. При снижении интереса к учебе могут возникнуть трудности в усвоении учебного материала. В связи с этим необходимо создавать условия, целевые установки, повышать мотивацию студентов на занятиях иностранного языка, «так как активное отношение к познанию предполагает избирательность подхода к объектам познания, целям и задачам, требующим решения, преобразованию объекта в последующий деятельности, направленной на решение той или иной проблемы» [2, с. 93–94].

По теории методики обучения китайскому языку существует работы таких отечественных ученых как – это исследования С.Назарова, Д.Джураева, Л.Шасаидовой [4,8,9].

Теоретическим и практическим основам обучения иноязычной межкультурной коммуникации посвятили свои труды виднейшие отечественные

и зарубежные ученые-методисты Ш.Усманова, Дзя Юйсин, Тер-Минасова и другие [5,6,7].

Таким образом, при разработке методики обучения иноязычной межкультурной коммуникации студентов-филологов с применением педагогической технологии развития критического мышления через чтение и письмо на примере лексического аспекта китайского языка прямо пропорционально отвечает всем требованиям современного международного образовательного стандарта, согласно которому в первую очередь подразумевается «развитие личности обучающегося на основе изучения универсальных способов познания и освоения мира» [1, с. 17].

Методика обучения иноязычной межкультурной коммуникации студентов-филологов с применением педагогической технологии развития критического мышления через чтение и письмо на примере лексического аспекта китайского языка включает нижеследующие **этапы**:

Ознакомительный – работа над формой слова, его значением и употреблением. Использование изобразительной, предметной звуковой, контекстуальной наглядности. В исследовании Е.Н. Солововой особо подчеркивается, что «слова существуют в нашей памяти не изолированно, а включены в сложную систему лексико-семантических отношений, которая интегрирует два типа структурных отношений на уровне лексической единицы – парадигматические и синтагматические» [3, с. 87].

Следующий этап – тренировочный. *Цель* данного этапа – первичная активизация и закрепление лексического материала в контексте межкультурной коммуникации, который включает упражнения и задания по лексике китайского языка и направлен на «совершенствование умений и навыков анализа языкового материала». Сюда включены различные виды упражнений: упражнения на различение акустико-графического образа слова, соотнесение слова с другими известными словами и образования словосочетания, в том числе

лингвокультурных фразеологических единиц китайского языка. Подготовительные упражнения, которые могут включать дифференциацию и идентификацию лексических единиц, являются комбинирующими, трансформационными, словообразующими, подстановочными. В данной подсистеме предусматривается не только определение уровня понимания слова, словосочетания и фразеологизмов китайского языка, но и нахождение соответствующей идиоматической единицы в родном языке и умение распознавать ее. Например:

1. *Напишите транскрипцию нижеследующих слов :*
2. *Вычеркните из приведенного ряда односложных слов, те слова, которые не являются омофонами данной группы слов :*
3. *Разгруппируйте сложные слова в две колонки, в первую, слова образованные при помощи аффиксов, во вторую при помощи сложения значимых морфем:*
4. *Соедините односложные слова между собой так, чтоб образовались двусложные слова и другие.*

Продуктивный этап обучения. На данном этапе студенты в аудитории работали на основе использования графических органайзеров, обеспечивающих усвоение лексических единиц в межкультурном контексте на уровне предложения и сверхфразового единства, который содержит компоненты технологических этапов технологии развития критического мышления через чтение и письмо, направленной на развитие таких познавательных процессов личности, как мышление, память, воображение.

На данном этапе, с помощью использования таких технических средств как проектор, интерактивная доска, были продемонстрированы приёмы применения ТРКМЧП: «Thin (тонкие) и thick (толстые) вопросы»), «Диаграмма «Венна»,

Синквейн, Карта ассоциаций, Функционально-смысловая таблица, «Попс-формула», «Fishbone», «SWOT- анализ» » [4, с. 87].

Для подведения итогов опытно-экспериментальной работы предусмотрено проведение констатирующего среза уровня сформированности рецептивных и продуктивных навыков в рамках нашего исследования. Основная задача постэкспериментального среза – сравнение результатов экспериментальных групп, где занятия сопровождались авторской методикой обучения межкультурной коммуникации студентов-филологов с применением педагогической технологии развития критического мышления через чтение и письмо на примере лексического аспекта китайского языка.

Таким образом, содержание обучения иноязычной межкультурной коммуникации студентов-филологов направлено на повышение уровня сформированности рецептивных и продуктивных лексических навыков китайского языка, тенденцию ясного и корректного выражения своих мыслей, выработка собственного мнения на основе осмысления различного опыта, идей и представлений.

В заключении необходимо отметить, что в процессе обучения иноязычной межкультурной коммуникации китайского языка интегрированная подача лексического материала и дифференцированный подход с применением педагогической технологии развития критического мышления через чтение и письмо набором методов и приемов, соответствующих каждой фазе технологического этапа (в виде таблиц, опорных схем, графических органайзеров, кластеров, карт ассоциаций), а также учет когнитивных процессов студентов-филологов содействуют интенсификации учебного процесса в вузовском пространстве.

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К ВОПРОСУ О БЕЗОТМЕТОЧНОМ ОЦЕНИВАНИИ УЧАЩИХСЯ В НАЧАЛЬНОЙ ШКОЛЕ

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Аннотация: в данной научно-исследовательской статье рассматривается вопрос о безотметочном оценивании учащихся начальных классов, приводятся новые подходы и делается акцент на смайлограмме, а также описывается ее продуктивность

Ключевые слова: учебная деятельность, учебный процесс, современная система образования, оценивание, оценка, смайлограмма, мотивация

Современная система образования в Узбекистане претерпевает качественные изменения. Особое значение имеет совершенствование процедур оценки знаний учащихся.

Оценка результата воспитательной работы ребенка существовала во все времена и во всех типах школ. Учиться без оценки – все равно что работать без зарплаты. Но и заработная плата, и оценка успеваемости ученика обязательно должны быть выражены в определенной форме и по определенному алгоритму.

На протяжении веков школьная оценка была таким нормативным выражением оценки [1, с. 44].

Многие педагоги (Н.К. Крупская, А.В. Луначарский, А.П. Пинкевич, С.Т. Шацкий) указали на необходимость нового подхода, отличного от традиционного по содержанию обзора, оцениванию и их функциям [2, с. 107].

В исследованиях Е.В.Гурьяновой, Н.Н.Иорданского, К.Н.Соколова показана важность новых методов оценивания и форм проверки. Вопросы проверки знаний, умений и навыков также рассматривались в фундаментальных трудах по истории школы и педагогике Н.А. Константинов, Ф.Ф. Королева, Е. Медынский, З. Равкина [3, с. 66].

Вышеупомянутые авторы подчеркивают, что для эффективной реализации учебного процесса необходимо выполнение следующих условий:

- систематичность процесса оценки;
- целенаправленность оценки;
- доступность и прозрачность оценки и других стандартов.

Можно выделить следующие новые подходы к решению проблемы школьных оценок:

- оценка считается окончательным результатом обучения;
- выявлено соответствие результатов обучения образовательным стандартам;
- установлен уровень компетенций обучаемых;
- система выставления оценок ориентирована на продукт учебной деятельности, а не на учебный процесс, что соответствует традиционной системе оценки учебной деятельности учащихся.

Вышеупомянутые условия и подходы можно отнести и к процессу безотметочного оценивания. Наряду с ними, важны конкретные педагогические условия для безотметочного оценивания. Ими являются следующие группы условий:

–педагогические условия, относящиеся к области преподавания (касающиеся преподавания);

–педагогические условия, относящиеся к области учения (касающиеся учащихся) [4, с. 77].

Говоря о проблеме внедрения в начальных классах обучения без оценок или так называемое «безотметочное оценивание», необходимо тщательно проанализировать причины, побудившие современную систему образования заняться этой проблемой – ведь в практике массовой школьной практики оценивание является единственным. Принятая мера успешности воспитательной работы учащихся, переход к новой философии оценивания возможен только при глубоком понимании существующих противоречий и последствий, комплексном решении сопутствующих проблем и задач школ Узбекистана.

В нашей научной работе мы рассматриваем безотметочное оценивание как инструмент основной оценки в начальных классах, и выделим инструмент смайлограмму (англ. Smile – улыбка + gramma – запись), представляющая собой трехсубъектную модель контроля и оценивания.

В построении смайлограммы задействованы три субъекта: ученик, учитель, одноклассник. Оценка по каждому предмету представлена графически. Тактика оценивания, самооценки и взаимной оценки результатов усилий учащихся и учителей заключается в постоянной корректировке действий участников образовательного процесса, имеющей форму взаимодействия (воздействия, взаимодействия, самодействия) [5, с.105].

Мы солидарны с Шумиловой Н.Н. Смайлограмма — это гибкая мобильная модель контроля / самоконтроля, оценки / самооценки, взаимной оценки в пространстве трех дисциплин «учитель - ученик - одноклассник». Эта модель основана на программе продвижения младших школьников к успеху на основе их понимания сути учебной и познавательной деятельности с точки зрения рефлексии [5, 107].

Таким образом, можно сделать следующие выводы: оценка отменена, а значимая оценка сильно отличается; студенты получают четкие критерии самооценки учителя; Самооценка ученика предшествует оценке учителя. Система бесплатного оценивания оценок, создающая условия для формирования предмета учебной деятельности в школьном возрасте, позволяет в будущем стать предметом творческой деятельности, свободной от типового универсума, что является основным направлением развития человека.

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СФОРМИРОВАННАЯ КОМПЕТЕНЦИЯ БУДУЩИХ УЧИТЕЛЕЙ РУССКОГО ЯЗЫКА КАК ПРЕДМЕТ ОЦЕНИВАНИЯ

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Аннотация: в данной научно-исследовательской статье рассматривается вопрос оценивания компетенции будущих учителей русского языка, интерпретируются три основные структуры подхода к компетенции как предмету оценки и анализируются компоненты основных подходов

Ключевые слова: подход, предмет оценки, многочисленная методическая литература, объективная оценка, будущий учитель русского языка, область образования, формализация знаний, компетенция

В связи с растущими требованиями к содержанию образования, к формам его организации, технологиям обучения и методам обучения возрастают и требования к современным средствам оценивания результатов обучения. Хотя оценивание не является системным образованием, а лишь вспомогательной структурной составляющей образовательного процесса, но именно уровни образовательных результатов обучающихся, определяемые с помощью контрольно-измерительных приборов, считаются показателем успеваемости учащихся и деятельности учителей, эффективность функционирования образовательного учреждения и всей образовательной системы в целом. Поэтому основополагающая миссия оценивания настолько важна, что при планировании содержания, стиля, методов и глубины обучения оптимальные средства оценки должны быть определены априори.

Нужно отметить, что за последнее время накоплен достаточно большой опыт внедрения требований компетентностного подхода в практику высших учебных заведений. Были написаны и защищены десятки научных диссертаций, сотни научных статей и тезисов, в которых раскрываются содержание и сущность основных понятий «компетенция», «компетентность», «профессиональная компетенция», «общекультурная компетенция» и др.; технологии и методы формирования профессиональных компетенций студентов, обучающихся на будущих учителей русского языка.

В случае сомнений материальный объект можно измерить повторно. Для получения объективной оценки и тем более измерения знаний требуется их объективация, которая возможна лишь при формализации и упорядоченности информации, представляющей знания. Такая формализация знаний в области

образования обеспечивается соответствующими образовательными стандартами, предметными программами и многочисленной методической литературой.

В случае сомнений материальный объект можно измерить заново. Чтобы получить объективную оценку и, прежде всего, измерить знания, необходимо их объективировать, что возможно только при формализации и последовательности информации, представляющей знания. Такая формализация знаний в области образования гарантируется соответствующими образовательными стандартами, специализированными программами и многочисленной методической литературой.

В данной научно-исследовательской статье мы рассматриваем оценивание сформированности компетенции будущих учителей русского языка, и солидарны с авторами Г.Ибрагимов, Е.Ибрагимова, которые рассматривают **компетенцию как предмет оценивания**. Они утверждают, что «Когда компетентность рассматривается как предмет оценки, возникает вопрос о выделении в ее структуре составных элементов, которые могли бы стать объектом объективной диагностики и оценки. Проведенный анализ позволил выделить три подхода к определению структуры компетенций»:

Таблица №1

Три подхода к определению структуры компетенции [1, с.44]

	Подход	Описание
.	Первый подход	Первый подход рассматривает компетенцию как интегративное единство знаний, умений и владений. Данного подхода придерживались (О.И. Бычкова, Е.Л. Кон, В.И. Фрейман, А.А. Южаков)
.	Второй подход	Данный подход включает в себя, помимо знаний, навыков и умений и мотивационный компонент (семантика ценности), который характеризует отношение человека к деятельности. В результате к критериям оценки добавляются параметры оценки

		мотивации. Сторонниками данного подхода являются В.И. Блинов, О.Ф. Батрова, Е.Ю. Есенина, А.А. Факторович и др. [2, с.102].
.	Третий подход	Третий подход заключается в добавлении в структуру компетенций еще одного компонента в дополнение к упомянутым выше подходам – условий, при которых компетенция проявляется и совершенствуется[3, с.17].

Каждый из подходов подкреплён некоторым опытом внедрения в различных образовательных учреждениях.

Детализируя первый подход, рассматривающий компетенцию в качестве вышеуказанных интегративных единиц целесообразно формализовать представления объектов управления, для каждого компонента выделены следующие формы:

для знаний – принципы, модели, процессы, методы, алгоритмы, термины, определения, аксиомы, формулы, характеристики (параметры), операции, конструкции (логические, функциональные, семантические, системное);

для навыков – применение методов, подходов, построение моделей, исследование процессов, выполнение расчетов, анализ схем, исследование особенностей, работа с инструментами;

для владений – построение и выбор методов исследования моделей, процессов, явлений и т. д., разработка комплекта документации (паспорт проекта, технико-экономическое обоснование и др.), реализация проектов, разработка информационного, программного обеспечения, системы, разработка и применение инструментов исследования, моделирования, решения задач проектирования [4, с.39-40].

Проведенное исследование определило, что в процессе развития образования и педагогической мысли сформировались основные компоненты

профессиональной компетентности будущего учителя, его оптимальный имидж, типичные черты, что является сложно-оцененными объектами. Однако его миссия в современной социокультурной ситуации, его положение как представителя духовно-нравственной культуры в ее синхронности и диахронии, необходимое сотрудничество и взаимодействие с постоянно развивающимся обществом и учащимися, самоорганизующимися, нестабильными, непредсказуемыми, трудными для контроля, значительно расширили круг профессиональных задач.

Но три вышеупомянутых подхода дают нам право рассматривать компетенцию как предмет оценки и выделить в её структуре основные составляющие элементы, которые можно рассматривать как предмет оценивания.

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ОТ ТРАДИЦИОННОЙ СИСТЕМЫ ОЦЕНИВАНИЯ К АЛЬТЕРНАТИВНОЙ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. В статье рассмотрены проблемы оценивания учебных достижений учащихся при реализации компетентностного подхода в образовании и их влияния на мотивацию обучающихся к изучению иностранного языка. Отмечена важность и актуальность проблемы в контексте подготовки высококвалифицированных кадров, способных отвечать на новые профессиональные вызовы и взаимодействовать с широким кругом специалистов

по всему миру. Проанализированы преимущества аутентичного (альтернативного) критериального оценивания в образовании.

Ключевые слова: организация контроля по иностранному языку, иноязычное общение, оценивание, потребности и мотивация, аутентичное, альтернативное оценивание, критериальное оценивание.

Приоритетным направлением развития социальной сферы Узбекистана заявлены образование и подготовка высококвалифицированных кадров, способных отвечать на новые профессиональные задачи [Государственная программа по реализации Стратегии действий по пяти приоритетным направлениям развития Республики Узбекистан в 2017 - 2021 годах от 7 февраля 2017 года № УП-4947], формирование «человека знания», способного к саморазвитию, разносторонней творческой деятельности, к глобальной коммуникации и взаимодействию с широким кругом специалистов разных национальностей. В этой связи интерес вызывает задача повышения эффективности массового иноязычного образования в высшей школе, а также уровня владения населения английским языком как средством глобальной профессиональной коммуникации.

Оценивание играет немаловажную роль в становлении мотивации в учебном процессе. Задачи оценивания, как нам известно, заключаются в результате обратной связи между учеником и учителем, а также в регулировании системы образования. Вместе с этим, система оценивания определяет процесс обучения на достижение разнообразных образовательных результатов: предметных (знания, умения и навыки), метапредметных (когнитивных, коммуникативных, решение проблем в жизненных ситуациях и т.п.), личностных (оценка ценностей, интересов, мотивации и др.) [3].

На сегодняшний день традиционная система оценивания носит устарелый характер. Это и необъективность оценивания, личное (субъективное) отношение учителя к ученику, учитель уже изначально складывает определённое мнение о возможностях того или иного ученика. Кроме того, данная система оценивания

вызывает привыкание учащихся, в процессе которого часть группы определённо готовится к тому или иному виду контроля, а другая часть списывает. Таким образом, учащийся получает оценку за конкретно выполненное задание. Данная система не имеет критериального оценивания достижений и успехов учащихся. Кроме того, по некоторым исследованиям, мотивация учащихся находится на низком уровне и изучение иностранного языка сводится к минимуму. Также в обучении иностранному языку не существует конкретных методов отслеживания и оценивания прогресса и уровневой динамики изучения языка учащимися. По результатам исследований тревожность, вызванная возможным некорректным оцениванием со стороны учителя, является одним из факторов снижения мотивации и желания учащихся к изучению иностранного языка [2]. Следовательно, актуальным на сегодняшний день является поиск альтернативных форм оценивания, которые будут отражать реальный уровень владения иностранным языком и последовательно фиксировать их достижения, а также обеспечат системный контроль процесса обучения, способствуя при этом повышению мотивации учащихся к овладению иностранным языком в школе.

Современные тенденции требуют нового подхода оценивания, перехода от традиционных методов к альтернативному оцениванию. Аутентичное, или альтернативное оценивание, распространяется за рубежом в различных моделях обучения и трактуется как «истинное, подлинное, адекватное», или «оценка реальных достижений учащихся», складывающихся из совокупности всех его успехов и проявлений в собственной жизни, выбранному пути и профессиональной ориентации.

Аутентичное оценивание – это использование альтернативных методов оценивания, к числу которых относятся: письменные работы (аннотации, эссе, научные доклады) или творческие индивидуальные и групповые проекты, научные эксперименты, презентация, портфолио, устные публичные выступления на открытых мероприятиях с презентацией результатов своего исследования на

иностранном языке и др. Эта форма оценивания предполагает направленность на деятельность обучающихся, рассматривает их со стороны активности, творчества, личностного роста, развития, активизирует их самостоятельность и пробуждает ответственность за свое продвижение как в личной, так и профессиональной ориентированности. Данные методы альтернативного оценивания не вызывает тревожность за оценку, тем самым подавляя развитие реальных способностей учащихся, а наоборот стимулирует и активизирует познавательную деятельность обучающихся, стремление узнать, продемонстрировать свои успехи, поднимая свою самооценку в коллективе, получив признание своих достижений. Таким образом, можно сделать выводы, что альтернативное оценивание становится одним из важнейших этапов реализации компетентностного подхода в современной системе образования.

Задания для альтернативного оценивания подбираются как наиболее приближенные к реальной ситуации (подлинных) условий выполнения деятельности в оцениваемой области, оставляя достаточный простор для развития способностей и заинтересованности учащихся как источников для формирования их знаний и умений в изучаемом иностранном языке. Как отмечают исследователи, критерии, используемые в данном оценивании, направлены на оценку «главного» в поведении и деятельности обучаемого, в соответствии с хорошо сформулированными работающими стандартами (например, написание доклад по социально актуальной теме, убедительная защита своей позиции). В альтернативном оценивании от учащихся требуется, чтоб они представляли свои работы публично и устно [7].

Такая уникальность альтернативного оценивания, как необходимость создания приближенных к реальной жизни ситуации, в которых ученики должны показать свои знания и умения, указывает на то, что реализация государственных образовательных стандартов на всех ступенях образования, от дошкольных до высших учебных заведений, предполагает активный переход к альтернативному

оцениванию. Альтернативное оценивание направлено в обучении на выявление уровней сформированных компетентностей и является критериальным. Критериальное альтернативное оценивание – это процесс, основанный на сравнении учебных достижений учащихся с четко определенными, коллективно выработанными критериями, соответствующими целям и содержанию образования и понятными для учащихся, педагогов и родителей [6].

Критериальное оценивание может быть формативным и суммативным. Формативное (формирующее) оценивание непрерывно сопровождает процесс обучения и определяет текущий уровень усвоения знаний и формирования навыков в результате ежедневной работы в аудитории. Преимущество состоит в его независимости от баллов (часто проводится анонимно), постоянной обратной связи с учащимися и ориентированности на все виды образовательных результатов (предметные, метапредметные и личностные) [1]. Его задачей является предоставление преподавателю и обучающемуся информации о степени корректности выполнения заданий в процессе освоения нового материала, и необходимости внесения исправлений в индивидуальную траекторию обучения. В процессе такого оценивания студенты играют активную роль, что обеспечивает им более глубокое погружение в материал и способствует устранению повышенного уровня тревожности по поводу своих ошибок, развитию навыков само- и взаимооценивания и росту учебной мотивации [1]. Суммативное оценивание, как правило, предусматривает проверку уровня знаний и сформированности навыков по окончании изучения темы, раздела или иного блока учебной информации.

В отличие от формирующего, суммативное оценивание обычно проводят внешние органы согласно определенным нормативным документам. Положительными сторонами применяемых в образовательной практике форм критериального аутентичного оценивания являются возможность продемонстрировать практические результаты деятельности учащихся,

поддержат их активность и готовность к личностному развитию и работе над собой для достижения новых целей.

Данные и результаты использования аутентичного оценивания в зарубежной и отечественной практике показали высокие результаты данной системы в отличие от традиционной системы оценивания, тем самым предлагают использование критериального альтернативного оценивания в образовании. И практика показывает необходимость перехода и модернизации системы оценивания в образовании Узбекистана с целью мотивации и распространения изучения иностранного языка учащимися для дальнейшей конкурентоспособности населения на мировом уровне. Предпочтение альтернативного критериального оценивания учащихся традиционному в образовании состоит не только в объективности оценивания, но и в положительном влиянии данной системы оценивания на отношение обучающихся и как к мотивации к изучению иностранному языку в школе.

Показателями высоких достижений учащихся в данной системе оценивания являются личностные успехи, индивидуальный прогресс обучающихся в образовательном процессе, формирование метапредметных знаний и компетенций. Комбинирование традиционного и альтернативного оценивания, позволяющее проследить динамику личностного развития и индивидуального продвижения в изучении и применении иностранного языка учащихся, уровень сформированности основных прикладных навыков и компетенций, дает возможность повысить реальность оценивания, что, в свою очередь, стимулирует развитие интереса к иностранному языку, потребности его использования в значимых для обучаемых ситуациях, а также мотивирует дальнейшую работу учащихся над совершенствованием своего уровня владения языком.

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ОЦЕНКА СФОРМИРОВАННОСТИ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА НАЧАЛЬНОМ ЭТАПЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация: в данной статье рассматриваются возможности дифференцированного подхода к оценке сформированности коммуникативной компетенции на начальном этапе обучения иностранным языкам.

Ключевые слова: коммуникативная компетенция, дифференцированные показатели, дети младшего школьного возраста.

В странах Европы особое внимание уделяется дидактическим подходам и требованиям к уровню иноязычной коммуникативной компетенции детей младшего школьного возраста, к используемым современным методам, образовательным и информационно-техническим средствам, а также стратегиям обучения. При этом важной необходимостью является развитие межкультурной

компетенции, а также использование инновационных методов и технологий обучения иностранным языкам, способствующих формированию и развитию навыков саморефлексии, самооценки (Selbstreflexion, Selbstevaluation), а также личностно ориентированному, мультисенсорному, предметно-языковому интегрированному обучению на основе экспериментов, игр, песен и сказок в процессе обучения немецкому языку в начальной школе.

Согласно европейским нормативным документам, формирование иноязычной коммуникативной компетенции предполагает развитие общих и специальных умений, универсальных способов деятельности, овладение «приёмами самостоятельного изучения языков и культур, в том числе с использованием новых информационных технологий» [1].

Формировать коммуникативную компетенцию необходимо, так как динамичные процессы мировой глобализации и межкультурной коммуникации требуют умения осуществлять иноязычное общение на элементарном уровне, в том числе и с носителями языка. Общими принципами формирования коммуникативной компетентности можно назвать следующие:

- принцип формирования самостоятельной и творческой личности, способной управлять собой в процессе коммуникации;
- принцип педагогической коммуникативности, при котором коммуникация должна способствовать диалогическому типу общения между участниками образовательной деятельности;
- принцип перевода учащихся из созерцательной и исполнительской позиции в позицию активного, равноправного субъекта коммуникации;
- принцип мотивированного освоения учащимися коммуникативных навыков как необходимого условия взаимодействия в информационно насыщенном обществе;
- принцип целесообразного взаимодействия субъектов образовательной деятельности в формировании коммуникативной компетентности;

– принцип целостного (комплексного) подхода к формированию коммуникативной компетентности [2].

Для определения уровня сформированности коммуникативной компетенции младших школьников мы рассмотрели критерии и выделили три уровня (низкий, высокий и средний), которые, на наш взгляд, достаточно дифференцированно отражают различия уровня сформированности всех компонентов ИКК у детей младшего школьного возраста (см. Таблицу).

Таблица

Дифференцированные показатели сформированности коммуникативной компетенции у детей младшего школьного возраста

Уровни	Компоненты коммуникативной компетенции	Критерии
Высокий уровень	учебно-познавательная компетенция	ученик проявляет интерес к общению с одноклассниками, активен, самостоятелен в процессе учебного общения; высокий уровень активности и учебной мотивации.
	языковая компетенция	владеет интонационными особенностями речи, соблюдает паузы и логические ударения.
	социокультурная компетенция	знаком с миром сверстников немецкоговорящих стран, уважительно относится к культуре и традициям этих стран; умеет взаимодействовать с окружающими, выполняя разные роли в пределах речевых возможностей младшего школьника.
	компенсаторная компетенция	использует языковую догадку; использует невербальные средства общения; владеет приемами раскрытия значения слов.
	речевая компетенция	понимает элементарную речь на слух; реагирует, показывая полное понимание; умеет выбирать адекватные языковые средства для успешного решения элементарной коммуникативной задачи.
Средний уровень	учебно-познавательная компетенция	проявляет стремление к общению, но препятствием на пути к успешному общению является неспособность ориентироваться в ситуации общения и критически относиться к результатам общения, слабо выраженная учебная мотивация.
	языковая компетенция	не в полной мере владеет интонационными особенностями речи, небольшие погрешности при произношении и логическом ударении.
	социокультурная компетенция	неправильная оценка замечаний одноклассников.
	компенсаторная компетенция	неумение оперировать невербальными средствами общения

	речевая компетенция	понимает элементарную речь на слух (часто) при повторном обращении; реагирует (часто) невербально, либо с помощью учителя/партнера; не всегда выбирает адекватные языковые средства для решения элементарной коммуникативной задачи
Низкий уровень	учебно-познавательная компетенция	слабое выражение интереса к общению как к процессу межличностного взаимодействия; низкая учебная мотивация.
	языковая компетенция	наблюдаются проблемы при интонации, ударении, произношении.
	социокультурная компетенция	для данного уровня характерно отсутствие стремления к успеху, неумение осознавать своё поведение в коллективе учащихся и следовать адекватным формам поведения.
	компенсаторная компетенция	ученик не способен свободно общаться с окружающими; полностью теряется в ситуациях конфликта.
	речевая компетенция	не реагирует на элементарные высказывания; показывая полное непонимание; не умеет выбирать адекватные языковые средства для решения элементарной коммуникативной задачи.

В соответствии с разработанными дифференциальными критериями для исследования процесса обучения немецкому языку и выявления уровня сформированности иноязычной коммуникативной компетенции учащихся 1-4 классов было проведено тестирование учащихся в общеобразовательных школах республики с немецким языком обучения.

В рамках проведенного исследования показателей сформированности иноязычной коммуникативной компетенции детей было выявлено несоответствие знаний детей младшего школьного возраста уровню владения немецким языком согласно системе уровней владения языком (ГОСУз/ CEFR), позволяющей фиксировать достижения учащегося в процессе обучения.

Диагностика, данные которой приводятся выше, позволила констатировать компетентностные недостатки и профессиональные проблемы у учителей немецкого языка, решение которых имеет научное, практическое и социальное значение: недостаточные знания психофизиологических особенностей детей младшего школьного возраста, которые необходимо учитывать при обучении

немецкому языку; недостаточное знание особенностей обучения иностранному языку на начальном этапе; недостаточная методическая подготовка, недостаточное знание методов преподавания, способствующих формированию ИКК детей младшего школьного возраста. Также приводятся доказательства многофакторности процесса развития ИКК.

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СИСТЕМА КОНТРОЛЯ НА УРОКАХ ПО ПРАКТИКЕ УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ В ЯЗЫКОВЫХ ВУЗАХ

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Аннотация: В данной статье рассматривается система контроля знаний студентов. Контроль является средством повышения эффективности функционирования системы обучения в целом. В результате контроля получается информация о наличии и отсутствии отклонений в усвоении знаний учащимися, а на основе этой информации принимаются решения о внесении в процесс познания необходимых изменений.

Ключевые слова: контроль знаний, эффективность системы обучения, информативность, объективность.

Проблема контроля знаний учащихся и студентов, ввиду своей актуальности, постоянно привлекает к себе внимание. Поэтому наличие контроля является необходимым условием правильного усвоения знаний студентами при временной экономии усилий и времени, т.е. контроль является средством повышения эффективности функционирования системы обучения в целом.

Как утверждает Гез Н.И., контроль речевых навыков и умений служит целью выявления этих уровней у всех учащихся данного класса, определению характера протекания этого процесса, диагностики трудностей, испытываемых учащимися при усвоении языкового материала и овладении речевыми навыками и умениями, а также проверки эффективности приёмов и способов обучения [1, 32].

Значит, в результате контроля получается информация о наличии и отсутствии отклонений в усвоении знаний учащимися, а на основе этой информации принимаются решения о внесении в процесс познания необходимых изменений. По мнению Ахмедходжаевой А.И., эффективность функционирования системы обучения обеспечивается применением такого контроля, который обладает свойствами информативности, объективности и избирательности, полноты и массивности, своевременности, а также экономичности [2, 64].

Во-первых, информативность контроля означает, что получаемые в результате его сведения отражают обе стороны знаний - количественную и качественную.

Во-вторых, объективность указывает на соответствие получаемых при контроле сведений о состоянии знаний их количеству и качеству при одновременной независимости этих сведений ни от субъекта, ни от объекта контроля.

В-третьих, избирательность предусматривает зависимость процедуры контроля от семантических особенностей проверяемых понятий, - более сложным и важным понятием в процессе контроля должно быть уделено больше внимания, нежели более простым.

В-четвёртых, массовость и полнота означают, что контролем должны быть охвачены все учащиеся и по всему учебному материалу.

В-пятых, своевременность и оперативность контроля предполагают возможность руководить, управлять учебным процессом, вовремя корректировать, причём без нарушения установленного ритма учебной работы студентов; проверка знаний по одному предмету не должна происходить в ущерб другим.

В-шестых, экономность контроля – непереносимое требование минимум дополнительных затрат времени и усилий со стороны преподавателя.

Таким образом, контроль на уроке ИЯ может преследовать разные цели, однако во всех случаях он не является самоцелью и носит обучающий характер. В соответствии с этим в педагогической литературе называют следующие функции проверки: 1. Контрольно – корригирующая, 2. Контрольно – предупредительная, 3. Контрольно – стимулирующая, 4. Контрольно – обобщающая [3, 98].

Объективные функции контроля – оказывать воздействие на процесс обучения, на улучшение качества знаний обучаемых. Степень проявления этих функций различная, в зависимости от постановки контроля, она определяет значимость их результатов.

Одной из особенностей преподавания ИЯ в языковых вузах является практическая направленность обучения, поэтому особенно важны следующие педагогические требования к организации контроля за учебной деятельностью, не допускающей замены результата отдельных обучающихся итогами работы группы, и наоборот: систематичность, регулярность проведения контроля на всех этапах процесса обучения, сочетание его с другими сторонами учебной деятельности студентов; разнообразие форм проведения, обеспечивающих выполнение обучающей, развивающей и воспитывающей функции контроля, повышение интереса студентов к его проведению и результатам.

Объектом контроля на уроках ИЯ являются речевые навыки и умения, т.е. степень владения различным видами речевой деятельности. В методической литературе имеются попытки определить критерии и требования к речевым умениям [4].

При проверке речевых умений оцениваются степень владения данным видом речевой деятельности. Например, в говорении – уровень развития диалогических и монологических умений, в аудировании – полнота и точность понимания монологической и диалогической речи при одноразовом восприятии механической записи и в живом обращении, при чтении – умение извлекать необходимую информацию из читаемого текста определённого характера.

Главное требование к выбору форм контроля состоит в том, чтобы они были адекватны ко всем видам речевой деятельности, которые они должны проверять.

Объективные факторы, усложняющие обучение ИЯ в языковых вузах (большой объём материала, ограниченное количество часов, отведённых на практические занятия ИЯ, так, они проходят и теоретический курс обучения ИЯ) выдвигают также необходимость обучения студентов навыкам под непосредственным руководством преподавателя. Необходимо научить студентов самостоятельно работать с учебником по практике устной и письменной речи, а также учебникам по теоретическим курсам; уметь контролировать свою устную и письменную речь, отвечать на вопросы и формулировать их самому, выработать навыки корректирования ошибок.

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ПСИХОЛОГИЧЕСКИЕ ОСНОВЫ ИЗУЧЕНИЯ РЕЧЕВОГО ЭТИКЕТА

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Аннотация: Основная задача данной темы - установить важнейшие закономерности методики работы по обучению испанскому речевому этикету и разработать систему наиболее рациональных приемов и способов изучения указанного материала. Для осуществления этой задачи необходимо учитывать данные языкознания, педагогики, психологии и физиологии высшей нервной деятельности человека, с которыми методика изучения иностранных языков тесно связана как наука. Без знания этих дисциплин и без знания отдельно взятой лингвистической науки нельзя решить, чему и как нужно обучать студентов. Выбирая наиболее рациональные и продуктивные способы и приемы обучения второму языку, необходимо уделять внимание связи методики изучения иностранного языка с психологией.

Ключевые слова: Речь, дисциплина, диалог, язык, психолог, этикет, стереотип.

Задача психологии «прежде всего установить психологические закономерности владения иностранным языком, а затем помочь методике научно разработать основной метод обучения иностранному языку и привести в соответствие с этим все частные приемы и способы этого обучения, владения контролируя и то, что происходит в сознании учащихся тогда, когда они овладевают языком в условиях обучения» (Б.В. Беляев, 1965: 9). Видные психологи Б. Беляев, Н. Жинкин, А. Леонтьев считают, что с физиологической точки зрения владение вторым языком наступает тогда, когда в коре больших полушарий головного мозга образовался динамический стереотип. Этому предшествует длительный период овладения вторым языком в период обучения, то есть «процесс образования соответствующего психофизиологического механизма (Б.В.Беляев, 1965: 14).

Для образования в больших полушариях головного мозга динамического стереотипа используют следующие методы: 1) переводно - грамматический; 2)

прямой метод; 3) использование перехода от теории языка к речевой практике. Психологи установили, что навыки быстрее вырабатываются, прочнее запоминаются и легче восстанавливаются, если действие по их приобретению вначале осмысливаются, осознаются.

Б. В.Беляев говорит, что «при сознательно - практическом овладении иностранным языком процесс овладения этим языком носит сознательный характер, а владение им оказывается непосредственно - интуитивным, что соответствует психологическим закономерностям речевой деятельности (там же, с. 17).

В процессе обучения второму языку *билингв* сознательно производит операцию по переработке информации по мере воспитания билингвизма, операция по переработке информации переходит в навыки, переходит в область подсознательную (Н.Жинкин, 1982: 14-20).

Психологические основы изучения испанского речевого этикета предусматривают:

- учет обратной связи учителя и ученика;
- учет особенностей переработки информации при восприятии формул речевого этикета;

установление обратной связи аудирования с продуцированием речи как необходимой базы распознавания формул речевого этикета в испанском языке (моторная теория); - этапы умственной деятельности. Речевой этикет реализует социальное взаимодействие коммуникантов.

Кроме того, психологические характеристики речевого этикета зависят от различных факторов функционирования диалога. Так, социальная дифференциация носителей языка, их социальный статус, как уже говорилось, диктуют выбор речевых формул. С точки зрения социальных ролей взаимодействия людей можно выделить следующие признаки носителей языка:

- 1) возрастной: у людей пожилого возраста, как правило, 'традиционное

использование речевых формул; молодёжь, склонна к использованию жаргонной речи. В испанском языке люди старшего возраста используют обращения *Don... Dona...*, молодые: *Salut, Bona, Hello, Hola....*. Носители узбекского языка: пожилые: используют *Ассалому алейкум, молодежь- Салом, Калайсан*. В русском языке соответственно: пожилые используют обращения- *Здравствуйте....* молодые люди: *Привет*.

2) Образовательный уровень сказывается как у старших и у молодых.

3) Признак пола важен в испанском и русском языках. В узбекском языке категория рода грамматически не выражена. При изучении второго языка следует учитывать социально - культурные нормы общения носителей языка, особенно испанского. Употребление речевого этикета связано с созданием благоприятной обстановки общения. Установление контакта в устной форме при ведении диалогов значительно облегчается присутствием собеседника и наличием паралингвистических средств, таких как жесты, мышление и др. Телефонный диалог реализуется в непосредственном контакте собеседников. Если единицей «сообщения» выступает сама реплика, то единицей общения по телефону оказывается диалогическое единство, состоящее из реплики-стимула и реплики-реакции, наиболее уместных для данной обстановки общения, включая сложные оттенки взаимоотношений общающихся, как постоянных, так и возникающих на момент контакта.

1. Специфика речевого этикета диалога в русском, в испанском и в узбекском языках представляет собой сумму определенных речевых действий, одинаковых во всех перечисленных языках.

2. диалог как средство межличностной коммуникации, имеет определенную специфику, выражающуюся в том, что он предполагает обратную связь как необходимое условие телефонного диалога, спонтанное протекание диалога, краткость протекания во времени.

3. диалог является дистантным и опосредованным, вследствие чего в

телефонном диалоге отсутствуют такие сопутствующие

диалогу составляющие, как мимика, жесты, выражение лица, т.е. средства невербального общения. Это, в свою очередь приводит к активизации словесного выражения, к появлению особых речевых формул установления контакта. Рассматривая единицы телефонного диалога одного языка с позиции другого, необходимо принять во внимание два фактора: нормы воздействия и нормы интерпретации. Под нормами воздействия имеются в виду все правила речевого поведения, имеющие социально-нормативный характер и являющиеся специфическими для той или иной культуры. Знание норм интерпретации речевого поведения особенно важно в тех случаях, когда происходит акт коммуникации между представителями разных языков. В использовании формул речевого этикета случае отсутствия уточнения, набравший номер сам выясняет, с кем он ведёт диалог, так как общение происходит дистантно, без подкрепления визуальным представлением собеседника.

Развитие темы и содержание диалога сопровождается обычно реакцией собеседника на информацию, причём нередко с целью перехватить инициативу. Обсуждение ситуации начинается с ответа на первый вопрос, отвечая, другая сторона формулирует свое отношение к поднятому вопросу или сообщает о действиях, которые она намерена предпринять. По ходу диалога для развития основной темы и поддержания диалога собеседники пользуются речевыми фразами для уточнения и переспроса. При диалоге часто возникает необходимость уточнить некоторые факты, события, узнать мнение собеседника по данному вопросу, его оценку события, отношение к происшедшему, точно определить место, время события, отношение других участников к обсуждаемым фактам. Ответная реакция собеседника может содержать либо подтверждение, либо отрицание сказанного или высказывание точки зрения собеседника, или полное описание данного события.

В развитии темы диалога данного события в телефонном диалоге

собеседники используют формулы, чтобы последовательно описать ход какого-либо события. В связи с тем, что в телефонном диалоге отсутствует визуальный контакт, большое значение приобретает голос и звукоизвлечение: произношение, интонация, логическое ударение, темп, тембр, пауза и т.д.

В заключении приводится анализ результатов, убедительно подтвердивших правомерность научной гипотезы, сформулированных положений, выводов и рекомендаций, которые сводятся к следующему:

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РОЛЬ ОЦЕНКИ В ЛИЧНОСТНО-ОРИЕНТИРОВАННОМ ОБРАЗОВАНИИ

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Аннотация. В статье рассматриваются вопросы о роли оценки в личностно-ориентированном образовании, о влиянии оценки на самореализацию обучающегося, формах контроля, рефлексии и обратной связи как инструментах саморазвития и самооценки. Также уделено внимание отличию оценивания в ЛОО и традиционном подходе.

Ключевые слова: самооценка, взаимооценка, лингвокультурная компетенция, самореализация, рефлексия, фидбек, Интернет-ресурсы.

Современный темп развития общества ставит перед системой образования новые условия, созвучные новому времени. Сегодня обществу нужны квалифицированные специалисты, владеющие как своей специальностью, так и коммуникативной, лингвокультурной компетенциями. Именно личностно-

ориентированный подход является эффективным и актуальным в реализации данных задач.

В личностно-ориентированном образовании (ЛОО) важной целью является развитие способностей обучающихся к самоопределению, самоизменению, саморазвитию и самореализации, что, в конце концов, приводит к определению своего места в этом мире.

Сегодня хорошему специалисту для успешной самореализации недостаточно знать только родной язык. Владение одним и более иностранными языками повышает потенциал студента, а значит открывает более широкие возможности для личностного и профессионального роста. Если говорить о русском языке как иностранном - хотя правильной было бы сказать как неродном, так как русский язык в нашей стране является языком межнационального общения - то знания и умения по предмету необходимы, но они необходимы как важнейший инструмент саморазвития, самореализации личности будущего специалиста.

Поэтому оправданным будет в центр образования при условии русского языка как иностранного поставить не просто «знания», а «культуру», т.е. необходима переориентация образования со «знаниецентрического» на «культурнообразное». Это сделает человека не только образованным, но и культурным, научит не мыслям, а мыслить, не готовым знаниям и их применению, а креативности.

Многие исследователи утверждают, что компетенции должны быть измеримы, их сформированность требует оценивания, что особого внимания требует именно вопрос оценивания, что творчество, креативность и оценка – понятия несовместимые, что поверхностное отношение к оцениванию со стороны преподавателя может привести обучающегося к неадекватной самооценке - заниженной или завышенной: в случае заниженных притязаний многие потенции человека остаются нереализованными, а завышенная самооценка может привести к стрессам [6, с. 39].

К тому же, «...привязанность к результатам труда делает вовсе невозможным творческий труд. Поэтому для достижения полной поглощенности самим процессом деятельности необходимо внутренне отказаться от ожидания таких ее результатов, как повышение престижа, получение вознаграждения, оценки со стороны других» [5, с. 264].

Оценка в личностно-ориентированном образовании (ЛОО) полная, дифференцированная, структурированная, она выполняет функцию мотивирующего, обучающего и развивающего инструмента. В отличие от оценивания в традиционном подходе, в котором:

- оценка жесткая, ограниченная, ориентированная на конкретно-предметное содержание;
- выставлению оценок уделяется чрезмерное внимание, тогда как консультированию и изучению внимания уделяется недостаточно;
- оценка носит относительный характер, чаще основывается на сравнении показателей обучающихся;
- оценка чаще выполняет контролирующую, чем формирующую функцию.

Оценивание достижений студентов-бакалавров намного отличается от школьного процесса. Студенты более сознательно относятся к своей образовательной деятельности, у большинства есть цель, многие знают, что и как им учить, т.е. у них есть мотив. Владение русским языком повышает конкурентоспособность специалиста, поэтому студенты заинтересованы в качественном преподавании. Хотя для многих студентов оценка не стоит на первом месте, преподаватель обязан оценивать обучающихся. При грамотном подходе оценка будет способствовать лучшей успеваемости и качественному результату.

На занятиях русского языка примеры формирующей оценки включают в себя отзывы о сочинениях, письменные комментарии к заданиям, оценки в течение семестра, которые можно «отработать», тесты с различными вариантами ответов,

которые предназначены только для информирования. Исследователи отмечают благотворное влияние формирующей оценки. «Золотое» правило оценивания — критически оценивать отдельные проявления личности обучающегося, а не личность в целом.

Существует множество форм контроля, которые применимы и в ЛОО. Это вопросо-ответная беседа, опрос, коллоквиум, различного рода письменные работы, эссе, проекты, презентации, устные сообщения, видеосообщения, видеопрезентации, коллаж, тесты.

Для способствования саморазвитию студентов, вопросы, задаваемые преподавателем, должны быть дифференцированными по уровню. В соответствии с классификацией А. Блума, они делятся на вопросы низкого уровня (требуют что-нибудь вспомнить), среднего уровня (применение знаний), высокого уровня (синтез знаний). В контроле особое внимание уделяется на применение знаний, их синтез, на оценку найденного способа действий, на самооценку обучающимся своих действий. Такой подход помогает выявить личность обучающегося как субъекта образовательного процесса.

В идеально организованном образовательном процессе роль оценивания передается самооценке, когда студент сравнивает свои нынешние результаты с предыдущими, взаимооценке, когда студенты, оценивая друг друга, смотрят на процесс и результат со стороны и учатся друг у друга. Важную роль в формировании самооценки, самокритичности играют рефлексия и обратная связь (feedback).

Рефлексия — один из эффективных инструментов, позволяющих анализировать процесс самопознания и саморегуляции человеком своих целей и действий. Это зеркало, отражающее то, что человек получил, по сравнению с тем, чего он хотел достичь. В образовательном процессе рефлексия — это метод самооценки, позволяющий точнее оценивать свое поведение и вносить коррективы в ход обучения.

Еще во времена античности рефлексии придавали особое значение. «Есть две поры, учил Пифагор, наиболее подходящие для размышлений: когда идешь ко сну и когда пробуждаешься ото сна. Поэтому день пифагорейцу надлежало заканчивать стихами:

Не допуская ленивого сна на усталые очи,

Прежде чем на три вопроса о деле дневном не ответишь:

Что я сделал? чего не сделал? и что мне осталось сделать?

и начинать со стихов:

Прежде чем встать от сладостных снов, навеваемых ночью,

Думой раскинь, какие дела тебе день приготовил [1, с.25].

Используя на занятиях обратную связь, преподаватель мотивирует обучающихся анализировать происходящее, себя в данном процессе, осознавать свою роль и роль других в развитии его навыков, формировании вышеперечисленных лингвокультурных и коммуникативных компетенций.

Общеизвестно, что развитие информационных технологий ускоряют результативность обучения, применение разнообразных Интернет-ресурсов, мобильных приложений делает их особенно привлекательными для работы, помогает повысить эффективность процесса и мотивированность студентов, для которых цифровой мир является естественной средой обитания. Использование Интернет-ресурсов намного облегчает процесс оценивания, делая его более объективным и прозрачным. Организация образовательного процесса в условиях пандемии выявили все преимущества и недостатки обучения, в том числе и оценивания, в удаленном режиме.

Итак, в каком бы формате ни проходило обучение, формирующая, мотивирующая и развивающая роль оценки не должна меняться. Оценка призывает постоянно совершенствоваться. Для активизации данного процесса используются следующие методы: самоконтроль уровня формирования компетенций; рефлексия, т.е. инвентаризация перемен в ходе обучения и в себе; умение учиться у других;

таблица жизненных и профессиональных целей; регулярный фидбек, т.е. дневник достижений и неудач; моделирование своего профессионального портрета; развитие мотивации.

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ПРЕИМУЩЕСТВА ИСПОЛЬЗОВАНИЯ НЕТРАДИЦИОННЫХ ВИДОВ ОЦЕНИВАНИЯ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация. Данная статья посвящается использованию альтернативных или аутентичных видов оценивания. Аутентичные или альтернативные оценки, означающие альтернативу стандартным тестам и экзаменам, обеспечивают истинную оценку того, что студент изучил, выходя за рамки приобретенных знаний.

Ключевые слова. Аутентичное, традиционное, альтернативное оценивание, стандарты, тесты, экзамены, обучение, достижение, знания.

Хорошее высшее образование способствует многим видам обучения, включая приобретение фактических знаний, профессиональных навыков и навыков применения, такие как критическое размышление, решение проблем, письмо, концептуализация, сотрудничество, творчество, глобальное обучение и

рассуждение. Для того чтобы оценка, обычно в форме задания или теста, была действительной, должна измерять навыки или знания, которые вы запланировали для своих студентов. Однако многие курсы по-прежнему полагаются на значительной степени узком круге инструментов оценки, которые обычно просят студентов запомнить большое количество контента, без необходимости его применения.

Помимо предоставления учителю важной информации о характере успеваемости студентов, оценки могут определять способ обучения учащихся. Биггс утверждает, что студенты при обучении думают об оценке, нежели об использовании приобретённых знаний и в итоге обучение будет зависит от того, как обучаемые думают о формах оценки. Это означает, что в большинстве случаев студенты будут сосредоточены только на изучении навыков, которые позволят им преуспеть в группе, а на форме инструментов оценки, используемые в группе (тесты, экзамены) студент запоминает фактическую информация, которую им необходимо знать, чтобы получить хорошую оценку, забывая большую часть информации через неделю.

Традиционная форма оценивания в высшем образовании – это промежуточный или выпускной экзамен. Этот тип оценки часто не позволяет оценить более глубокие формы обучения. С другой стороны, тщательно разработанные оценки не только оценивают то, что студенты узнали, но и могут мотивировать студентов в их подходе к обучению, помогая им развивать мышление и навыки решения проблем, а также позволяя им оценить собственное понимание содержания курса.

Здесь на помощь приходит альтернативная оценка или аутентичная оценка. Аутентичные или альтернативные оценки, означающие альтернативу стандартным тестам и экзаменам, обеспечивают истинную оценку того, что студент изучил, выходя за рамки приобретенных знаний, чтобы сосредоточиться на том, что студент действительно изучил, глядя на то, как они применяют эти

знания. Альтернативные формы оценки могут позволить вам увидеть, что студент может и что не может делать, по сравнению с тем, что он делает и чего не знает. Они, как правило, оценивают прикладные навыки, а не измеряют знания, позволяя решать проблемы и размышлять, а не просто предоставляют факты в качестве ответов на конкретные вопросы.

Аутентичные или альтернативные задания обычно требуют от учащихся сделать суждение о том, что информация и навыки, которые потребуются им для решения данной проблемы. Они просят студентов ответить на важные вопросы по дисциплине, используя знания так же, как и профессионалы в этой области. Их часто можно охарактеризовать как ситуации реального мира с соответствующими ограничениями реального мира. Альтернатива или аутентичные задания должны включать письменные и перформативные меры, чтобы учащиеся могли развить значимые и применимые навыки и продвинуть свои знания. Эти типы заданий также предназначены для развития дисциплинарного поведения учащихся, установления новых связей между существующими навыками.

Университет Бригама Янга разработал отличный набор рекомендаций для построения альтернативных заданий:

- Определите конкретный и недвусмысленный учебный результат / цель, которую вы хотите оценить. Убедитесь, что вы включили как предметное содержание, так и набор навыков / действий, которые может продемонстрировать успешный студент.
- Определите, что можно оценить с помощью оценки эффективности, а что можно оценить с помощью объективных показателей эффективности.
- Создавайте задачи / задания, которые вызывают такое поведение.
- Решите, какое руководство вы можете дать, позволяя учащимся учиться самостоятельно.
- Опробуйте оценку и при необходимости внесите исправления.

Вот еще несколько полезных вопросов, которые нужно задать себе, когда вы выбираете вид оценивания:

- Хотите ли вы проверить приобретение знаний по содержанию или способность применять эти знания?
- Хотите ли вы оценить продукт, созданный студентом, или процесс, с помощью которого он был произведен?
- Хотите ли вы оценить что-либо из следующего: навыки письма, разговорные навыки, креативность, использование технологий или сотрудничество?
- Важны ли конкретные временные ограничения?
- Какие знания по содержанию студенты должны уметь демонстрировать и на каком уровне?
- Какие навыки мышления высшего порядка вы хотите, чтобы учащиеся развили и смогли продемонстрировать?
- Какие методы оценки позволят вам понять, насколько хорошо учащиеся успевают в учебе? Включили ли вы в свой курс более одного типа оценивания?

Вот список альтернативных стратегий оценки, которые вы можете рассмотреть. Пожалуйста, знайте, что это лишь небольшая часть из множества доступных стратегий:

Письмо / письмо в редакцию

- Студентов просят написать письмо от первого лица в единственном числе, которую можно адаптировать так, чтобы они писали его с точки зрения исторического или воображаемого человека.
- Студентов просят разработать для аудитории связное письменное повествование или утверждение.
- Требуется исследовать дисциплинарные знания, коммуникативные навыки и творческий подход и может быть адаптирован к различным дисциплинам.

Памятка

- Учащиеся готовят меморандум на одну или две страницы или брифинг по теме, обсуждаемой в классе. Заголовки памятки могут включать: предысторию, проблему, решения со списком плюсов и минусов, окончательную рекомендацию.
- Это упражнение позволяет студентам практиковаться в лаконичности и прямолинейности.

Презентации

- Считается наиболее доступным методом достоверной оценки.
- Применяет положительное давление со стороны сверстников, так как, вероятно, ученики будут лучше подготовлены, когда им придется выступать раньше других.
- Презентации — это возможность для развития профессиональных навыков. Студенту нужно будет подготовиться и отрепетировать, а также выработать подходящее, безупречное использование наглядных пособий.
- Повышает профессиональные устные, визуальные и письменные коммуникативные навыки.
- Может быть легко применен ко многим дисциплинам, включая естественные науки.

Стендовые презентации

- Характер стендовых презентаций может быть разным. Он может состоять из резюме незавершенной работы или визуального представления, эквивалентного курсовой работе.
- В заголовки могут входить обзор литературы, описание тем, наблюдения, утверждения / тезисы и выводы.
- Обучает профессиональным навыкам для участия в научных конференциях.

Портфолио работ

- Студенты составляют портфолио, чтобы продемонстрировать эволюцию своей работы в течение семестра.

- Студентов обычно просят составить свои лучшие / наиболее представительные работы и написать критическое введение или краткое введение к каждому произведению.

Альтернативные или аутентичные оценки обычно классифицируются как формирующие оценки, поскольку эти задания обычно представляют собой оценку понимания учащимся, учебных потребностей и академической успеваемости и прогресс. Тесты и экзамены принято относить к итоговым оценкам. Итоговые оценки используются для оценки успеваемости учащихся в конце учебного периода.

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ОЦЕНИВАНИЕ УРОВНЯ ВЛАДЕНИЯ АНГЛИЙСКИМ ЯЗЫКОМ УЧАЩИМИСЯ НАЧАЛЬНОЙ ШКОЛЫ

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Аннотация: Обзор раннего иноязычного обучения показывает общую тенденцию к раннему внедрению иноязычного обучения на фоне разнообразия локальных контекстов. Относительно лингвистических результатов, все чаще

политические заявления опираются на описательные уровни, сформулированные в Общеввропейских компетенциях владения иностранным языком: обучение, преподавание, оценка (CEFR) в качестве ориентира для ожидаемых языковых достижений. В ответ на многочисленные критические замечания, высказанные Советом Европы с момента первого применения CEFR, некоторые модификации в настоящее время планируются в области решения проблем раннего иноязычного обучения.

Ключевые слова: раннее иноязычное обучение, компетенции владения иностранным языком, дескрипторы CEFR для детей младшего возраста

В новом «Законе об образовании» [1] Республики Узбекистан, посвященному пересмотру и усовершенствованию требований к содержанию образования на современном этапе, указывается на необходимость осуществления развития успешного дошкольного образования и начального школьного образования, приоритетной подготовки квалифицированных кадров; поиска и внедрения эффективных психолого-педагогических методик образования на начальном этапе; разработки и создания современных учебно-методических пособий, дидактического и информационного обеспечения образовательного процесса, а также на необходимость обеспечения формирования у обучаемого целостной картины мира и интеграции личности в национальную и мировую культуру.

Анализ раннего иноязычного обучения в странах-членах ЕЭС, СНГ, среднеазиатских и юго-восточных стран показывает общую тенденцию к раннему внедрению иноязычного обучения на фоне разнообразия локальных контекстов. Исследование стартового возраста в европейских странах выявило, что в большинстве европейских стран наблюдается тенденция к более раннему старту, начиная либо с первого, либо второго года обязательного школьного обучения, если не раньше. При этом, некоторые страны, как например Швеция и Нидерланды указывают только определенное количество учебных часов в первые несколько лет на изучение иностранного языка, оставляя отдельным школам решать, в какой момент он будет введен. Однако, например, в Швеции с осени

2011 года английский язык стал обязательным с 1 класса в Швеции, когда как Англия в настоящее время предлагает право (а не требование) на изучение иностранного языка с семи лет. В отличие от этого, Польша, Италия, Испания и Хорватия указывают начальный возраст либо с шести, либо семи лет.

Относительно лингвистических результатов, все чаще политические заявления опираются на описательные уровни, сформулированные в Общеввропейских компетенциях владения иностранным языком: обучение, преподавание, оценка (CEFR) в качестве ориентира для ожидаемых языковых достижений. Общеввропейская шкала языковой компетенции (CEFR), опубликованная в 2001 году, была разработана для того, чтобы обеспечить основу для оценки уровня владения языком учащихся во всех европейских языках со ссылкой на набор дескрипторов, разработанных с учетом возрастающих уровней сложности. Например, в соответствии с глобальной шкалой CEFR на уровне A1, учащийся может представить себя и других, а также задавать вопросы и отвечать на них; может сообщить о личных деталях, таких как, где он живет, людей, которых он знает, и о вещах, которые у него есть. Что касается дескрипторов CEFR для детей младшего возраста, изучающих английский язык в первые годы обучения в школе, то следует отметить, что дескрипторы были основаны на данных опросов учителей и учащихся в четырех областях образования: неполное среднее, высшее среднее, профессиональное и взрослое использование языка в Швейцарии [3]. Некоторые из более базовых дескрипторов уровней довольно легко адаптируются к целому ряду задач и видов деятельности, которые дети младшего школьного возраста могут найти релевантными и понятными. Однако, Little [3] приводит убедительные аргументы в пользу необходимости проведения существенных исследований и возможно обновления CEFR, ввиду того, что многие дескрипторы более высокого уровня, предполагают типы задач, которые являются неадекватными для детского восприятия, как например, использование языка в профессиональных целях. Несмотря на эту критику CEFR оказал

существенное влияние на разработку языковой политики в области начального иностранного языка в Европейском союзе и многих международных агентствах тестирования, принимающих уровни CEFR в качестве ориентира. Далее он отмечает, что большинство министерств образования мирового сообщества связывают свои учебные программы со шкалой CEFR [4]. К сожалению, как отмечает Трим, [5] на самом деле предполагаемая цель предоставления инструмента для рефлексии и расширения прав и возможностей учащихся, а также учителей и других заинтересованных сторон, все еще оказывает мало влияния.

В ответ на многочисленные критические замечания, высказанные Советом Европы с момента первого применения CEFR, некоторые модификации в настоящее время планируются в области решения проблем раннего иноязычного обучения [2]. Разработанные дополнительные дескрипторы для начальных уровней, прошедшие пилотное тестирование в течение 2017-18 годов, дают возможность использования полученных результатов в качестве эффективного ресурса для преподавателей, авторов материалов и разработчиков тестов. В данном ресурсе представлена выборка дескрипторов речевого взаимодействия для уровня A1 и вновь созданного уровня A1- (pre-A1). Как показывают эти дескрипторы на уровне A1-, учащиеся, как ожидается, будут в основном опираться на отдельные слова или шаблонные выражения в процессе устного взаимодействия, например, 'please', 'sorry' и 'thank you', в то время как при общении на уровне A1 дети, как ожидается, будут использовать полностью сформированные короткие предложения, такие как 'How are you?', 'I'm fine, thanks'. Согласно консультативному документу Совета Европы [2], дескрипторы для младших школьников, как ожидается, будут иметь отношение к возрастной группе 7-10 лет, хотя отмечается, что в ходе пилотирования может возникнуть необходимость в дополнительных разъяснениях по рассматриваемому вопросу.

Среди многих европейских стран ожидания достижения учащимися уровня A1 варьируются в диапазоне дескрипторов A1. Например, Швеция ожидает достижения уровня A1 через девять лет обучения, Англия и Польша по истечении 11 лет. Нидерланды и Италия ожидают более высокого уровня достижений A1+ к 11 годам. Результаты, полученные в ходе исследования, в котором приняли участие 1, 400 учащихся Европейских стран, достигших уровня A1 в говорении и аудировании показывают, что существует определенный разброс в полученных данных. При этом, в странах, учащиеся которых имеют большой доступ к английскому языку, особенно через средства массовой коммуникации показывают результаты, превосходящие результаты учащихся из стран с меньшим доступом к английскому языку вне школы.

В Государственных стандартах Узбекистана достижение уровня A1 определено к окончанию учащимися четвертого класса начальной школы. Эта формулировка появилась на ранней начальной стадии внедрения CEFR в связи с тем, что эти уровни были сформулированы на основе корпуса использования языка взрослыми, не сумев отразить существенные особенности раннего обучения детей иностранному языку. По нашему мнению, достижению всех четырех языковых навыков уровня A1 к концу 4 класса, как обозначено в государственном документе является труднодостижимой задачей. Мы считаем, что, хотя достижение двух языковых навыков: аудирование и говорение, возможно к концу четвертого года обучения, достижение данного уровня в чтении и письме является практически недостижимой задачей. Младшим школьникам для достижения уровня A1 в навыках чтения и письма необходимо как минимум дополнительно два года, то есть к концу шестого года обучения младшие школьники могут достичь уровня A1 по всем четырем языковым навыкам.

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РОЛЬ И СПЕЦИФИКА ДИСТАНЦИОННОГО ОБУЧЕНИЯ ВО ВРЕМЯ ПАНДЕМИИ

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Аннотация: в данной научно-исследовательской статье рассматривается нетрадиционная форма образования, как дистанционное обучение, приводятся интерпретации данного понятия и раскрываются основные достоинства и недостатки.

Ключевые слова: дистанционное обучение, недавнее время, образовательная деятельность, учебный материал, традиционная форма обучения, время пандемии, форма обучения

Дистанционное обучение – на сегодняшний день не только модное направление в мировом образовании, но необходимый фактор, который спас образовательную сферу во время пандемии. Мы наблюдаем лавинообразный рост образовательного контента, публикуемого на новых технологических платформах, и появление радикально новой образовательной системы. Идея дистанционного обучения миллионов людей выглядит чрезвычайно привлекательной. Тут вспоминаются слова слова О.Холмса, который сказал: «Новая идея пересекает границы разума и никогда не вернется в прежние рамки», очень применимы в ситуации, которой оказался весь мир во время пандемии и к дистанционному обучению, в целом.

До недавнего времени такие понятия, как дистанционное обучение, дистанционное образование, открытое обучение, заочное обучение, смешанное обучение и др., практически не делились. Однако на данном этапе образовательной деятельности, дистанционное обучение доказало свою важность и актуальность на всех уровнях системы образования [1].

Дистанционное обучение – это совокупность технологий, которые позволяют студентам получать большую часть изучаемой информации, интерактивно общаться с преподавателем во время обучения, а также дают им возможность самостоятельно работать над усвоением материала [2].

Толкование термина «дистанционное обучение» обычно означает именно такую форму обучения, которая основана на использовании широкого спектра информационных технологий и их технических средств, которые используются для предоставления учебного материала, его самостоятельного изучения и обмена диалогами между педагогами и студентами [3].

Мы солидарны с М.М.Пьянниковым, который отмечает, что в современном образовательном мире усиливается конкуренция между вузами, специализирующимися на дистанционном обучении. Даже поступающие в учебном году анализировали насколько устойчиво работает электронная образовательная система вузов[4]. Это правда, потому что электронное обучение может предложить программу любому университету мира, это дешевле, доступнее и эффективнее.

Однако, помимо отмеченных автором преимуществ, хотелось бы отметить ряд проблем, связанных с дистанционным обучением.

Во-первых, дистанционное обучение должно идти в ногу со временем, но это не всегда возможно. Обучение новым технологиям проводится не всегда.

Во-вторых, не все страны могут позволить себе дорогое оборудование. В африканских странах, например, только богатые группы могут позволить себе компьютеры.

Отметим, что дистанционное обучение – это в первую очередь хранение всей образовательной информации в одном месте, где каждый студент имеет свободный доступ к контенту в любое время и в любом месте. Важно, чтобы учащийся учился в индивидуальном темпе, уметь пропускать «знакомые» темы или возвращаться к вопросам, вызвавшим трудности, после повторного просмотра учебного материала. Учебный модуль может постоянно обновляться, чтобы вы могли быть в курсе последних научных знаний и предоставлять актуальную и важную информацию. У преподавателя есть возможность изменять отдельные части учебного курса в соответствии с собственными представлениями автора о типе материала и его актуальности.

Дистанционное обучение предлагает множество возможностей для любого типа образования, независимо от социального и материального положения, пола, национальности, расы, религии, состояния здоровья, возраста и других характеристик. Важным аспектом дистанционного обучения является то, что университет тратит на него меньше денег, чем на традиционные формы обучения. Однако большинство населения отдает предпочтение традиционному образованию. Свою позицию они объясняют следующим образом: «Такое образование получили мои бабушка и дедушка, мои родители. И я хочу получить то же самое». Однако важен не способ ее получения, а само получение информации и уровень качества знаний [5].

Мы считаем, что пандемия повлияла на образовательную деятельность и изменилась, отчасти в худшую сторону, и если мы считаем дистанционное обучение в будущем действительно хорошим вариантом для замены или временной замены очного обучения, тогда необходимо усовершенствовать качественную программу образования, разработать эффективную онлайн-платформу обучения и легкий доступ к ним, а также подготовить абсолютно всех преподавателей к дистанционному обучению.

На данном этапе развития дистанционного обучения наша задача – организовать образовательный процесс таким образом, чтобы новые формы обучения давали качественно как минимум не хуже традиционных. Более того, возникает много вопросов, связанных с методами измерения эффективности дистанционного обучения. В любом случае, большой плюс удаленной технологии состоит в том, что она позволяет каждому учиться непрерывно – на протяжении всей жизни.

Подводя итоги можно сказать, что дистанционное обучение можно рассматривать как современную и многообещающую форму обучения. Дистанционное обучение не уступает и, возможно, даже превосходит результаты традиционных форм обучения. Большая часть материала изучается самостоятельно, что улучшает запоминание и понимание затронутых тем. Без сомнения, дистанционное обучение устраняет почти все проблемы, которые до недавнего времени казались многим студентам неразрешимыми.

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СРАВНИТЕЛЬНОЕ ИЗУЧЕНИЕ КОМПАРАТИВНЫХ ФРАЗЕОЛОГИЧЕСКИХ КОНСТРУКЦИЙ РУССКОГО ЯЗЫКА

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Становление фразеологии, как самостоятельной области языкознания, позволило включить её в вузовские и школьные программы. Это в свою очередь, создает условие для внедрения и развития новой отрасли в методике преподавания русского и узбекского языков методики изучения фразеологического яруса языка.

В последние годы стали издаваться множество статей и учебных пособий, направленных на изучение фразеологии как русского, так и узбекского языков. В них освещаются различные теоретические проблемы, связанные с определением объема и границ фразеологии, частеречной отнесенности, включенных в нее единиц, семантической классификации фразеологических единиц, особенностей их употребления в художественных произведениях и целый ряд других вопросов.

С другой стороны, особое внимание уделяется совершенствованию методики преподавания фразеологии. Данная статья как раз и посвящена изучению одной группы фразеологизмов - так называемых сравнительных конструкций фразеологического характера. Это связано с тем, что в настоящее время при изучении иностранных языков на первый план выдвигается тематический принцип, т.е. когда подробному анализу подвергается какая-нибудь одна небольшая группа единиц, объединенных либо семантической, либо грамматической общностью. Целью нашей работы является сопоставительная характеристика устойчивых сравнений русского языка в сопоставлении с узбекскими.

Формальные особенности компаративных фразеологических единиц (далее ФЕ) заключаются в том, что в русском языке в их составе имеется

сравнительный союз как, а в узбекском - аффикс дай/дек. С семантической точки зрения, их объединяет то, что в плане содержания таких единиц наличествует значение сравнения или уподобления.

Следует отметить, что компаративные конструкции появляются на основе сравнения двух реальных явлений. Однако, со временем, в результате нарушения элементов лексической формулы они теряют свою первоначальную семантику и начинают употребляться с новым, уже фразеологическим значением, которое закрепляется за этой конструкцией. Сравнительное значение сохраняется лишь в моделях ФЕ в их свободном (не связанном) употреблении.

Например: *как курица лапой* («небрежно»), *как сивый мерин* («беззастенчиво»), *как снег на голову* («неожиданно»), *как две капли воды* («похожие»); *тўйган кўзидай* («беззаботно»), *осмондан тушгандай* («неожиданно»), *оғзига талқон солгандай* («молча»), *ўрта кўлдай* («малобеспечный»), *ўт билан сувдай* («разные») и т.п.

Необходимо отметить, что в узбекском языке сравнительный аффикс дай/дек в составе ФЕ отличается от их употребления в свободном сочетании. Причиной этому является то, что в несвязанных словосочетаниях данный аффикс образует новую грамматическую форму конечной лексемы, а в устойчивых словосочетаниях он относится ко всему словосочетанию в целом, образуя при этом новую словарную единицу. Правильно было бы, на наш взгляд, представлять подобного рода ФЕ в следующем виде: (тўйган кўзи)дай, (осмондан тушган)дай, (оғзига талқон солган)дай, (ўрта кўл)дай, (ўт билан сув)дай, и т.п.

Изучение семантической структуры компаративных ФЕ требует разностороннего подхода, т.к. их значение существенно отличается от значения идентифицирующих их лексем: целостное значение ФЕ не вытекает из простого сложения значений составляющих ее компонентов. Кроме того, категориальная отнесенность фразеологизмов, в первую очередь, зависит от целостного значения всей ФЕ в целом, ибо ее внешняя грамматическая форма, и в частности,

частеречная отнесенность грамматически опорного компонента не всегда совпадает с ее общим планом содержания. Например, несмотря на то, что в таких фразеологизмах, как как божий день, как дважды два четыре, как из рога изобилия, как бог на душу положит; (кумга сув сепган)дай, (холвачининг тешаси)дай, (оёғи куйган товукдай, (ўту пахта)дай и т.п. нет лексем, относящихся к разряду наречных, они в целом относятся к разряду адвербиальных ФЕ. Поэтому отнесенность фразеологизмов к тому или иному фразеолого-грамматическому разряду на основе частеречной характеристики грамматически опорного компонента не совсем верно.

В процессе работы учеников и студентов над компаративными ФЕ возникает целый ряд проблем: умение определять лексико-грамматический состав ФЕ, различать фразеологизмы от соответствующих выражений в их свободном употреблении, разграничивать сравнительные обороты от омонимичных компаративных конструкций фразеологического характера, выявлять их синтаксическую функцию в предложении, их стилистическое использование в речи и целый ряд других вопросов.

Изучение компаративных ФЕ требует от учеников и студентов умения работать со словарями, т.к. между целостным значением ФЕ и составляющими ее компонентами имеются и общие, и отличительные признаки. Однако, на наш взгляд, здесь больше упор следует делать на их дифференциальные особенности. В частности, следует иметь в виду, что в отличие от лексических единиц в семантической структуре ФЕ содержатся две семы: одна из них выражает вещественное значение фразеологизма, другая лишь вносит дополнительный оттенок значения. Например: «неожиданно» - как гром среди ясного неба («совершенно неожиданно»), «разные» - как небо и земля («абсолютно разные»); «неожиданно» - (томдан тараша тушган)дай («совершенно неожиданно»), «быстро» - лаби лабига тегмай («очень быстро») и т.п.

Кроме того, анализируя семантическую структуру компаративных ФЕ, мы обнаружили и такие единицы, которые выражают лишь усилительный оттенок значения. Сравним: абсолютно, совершенно; - беда как, как божий день, как маков цвет; (сув сепган)дай, (сув билан хаво)дек, (отнинг қашқаси)дек и др.

Например: Во-первых, городничий глуп как сивый мерин (т.е. «совершенно глуп»); (Н.Гоголь, Ревизор); Латофатнинг кули теккан ер ёғ тушса ялагудек топ-тоза (т.е. «совершенно чисто») булмай колмас эди. (С.Анарбоев, Умр)

Как видно из приведенных примеров, в них лексическое значение затемнено, а выражается лишь усиление качества тех лексем, которые являются словами-сопроводителями при ФЕ.

По мнению А.Ходжиева, такие слова, как жуда (очень), энг (самый), қоқ (совершенно), ғоят (абсолютно), сал (не очень) и т.п. в сочетании с наречиями и прилагательными не обладают самостоятельным лексическим значением [1, 401-402 ст.] На наш взгляд, при изложении фразеологического материала преподаватель должен опираться на такие ФЕ, которые имеют вещественное значение. Это необходимо и потому, что подобного рода фразеологизмы при употреблении без слов-сопроводителей реализуются в речи с иной семантикой и переходят в совершенно другой фразеолого - грамматический разряд. Например: Ему *как нельзя лучше* (из разговорной речи); Гуё хамма ёк *сув сепгандай*. (И. Рахимов, Хилола)

Компаративные ФЕ, подобно словам, в предложении выполняют ту или иную синтаксическую функцию. Однако и в школе, и в вузовской аудитории при синтаксическом анализе на это учителя мало обращают внимание. Причиной этому является тот факт, что весьма сложно определить фразеолого - грамматическую отнесенность ФЕ. А это в значительной мере определяет синтаксическую функцию фразеологизмов. С точки зрения категориальной

отнесенности компаративные ФЕ соотносятся с тремя фразеологическими разрядами.

Основную группу составляют наречные ФЕ: как снежный ком, как за каменной стеной, как собак нерезанных, как зеницу ока; (оёғи куйган товук)дай, (ит билан мушук)дай, (кўз қорачиғи)дай, (хамирдан қил суғурган)дай и т.п. Наречный характер подобных единиц в узбекском языке подтверждается хотя бы тем, что в большинстве учебников, посвященных описанию грамматического строя узбекского языка, аффикс дай/дек преподносится как словообразовательный наречный аффикс. [2, 531 ст]

Такое же положение сохраняется и в русском языке. По справедливому утверждению Л.Д.Игнатъевой, «...союз «как» возникает из наречия, обозначающего образ действия, в свободном сочетании сохраняет значение образа, способа действия и представляет собой указание на образ» [3,81 ст]

Включенные в данную группу ФЕ в предложении выполняют функцию различных обстоятельств. Например: ... Первая дочь как две капли воды была похожа на бабушку. (С Аксаков, Семейная хроника); Онам шўрлик оёғи куйган товукдай югуриб юргандур (Н.Сафаров, Эрк элчилари).

Вторая группа компаративных ФЕ представлена адъективными единицами. В основном они выражают качественную характеристику лица: как стеклышко, как сонная муха, как в воду опущенный, как из-за угла мешком прибитый; *ўрта қўлдай* жувон, *ердан бичиб олгандай* киши, *холвачининг тешасидай* одам, *бир қошиқ сув билан ютгудай* киз и т.п. Как показывает собранный нами материал, в предложении они выступают либо в качестве определения, либо в качестве сказуемого. Например: Ты будешь принимать человека, который как небо от земли от тебя, о котором сам знаешь, что он дурен. (Н.Гоголь, Мертвые души.); Уларгаям мактанган экан, Иклима опанинг уйида бир пари ўтирибди, бир қошиқ сув билан ютгудей деб. (Ш.Холмирзаев, Кил куприк.).

В третью группу (незначительную по своему составу) включены компаративные ФЕ со значением состояния - это так называемые предикативные ФЕ: как с гуся вода, как свинцом налита; (ёғ томса ялагу)дай. (сув сепган)дай и т.п. Подобного рода единицы выступают лишь в функции сказуемого. Например: Ну, что же ты, словно воды в рот набрала, - говорит. (К.Федин, Первые радости); Пеш тушганини пеш олиб турадами дейман, - уйлай кетди у, - качон карасанг ховлиси ёғ томса ялагудай. (Р Файзий Хазрати инсон.).

Из вышеприведенных примеров видно, что компаративные ФЕ выступают как один член предложения и тем самым подчиняются общему принципу синтаксического разбора. Несмотря на то, что в школьных и вузовских учебниках данный вид работы предусмотрен, тем не менее больше внимания уделяется анализу их семантических и грамматических свойств. Определение синтаксической функции фразеологизмов в тексте остается за пределами внимания учителя, хотя в обогащении знаний учеников изучение данного явления играет весьма важную роль. Таким образом, изучение фразеологизмов в целом, и компаративных ФЕ в частности, должно быть направлено от простого к сложному и должны проводиться постоянно, а не от случая к случаю. Всесторонний анализ сравнительных конструкций поможет ученикам обогатить их речь, сделать ее выразительной и красочной.

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