METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS

Khusanova Mahira

independent researcher of Samarkand

State Institute of Foreign Languages

Samarkand, Uzbekistan

moxiraxusanova@mail.ru

Abstract: Speech, skills and abilities in a foreign language are monitored by the teacher and the administration. In the assessment of skills, the standard of using the types of speech activities as a means of communication is measured. Listening comprehension comprehension at the word level is fragmentary in nature. Understanding of sentences is based on their syntactic structure. Complex syntactic understanding means dividing them into meaningful parts. Listening comprehension at the text level involves understanding the style and genre of the text. Today, more emphasis is placed on context and communicative factors in the assessment of speaking. The skills of expressing an oral opinion are checked in oral form.

Keywords: skill, competence, oral, listening, text, fragmentary, assessment.

Inrtoduction. A methodological problem for a foreign language teacher is related to what needs to be checked. The object of investigation has been thoroughly studied theoretically and practically. Speech, skills and abilities in a foreign language are monitored by the teacher and the administration. It identifies where students are struggling, what challenges exist, and what areas need more attention. The difference of the control object in a foreign language is that theoretical knowledge is not tested, but speaking, listening, reading and writing skills are evaluated.

In the process of checking skills, lexical, grammatical and pronunciation levels, the level of use in speech activities are controlled. In the assessment of skills, the standard of using the types of speech activities as a means of communication is measured. In speaking, the development of monologue and dialogue is tested, in listening, the ability to understand its content after listening to an audio text once, and in reading, the ability to get information from a graphic text is tested.

At different stages of education, the level of skills and qualifications is formed differently. The final requirements for them are defined in the state educational standards.

Literature review. N.I.Gez emphasizes that the results of control are used as a stimulus to improve the educational process. [1-336] According to him, the use and structure of control should meet the following requirements; not only to control, but also to carry out an educational task; to be adequate, that is, to evaluate one type of speech; not to deviate from the working program; do not require excessive effort to check the results; to be interesting to students and take into account their young aspects. Let's look at the specific features of evaluating speech activity in a foreign language. Assessment of listening comprehension - a popular typology used in listening comprehension is A.R. Luria's typology, which divides listening comprehension into four levels; 1) word level, 2) sentence level, 3) complex syntactic fragment level, 4) text level. The main difference between these levels is based on their complexity in listening comprehension. [1-336] Understanding listening comprehension at the word level has a fragmentary character. A low-level listener tries to understand the text by understanding individual words. Understanding of sentences is based on their syntactic structure. A simple sentence, according to A.R. Lurie, is "a habitual and simplified unit of oral speech". Difficulty understanding complex sentences. Complex syntactic understanding means dividing them into meaningful parts; to determine the means connecting the sentences, to determine the subject of the sentence and its beginning and end. Listening comprehension at the text level involves understanding the style and genre of the text. The following levels of listening comprehension are distinguished in foreign studies.

1) fragmentary understanding

2) understanding at a general level

3) understanding at the level of fragments

4) critical understanding. [1-336]

Assessment of listening comprehension skills is one of the least developed and least understood but most important areas. [2]

Unfortunately, most teachers have difficulty or discomfort when it comes to performance evaluation. As a result, they re-use previously used tests without analyzing them. To see the results of the tests, it is necessary to analyze them statistically. The results of the analysis provide positive or negative information about the tested material, the process of mastering it, and the teacher's methodology. Based on this information, teachers are expected to plan their further work and evaluate their performance. Unfortunately, today teachers pay very little attention to this process. In order for the evaluation process and results to be effective, teachers must have evaluation competence, that is, they must have knowledge about the basis of assessment, the creation and use

of assessment methods. Assessment competence helps to improve not only students' learning performance, but also the teaching process and students' motivation to study.

It is well known that assessment plays an important role in the process of teaching and learning. It helps teachers decide whether goals and objectives are appropriate or inappropriate.

R. Stiggins (1991) states that 50% of teachers' professional time is spent with the evaluation process. Campbell states that an effectively used type of assessment leads to an increase in student achievement [6; p. 9-18]. According to Mertler, the low level of assessment competence of teachers is the result of insufficient attention in professional development courses.

L.Taylor, agreeing with Mertler's opinion, states as follows; - Not enough hours are allocated to the theory and practice of assessment in training and advanced training courses. At the same time, there are no specific training manuals explaining the basic principles of assessment, and all available books are not intended for language teachers [7; p. 23].

Research methods. The study used structured analysis of educational programs, participant and non-participant observation, questionnaires, and statistical data analysis. In addition, the research processes of pedagogues and their analysis in the provision of educational services were studied.

Research results. Nunan classifies listening comprehension as the poorest among the remaining language skills. [3-237] English scientist D. Nunan emphasizes that we should understand the nature of listening comprehension before choosing a suitable technique for assessing listening comprehension. Two models of listening comprehension have been identified; bottom up and top down. In the bottom-up process, listening comprehension is done in a step-by-step process. That is, the process of comprehension takes place while the listener decodes (reads, reveals) the text. There is a process of understanding from sounds to text. In the top-down model, on the other hand, the listener understands the whole text, the context, and gets an idea about the information. G. Buck distinguishes three approaches to the assessment of listening comprehension skills:

1) discrete-point - dividing listening comprehension into components and evaluating them separately was used in the 1950s.

2) integrated approach (Integrative approach) - this approach is classified by Oller as follows; if it evaluates one part of the language, it evaluates several parts of the language at the same time. [4]

3) communicative approach (Communicative approach) - in this approach, the goal is to assess whether the listener can first understand the content and then apply it in the context. All

materials used in this approach must be authentic.[94] Research shows that students should know 90-95% of the words in the text they are listening to.[5] The level of lexical units used can cause difficulties in students' listening comprehension. Therefore, it is necessary to adapt the lexical unit according to the students' levels.

Speech assessment. Speaking is the most important unit of communication in real life. It is for this reason that it is appropriate to provide students with real-life situations in the process of assessing this skill (Coombe, assessing English Language Learners). Speaking is the most difficult type of skill to evaluate, because it is difficult to analyze its objective assessment, - says the English scientist J. Heaton. requires the ability to use different skills at the same time; pronunciation, grammar, vocabulary, fluency and comprehension.[6] Today, more emphasis is placed on context and communicative factors in the assessment of speaking. The skills of expressing an oral opinion are checked in oral form. In it, the student's movement to express an opinion in a foreign language (spontaneous speaking), the mastery level of the material used in his speech (speech speed), he speaks without pauses, and he expresses inconsistent thoughts according to the speech situation. is controlled.

Canale and Swain argue that there are four competencies underlying the process of evaluating speaking skills. [7-1-47]

1) grammatical competence - grammar, vocabulary, spelling (pronunciation of letters, pronunciation of words, intonation and stress). [8-141]

2) discourse competence - being able to determine the mood and intention of the interlocutor and to be able to predict what will happen next.

3) sociolinguistic competence - knowledge of cultural units.

4) strategic competence - knowledge of continuing, ending or starting a conversation. [9-228]

The correct structure of the process and technique of evaluating speech activity allows the teacher to see the educational process, the effect of exercises, make the necessary changes to the working program, and see the indicators of students' mastery. The indicator of the level of speech development is obtained based on the following parameters;

1) the number of words and word units

2) number of simple and complex sentences

3) the number of replicas in the dialogue. [10-33]

N.D.Galskova and N.I.Gez-Teoriya explained the factors to be taken into account when controlling monologue and dialogue in the textbook of obuchenia inostrannm yazkam. [1-33]

Dialogue - the speed of reaction, the presence and correct use of speech formulas, the correct use of a sentence and its variety, the ability to use grammar and lexis correctly, and compliance with the characteristics of dialogue.

The correct use of monologue-lexical and grammatical units, comprehensiveness and coherence of the message in the speech, observance of linguistic means, volume of the monologue.

Major and minor skills are assessed in the supervision of studies; reading quickly to understand the general meaning of the text, reading to find specific details and to understand the general structure of the text. In the assessment of skills and competencies related to the types of speech activity, according to most methodists and advanced teachers, the main attention is paid to speech information, that is, content. How defects in technical and lexical-grammatical skills affect speech communication is taken into account. Skills related to technical and language material are assessed not directly, but indirectly, that is, as part of speech skills.

Record control is divided into two approaches: direct and indirect. Indirect assessment of writing is done at the text level. In this, students' grammar and spelling mistakes in writing are checked. In indirect supervision, the supervisor does not assess students' communicative skills in writing.

In the direct control of writing, the ability of students to communicate with the text during the writing process is controlled. This approach requires students to use content, clarity of thought, appropriate vocabulary, and correct grammar. Direct control of writing refers to the integrated application of all elements of writing.

Based on the theoretical analysis presented above, the process of monitoring and evaluating students' learning indicators is an integral part of teachers' pedagogical activity. In order to effectively implement this process, teachers must have the competence to determine the subject of assessment. This can be done by setting goals and objectives. The main task of teachers is to properly plan and conduct the control process, create effective criteria, choose the correct evaluation methods and use positive influencing factors in announcing the result. English language teachers should evaluate the types and competences of speech activities based on the document SEFR (European Competences for Foreign Languages).

Conclusion. The study showed that the organization of the educational process, the specific features of its improvement play an important role in the formation of the organization of students' independent work.

1. The higher education process in the form of joint/free activity is more conducive to the development of students' self-organization of independent work than a rigidly organized lesson schedule.

2. A student's personal example can be more helpful for self-organization in a particular activity than verbal instructions.

3. The state of concentration of attention on independent activity of students allows them to work with each project.

4. Independent, long-term free play includes all components of self-organization and contributes to its development.

In general, student engagement in educational processes depends on how teachers provide educational services and how they conduct educational processes and conduct research.

LIST OF REFERENCES

1. Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам. Лингводидактика и методика. Учеб. Пособие для студ. Лингв. Ун-тов и фак. Ин. Яз. Высш. Пед. Учеб. Заведений. – М.; Издательский центр «Академия», 2006. –336-337 с.

2. Alderson J. & Bachman L. Assessing listening p.x. Cambridge University Press. –2001.

3. Nunan D. Teaching Listening, Methodology in language teaching; an anthropology of current practice. – Cambridge University Press. 2002. –237 p.

4. Oller J. language tests at school; A pragmatic approach. –London, Longman, 1979.

5. Nation P. Teaching and learning vocabulary. Boston; 1990.

6. Harris D. Testing English as a second language. –New York 1997.

7. Canale M, & Swain M. Theoretical bases of communicative approaches to second language teaching and testing // 1980, Applied Linguistics. –P.1-47.

8. Scarcella R.C. &Oxford R.L., The tapestry of language learning; the individual in communicative classroom. Boston 1992. –141 p.

9. Brown, H.D., &Abeywickrama,P. Language assessment; Principles and classroom practices (2nd edn). White Plains, NY; Pearson Education. 2010, –p. 19.

10. Bryan C. & Clegg K. Innovative Assessment in Higher education. New York. Routledge 2006.p-33.