

MODERN MEANS OF EVALUATING THE RESULTS OF LEARNING FOREIGN LANGUAGES

Feruza Asliddinovna Saydullayeva

Student of Samarkand State Institute of Foreign Languages

ABSTRACT

This article presents the most advanced implies of assessing the comes about of educating outside dialects at school, from the point of see of their application, taking under consideration the usage of the competence approach. The creator examines the preferences and drawbacks of utilizing these apparatuses within the practice of instructing a outside dialect, whereas paying extraordinary consideration to testing as the foremost frequently utilized implies of evaluation at the show organize. The article notes that cutting edge instructors attempt to realize victory not as it were with the assistance of conventional implies of assessing or checking the quality of understudy preparing, but moreover utilizing online assets, such as Kahoot! and Quizlet, which permit you to create the learning handle more successful and curiously, which altogether increments the inspiration of understudies to the fabric being studied.

Keywords: foreign language, competence-based approach, competencies, mean of evaluating, monitoring, rating, portfolio, testing, Kahoot, Quizlet, GSRS.

INTRODUCTION

Recently, school education has been developing in the direction of updating its content and achieving a new quality of results in educational activities. The main role is assigned to assessment as an indicator of how effectively the education system is functioning as a whole and how justified is the use of certain teaching methods in the educational process, in particular.

MATERIAL AND METHODS

The basis of modern federal state educational standards (FSES) the following approaches are put: system-activity and competence [3, p. 3]. The leading role of the competence-based approach is to shift the focus in determining learning outcomes to the formation of competencies. Proponents of the competence-based approach mean

by this: the ability to search, select, analyze, transmit the necessary information, process the acquired data; the ability to interact with other people; evaluate their own work, planning skills; the ability to solve the problems that have arisen [7, p. 47].

The main provisions of the competence-based approach are presented in the works of Russian researchers, where it is understood as an individual methodology and a global way of acquiring and using knowledge through internal factors, improving skills and increasing acquired experience. The main feature is the ability to use knowledge in activities and in practice. In addition, students have the opportunity to create and improve personal (individual) and professional (qualified) qualities within the limits of professional knowledge. The competence-based approach contributes to the transition from the execution of knowledge to their use and growth in vocational education [4, p. 11].

In the field of foreign philology, the competence-based approach is reflected in the formulation of the "learning goal", the essence of which is the development and formation of foreign language communicative competence [1, p. 159]. The fact is that competencies are actualized in activities in accordance with foreign languages - in particular in speech activities. It follows from this that speech skills, reading, listening, writing and speaking skills are closely related when assessing the results of learning a foreign language.

The essence of "monitoring" is long-term observation for the processes of understanding and assimilation of educational material by students, as well as their ability to use the acquired knowledge in education. Monitoring, which differs from the traditional established and specified control, helps to attach great importance to the quality of learning through continuous systematic tracking, to detect the dynamics of the degree of mastering of the textbook, therefore, it includes both a diagnostic procedure and an assessment system. Thanks to monitoring, students cover the basis of knowledge and apply it in practice [6, p. 221].

Currently, within the framework of the new approach to education, a rating approach is being actively introduced, which is a means of assessing standardization. The student's rating demonstrates a personal numerical indicator for assessing academic achievement and is formed through the accumulated points, while the coefficient of significance ("cost") of results in achieving educational goals is taken into account. The rating assessment plays an important role for the student and leads to the rhythm of passing the material.

RESULTS AND DISCUSSION

The main basis of rating technology is the development of the student as a subject of scientific and educational activities. This achievement of this level presupposes the ability of students to set a goal for their work and, in accordance with it, plan and adjust the learning process. At the same time, some researchers believe that the student rating should be applied to senior students, since at this age they are morally and psychologically ready to be in a competitive situation, and they have the opportunity to apply their competencies in a wider range of educational activities [2, p. 46–62].

Moreover, attention should be paid to the shortcomings of the rating system of assessment, since there is no precise definition of a student's rating score. In addition, the rating score is understood as the acquired score based on the summation of the ratings. Often, incentive points are added to the total grades for active participation in the lesson process: the delivery of essays, reports, participation in competitions, timeliness of assignments. However, incentive points have nothing to do with skills, knowledge, competencies, and skills. Inaccurate summation of points received for all kinds of results, for example, educational achievements or social activity, can lead to a deterioration in the correct interpretation of the points obtained [4, p. 31].

The portfolio is important in the accumulation of assessments of the achievements of the student's collection works, which demonstrate his educational results in the field of academic discipline and characterize his progress in the development of key competencies. A portfolio, compiled from different sources with the help of teacher and student, is one of the most humanistic ways of assessment, since the student's performance is not compared to any standard, but is compared to his own academic achievements. Despite the absence of specific and accurate materials required for maintaining a portfolio, it, as a means of assessment with a competency-based approach in learning and teaching a foreign language, meets all the requirements of assessment, namely: based on a subject-subjective approach, includes both external assessment and self-assessment, provides for a qualitative assessment, while providing for the implementation of an individual approach. It follows from this that it contributes to the acquisition of knowledge and skills by students, the development of their foreign language communicative competence and the formation of personal and social competences [6, p. 225].

However, for the full introduction of this tool for assessing the results of teaching a foreign language, it is necessary to carry out systematic work to improve the qualifications of teachers so that they are ready to use this innovation in

pedagogical practice. In addition, when implementing a portfolio, the problem of study time arises, since its preparation and assessment do not occur simultaneously and require additional time allocation.

Among modern means of assessing student learning outcomes, testing is most often used, since it can be used to efficiently and quickly ensure that educational achievements are recorded. A test is a measurement tool, a system of tasks that allows you to measure the level of learning and express its result in numerical terms. Great importance is attached to tests, which are necessary for the implementation of all forms of control, and many teachers confirm the positive impact of their use on the educational process. However, some pay attention to the fact that in modern schools tests often help to measure the "volume" of students' knowledge, but do not reflect their "quality", thus, they narrow the school curriculum and turn teaching into the practice of passing tests [6, p. 224]. The huge use of standardized tests and the formal use of test methods leads to the dominance of test format tasks in teaching, which is unjustified in the context of the implementation of the competence-based approach to teaching a foreign language.

CONCLUSION

In conclusion, it should be noted that the problem of control and assessment remains relevant for several years, since the traditional system requires constant and careful adjustment based on the application of modern trends in teaching and learning. In teaching a foreign language, a competence-based approach plays an important role, which involves assessing the level of proficiency in one or another type of speech activity. For this, the following can be effectively used: modern (testing, portfolio, rating, monitoring) and traditional (tests, polls, essays, etc.) means of assessing learning outcomes, if they are focused on the development and formation of foreign language communicative competence, and also contribute to increasing level of motivation and involvement of students in the educational process.

REFERENCES

1. Bim, I.L. Competence approach to education and teaching foreign languages [Text] / I.L. Bim // Competence in education: design experience: Sat. scientific. works. - M., 2007. P.156 - 163.
2. Gafiyatullina, E.A. Modern means of assessing the knowledge of students in the senior grades of a comprehensive school [Text] / E.A. Gafiyatullina, I.I. Gibadulina // Modern studies of social problems. 2014. No. 10. P.46 - 62.

3. Maksaev, A.A. Methodology for the development of socio-cultural and speech skills of studying on the basis of international educational language projects [Text] / A.A. Maksaev // Language and Culture. 2014. No. 3. Pp. 146 - 156.
4. Mikhailova, E.K. Rating approach in teaching [Text] / E.K. Mikhailova // Modern studies of social problems. 2012. No. 6. P.26 - 37.
5. Prilipko, E.V. Assessment with a competence-based approach to teaching a foreign language [Text] / EV Prilipko // Foreign languages at school. 2014. No. 5. P.47 - 52.