

EFFECTIVE WAYS OF ASSESSING SPEAKING

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Таянч сўзлар: тилга оид тест, коммуникатив қобилият, контекст, баҳолаш мезони, тилни баҳоловчи рубрика, интеграллашган таълим, қабул қилувчи ва унумдор малакалар.

Ключевые слова: языковой тест, коммуникативная способность, контекст, критерии для оценки, языковая оценочная рубрика, интегрированное обучение, воспринимающие и продуктивные навыки.

Key words: language test, communicative competence, context, assessment criteria, language scoring rubrics, integrated way, receptive and productive skills.

The performance of language test is influenced by many factors, one of them is communicative language ability. It consists of the ability to use language communicatively, and involves both knowledge of competence in the language, and the capacity for implementing this competence. It should be implemented on all skills of English, such as writing, reading, speaking, and listening at all students' level. This is the most important aspect in language test.

What are therequirements for the communicative test? The context and situation play a great role in the communication test. All aspects of English skill should be taught the basis of situational context. Context is the key how language is used. Therefore, teacher should not test students in a discrete way but in an integrated way taking into account text and context, knowledge and skill. The students should recognize the full context of language use, as Van Dijk states that delineation of the relationship between text and context clearly recognizes the context of discourse [3:86].

In speaking test, the teacher should apply the test communicatively since speaking is the skill by which persons are interrelated with each other. While studying English speaking communicatively is a good composition to get knowledge and skill, as in text and context. Therefore, we are going to describe how communicative language test is applied in speaking class 1 in which oral test is also used together with communicative context as well.

The communicative language test must be covered by some qualifics: it should be interactive; direct in nature with tasks reflecting realistic discourse processing activities; texts and tasks should be relevant to the intended situation of the target population; ability should be sampled within meaningful and developing context and the test should be based on an explicit priori specification [2:91].

In order to pursue the communicative paradigm, tasks should, as far as possible, be included in the testing operation with due regard to their directness of fit with criteria which accurately and adequately describe the significant aspects of the target activities and the condition under which they are normally performed.

The goals of speaking class is that by the end of it, students should be able to listen to native speakers and practice in carrying out many conversational functions. This class tries to convince students that learning to speak and understand English is not as difficult as you think, but, like any skill, it involves practice. This class lets students to practice in peer which give them as much conversational practice as possible in classroom situation. The communicative test allows the students to be free in speaking naturally based on the context.

Students need to know the purpose of the assessment activities, the expected performance, and the criteria for each task. Setting criteria is a crucial part of assessment. Without criteria of standards of performance, the task remains simply a collection of instructional activities. Based on student performance teachers can revise assessment task and standards as well as instructional objectives and activities to meet learners' need better. Score rubrics are needed to check the dimensions or aspects of oral language, these might typically include communicative effect of general comprehensibility, grammar, and pronunciation. The rubrics will be shared with the students, so that they will get effort to do their best.

It's better to use the holistic scale rubrics adapted from a rating scale developed by ESL teachers Portfolio Assessment Group to evaluate the students. The teacher uses this because English is not the first language for the students, so it is suitable for the first year students [4:194].

Holistic Oral Language Scoring Rubric:

Rating	Description
6	a. Communicates competently in social and classroom settings b. Speaks fluently c. Masters a variety of grammatical structures d. Uses extensive vocabulary but may lag behind native-speaking peers e. Understands classroom discussion without difficulty
5	a. Speaks in social and classroom settings with sustained and connected discourse; any errors do not interfere with meaning b. Speaks with near-native fluency; any hesitations do not interfere with communication c. Uses a variety of structures with occasional grammatical errors d. Uses varied vocabulary e. Understands simple sentences in sustained conversation; requires repetition
4	a. Initiates and sustains a conversation with descriptors and details; exhibits self-confidence in social situations; begins to communicate in classroom settings b. Speaks with occasional hesitation c. Uses some complex sentences; applies rules of grammar but lacks control of irregular forms (e.g. runned, mans,not never, more higher) d. Uses adequate vocabulary; some word usage irregularities e. Understands classroom discussions with repetition, rephrasing, and clarification
3	a. Begins to initiate conversation; retells a story or experience; asks and responds to simple questions b. Speaks hesitate because of rephrasing and searching for words c. Uses predominantly present tense verbs; demonstrates errors of omission (leaves words out, word endings off) d. Uses limited vocabulary e. Understand simple sentences in sustained conversation; requires repetition

2	a. Begins to communicate personal and survival needs b. Speaks in single-word utterances and short patterns c. Uses functional vocabulary d. Understands words and phrases; requires repetition
1	a. Begins to name concrete objects b. Repeats words and phrases c. Understands little or no English.

The scoring procedures are shown in the holistic oral language rubrics above. Whatever the students do, their actions are valued based on the rubrics above.

In keeping with these ideas, assessment must take place in a communicative context and should test students' linguistic performance rather than their linguistic knowledge. Adequate linguistic performance can only be assessed by taking into account the four language skills which should be tested in an integrated and not an isolated way and assessment tools must be selected accordingly. Multiple choice tests, for example, are not the most appropriate tool to test linguistic performance although they can provide limited information on performance in receptive skills. A better option is cloze tests. As students have to combine receptive and productive skills, these tests assess structural knowledge in an integrated way. The best option, however, are communicative tasks that combine performance in various skills like reading a text and writing a response (e.g. an e-mail, an argumentative essay, etc.) or

listening to a text and summarizing it in oral or written form.

Assessing competence is much easier nowadays than in the 2000's since teachers can rely on free popular IT applications (such as Facebook, Twitter or Messenger) to induce students to communicate and even carry out collaborative tasks with students from different countries or cultures. It is also useful in order to collect corpora that can be analysed in depth, since most of these applications allow data storage.

In conclusion, a test is a tool to measure someone's ability in performing a language. It consists of the ability to use language communicatively and involves both knowledge of competence in the language, and the capacity for implementing this competence.

Taking into account above, all aspects of English skill should be taught based on situational context, especially, speaking test. The teacher should apply the test communicatively since speaking is the skill which person to person interrelated to each other.

References

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РЕЗЮМЕ

Мақолада мулоқотни баҳолашнинг ва тил ўрганиш малакаларини татбиқ этишнинг самарали йўллари кўриб чиқилган. Унда коммуникатив тестларни тузишда ўқитувчилар тестнинг интерактив бўлишига алоҳида аҳамият беришлари кераклиги айтиб ўтилган. Коммуникатив тестнинг топшириқлари реал нутқ вазияти ва ҳаракатларини акс эттириши ўрганувчиларнинг билим даражасига мос бўлиши кераклиги таъкидлаб ўтилган.

РЕЗЮМЕ

В статье рассматриваются вопросы оценивания говорения и способы внедрения языковых навыков и др. В проектировании языковых коммуникативных тестов учителя должны уделять внимание на то, что тесты должны быть интерактивными. Задачи коммуникативных тестов должны отражать реальные речевые действия и тексты должны соответствовать уровню учащихся.

SUMMARY

The article deals with the problems of assessing speaking and ways of implementation of language skills and other issues etc. While designing the communicative language tests the teacher should pay attention to the issue that tests should be interactive. The of the tasks communicative test should reflect realistic discourse processing activities, texts and tasks should be relevant to learners level.

МАТЕМАТИКА САБАҚЛАРЫНДА ОҚЫҰШЫЛАРДЫҢ ИЗЕРТЛЕҰ ИСЛЕРИ

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Таянч сұзлар: фикрлаш, исботлаш, топшириқларни бажаришнинг рационал йўлларини топиш, мос ечимлар чикариш.

Ключевые слова: вопросы поиска рациональных путей мышления, доказательство, выполнение заданий, делать соответствующие выводы.

Key words: questions of search of rational ways of thinking, proof, performance of tasks, to deduce corresponding conclusions.

Информациялық жәмийеттиң раўажланыўы, илимий- техникалық өзгерислер, базар қатнасықлары ҳәр бир адамнан жоқары дәрежедеги кәсиплик ҳәм искерлик қәсийетлерин, тапқырлығын, қыйын ситуацияларда жол табыў, тез ҳәм қәтесиз шешимлер қабыл қылыў уқыплығын талап етеди.

Бизиң ҳүкиметимиз мектеп алдына оқыўшыларды бул тез өзгерип баратырған дүньяда өмирге таярлаў мәселесин қояды. Мектеп оқыўшыларды пүткил өмирлик билимлер менен тәмийинлей алмайтуғыны ҳәм оларды билиў усыллары менен қуралландырыўы, билиў өз бетиншелигин қәлиплестириўи кереклиги өз-өзинен түсиникли.

Ҳәзирги заман жетискен адамы ушын зәрүр көплеген қәсийетлерди қәлиплестириўде мектеп пәни-математика үлкен роль ойнаўы мүмкин. Математика

сабақларында оқыўшылар пикирлеўди, дәлиллеўди, тапсырмаларды орынлаўдың рационал жолларын табыўды, сәйкес жуўмақлар шығарыўды үйренеди.

Оқыўшыларын ересеклер дүнясына қосып жиберип атырып, оқытыўшылар барқулла олардың келешегі ҳаққында қәўетерленеди. Балалардың оқып билим алыў тилеги, олардың билиминин сапасы, мектепти питкергеннен кейин жәмийетке табыслы араласып кетиўи ушын оқытыўшы көбирек жуўапкер болады.

Қыйыншылықларға қарамай оқытыўшылар оқыўшылардың потенциаллық мүмкиншиликлерин раўажландырыўдың эффектив жолларын ҳәм қуралларын излейди. Буның ушын традициялық оқытыў менен бир қатарда жаңа раўажландырыўшы техноло-