

**PARAMETERS FOR DETERMINING GERMAN LANGUAGE SKILLS AND ABILITIES
IN ACADEMIC LYCEUMS WITH KARAKALPAK LANGUAGE OF LEARNING**

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**QORAQALPOQ TILIDA O'QITILADIGAN AKADEMIK LITSEYLARDA NEMEC TILI BO'YICHA
BILIM VA KO'NIKMALARNI BELGILASH PARAMETRLARI**

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**ПАРАМЕТРЫ ОПРЕДЕЛЕНИЯ ЗНАНИЙ И УМЕНИЙ ПО НЕМЕЦКОМУ ЯЗЫКУ
В АКАДЕМИЧЕСКИХ ЛИЦЕЯХ С КАРАКАЛПАКСКИМ ЯЗЫКОМ ОБУЧЕНИЯ**

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Tayanch so'zlar: baholash, me'zonlar, ko'nikma va malakalar, rasmiy va norasmiy usullar.

Rezyume. Maqola qoraqalpoq tilida o'qitiladigan akademik litseylarda nemis tili bo'yicha ko'nikma va malakalarni baholash masalalariga bag'ishlangan. Baholashning asosiy mezonlari sifatida belgilangan vazifaning bajarilishi, bajarilgan ishning izchilligi va uzviyligi hamda g'oyaning taqdim etilish sifati ko'rib chiqiladi.

Ключевые слова: оценивание, критерии, навыки и умения, формальные и неформальные методы.

Резюме. Статья посвящена вопросам оценки умений и навыков по немецкому языку в академических лицеях с каракалпакским языком обучения. В качестве основных критериев оценивания рассматриваются выполнение поставленной задачи, связность и преемственность выполненной работы, а также качество изложения самой идеи.

Key words: assessment, criteria, skills and abilities, formal and informal methods.

Summary. This article is devoted to the issues of assessing the skills and abilities in German in academic lyceums with the Karakalpak language of instruction. The main criteria for assessing are the fulfillment of the assigned task, the coherence and continuity of the work performed, and the quality of the presentation of the idea itself.

Introduction. One of the most pressing problems of modern education is the organization of a system for constantly recording the level of students' academic achievements and more successful use of its results in improving the educational process, in conducting targeted work to overcome timely identified lags, in determining the directions of a differentiated approach.

In pedagogy, determining skills and abilities is the interaction of a teacher (or some technical system) with students, which results in a mark or grade, or both. In a narrow sense, these are the teacher's verbal or non-verbal reactions, with which he evaluates the students' activities. In a broad sense, these are marks and the situational assessments that accompany them. Teachers usually also use various formal and informal methods of assessing certain actions of a student, for example, an approving remark, praise, exclamation, or, conversely, a reproachful remark, frowning, facial expressions, gestures, and they can even shake a finger at a careless student.

Methodology. The main goal of monitoring and assessing students' knowledge is to determine the quality of students' assimilation of educational material, the level of their mastery of knowledge, skills and abilities provided for by the curriculum in mathematics.

The task of monitoring also includes determining the degree of responsibility of each student for the results of their learning, the level of their ability to independently acquire knowledge [1:110].

For a teacher, knowledge monitoring allows to determine the level of assimilation of educational material or, if necessary, to correct them.

For a student, knowledge monitoring allows:

- to systematize the educational material learned over a certain period of time,

- to summarize it,
- to highlight the main thing,
- to focus attention on it,
- to correct individual knowledge if necessary and to see the results of their activities in the assessment and mark [2:162].

Discussion. Systematic monitoring of students' knowledge is one of the main conditions for improving the quality of education. A teacher's skillful use of various forms of knowledge monitoring helps to increase students' interest in studying the subject, prevents lagging behind, and ensures students' activity in class.

The subject results assessment system includes basic knowledge, including: key concepts, rules, facts, methods, conceptual apparatus; subject actions: the use of sign-symbolic means in the context of transforming, presenting and interpreting information and logical actions (comparison, grouping and classifying objects, actions of analysis, synthesis and generalization, establishing cause-and-effect relationships and analysis).

Assessment is intended to stimulate learning by assessing the student's initial knowledge, the experience he/she brought to completing the task or studying the topic, taking into account individual needs in the educational process, encouraging children to reflect on their learning, on the assessment of their own work and the process of its implementation [3:127].

Subject results contain subject knowledge and a system of formed subject actions. In the system of subject knowledge, there are basic knowledge (knowledge, the mastery of which is necessary for current and subsequent successful learning) and knowledge that complements, expands or deepens the basic system of knowledge, and serves as propaedeutic for subsequent study of the course.

However, when assessing subject results, the main value is not the knowledge itself and the ability to reproduce it in standard educational situations, but the ability to use this knowledge in solving educational-cognitive and educational-practical problems. In other words, the object of assessment is not so much knowledge as the actions performed by students with subject content, in this case (with the content of the foreign language course).

Results. Criteria-based assessment is very often used in German lessons. The multi-criteria assessment system includes:

1. The level of independent work of the student.
2. The degree of mastery of subject knowledge and skills by the student, the mastery of cognitive and communicative universal educational skills.
3. The degree of mastery of regulatory universal educational actions

For written work (tests, assignments, vocabulary dictations), the grade is calculated based on the percentage of correct answers:

Types of work	Grade "3"	Grade "4"	Grade "5"
Control works (tests, vocabulary dictations)	From 60% to 69%	From 70% to 90%	From 91% to 100%

Creative written work (letters, various types of compositions, essays, project work, including in groups) is assessed according to five criteria:

1. Content (compliance with the volume of work, compliance with the topic, whether all aspects specified in the task are reflected, the style of speech corresponds to the type of task, argumentation at the appropriate level, compliance with the rules of politeness).
2. Organization of work (logicality of the statement, use of logical connection at the appropriate level, compliance with the format of the statement and division of the text into paragraphs);
3. Vocabulary (vocabulary corresponds to the task and the requirements of the given year of language study);
4. Grammar (use of various grammatical constructions in accordance with the task and the requirements of the given year of language study);
5. Spelling and punctuation (no spelling errors, adherence to the main rules of punctuation: sentences begin with a capital letter, a period, question mark or exclamation mark at the end of the sentence, and adherence to the basic rules for placing commas) [4:101].

Oral answers are assessed according to five criteria:

1. Content (adherence to the volume of the statement, relevance to the topic, reflection of all aspects specified in the task, stylistic design of speech, argumentation, and compliance with the rules of politeness).
2. Interaction with the interlocutor (ability to conduct a logical and coherent conversation, observe the order of exchange of remarks, give reasoned and detailed answers to the interlocutor's questions, ability to start and maintain a conversation, as well as restore it in case of a failure: asking again, clarifying);
3. Vocabulary (vocabulary corresponds to the task and the requirements of a given year of language study);
4. Grammar (use of various grammatical constructions in accordance with the task and the requirements of a given year of language study);
5. Pronunciation (correct pronunciation of English sounds, correct stress placement in words, as well as compliance with the correct intonation in sentences) [5:85].

When assessing personal results, the formation of the student's internal position is diagnosed, which is manifested in emotional and value relationships to themselves and the world around them. In the everyday educational process, the assessment of personal results is necessary. The teacher cannot ignore and assess the moral or, conversely, immoral judgments and actions of the student. The assessment (but not the mark) is manifested in a verbal characteristic such as «Sie haben Recht», «Ihre Wahl ist richtig» etc. During the assessment, the student takes a position of moral choice in a given situation. It should be remembered that such an assessment should take place "in a form that does not pose a threat to the personality, psychological safety and emotional status of students." The main object of assessing meta-subject results is the formation of a number of regulatory, communicative and cognitive universal actions, such as the ability to accept and maintain an educational goal, the ability to carry out information search, etc. In lessons, you can also check such competencies that are difficult (or impossible) to check during a standardized final test. For example, such skills as interaction with a partner, the desire to take into account and coordinate different opinions and positions in cooperation, etc.

Conclusion. Thus, control and assessment of knowledge are important aspects in the pedagogical process, and the current academic performance of students and the level of language proficiency in general depend on how they are organized.

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