



ASSESSMENT IN TEACHING FOREIGN LANGUAGES

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Abstract: *The article is about the types of new pedagogical methods in the teaching of the English languages and the ways of using them in the lesson, as well as the practical importance of effective use of methods. In addition, special information is given about the fact that these methods are useful for the students through mastery of foreign language and the ability to speak that language easily.*

Key words: *formative assessment, summative assessment, performance-based assessment, objective based assessment.*

Annotatsiya: *Ushbu maqola ingliz tili fanini o'qitishda yangi pedagogik metod turlari va uni darsda qo'llash usullari hamda metodlardan samarali foydalanishning amaliy ahamiyati xususida so'z yuritiladi. Shuningdek, bu metodlar o'zga til o'quvchilarni puxta o'zlashtirishda, o'sha tilda bemalol so'zlay olish qo'l kelishi haqida ham alohida ma'lumotlar keltirib o'tiladi.*

Kalit so'zlar: *formativ bahollash, summativ bahollash, obyektiv bahollash.*

Introduction

Assessment is an essential process in education that involves gathering information and feedback about students' learning progress. Teaching foreign languages is no different from other fields of study in requiring systematic and regular assessment practices that allow teachers to measure student performance and adjust their instructional approaches accordingly.

Here are some of the key aspects of assessment in foreign language teaching:

Assessment Types

Assessment in foreign language teaching should assess several domains of learning, including reading, writing, speaking, and listening. Some of the commonly used assessment types include:

1. Formative assessment - This type of assessment is ongoing and helps teachers monitor student learning progress. It aims to identify areas that require improvement and provides feedback to students that they can use to enhance their learning.

2. Summative assessment - This type of assessment measures students' learning progress at the end of a particular period, such as the end of a course. The goal is to evaluate students' overall performance and provide a final grade.

3. Performance-based assessment - This type of assessment measures students' abilities to use the language in real-world situations. Performance-based assessments can be done through role-playing, presentations, or conversations, among others.

4. Objective-based assessment - This type of assessment evaluates the acquisition of specific language skills, such as grammar, vocabulary, or pronunciation.

Assessment Methods



To evaluate students' progress in learning foreign languages, teachers can use a range of assessment methods, including:

1. Tests - Tests can be used to evaluate students' knowledge of grammar, vocabulary, and reading or listening comprehension.
2. Oral interviews - Oral interviews are used to evaluate students' speaking and listening skills. Oral interviews can be conducted one on one or in groups.
3. Writing assignments - Writing assignments are used to evaluate students' writing skills, including grammar, vocabulary, and style.
4. Portfolios - Portfolios are a collection of students' work produced over a period. They give teachers a holistic picture of students' progress and are useful in detecting strengths and weaknesses.

Challenges in Assessment in Teaching Foreign Languages

While assessment is vital in foreign language teaching, some challenges may arise, including:

1. Lack of standardization - Foreign languages are diverse, and there is no uniform way of teaching and assessing them. This can lead to inconsistencies in assessment practices across different languages and programs.
2. Over-reliance on multiple-choice testing- Some language programs rely primarily on multiple-choice tests to evaluate students' learning, neglecting other essential aspects of language learning, such as speaking and listening.
3. Cultural differences - Cultural differences can affect the way students approach assessment. For instance, in some cultures, students may be hesitant to ask questions or ask for help, which can affect their learning progress.
4. Limited resources - Limited resources such as testing materials and qualified assessment personnel can hinder assessment in foreign language teaching.

Assessment plays a key role in the teaching or learning of a second or foreign language. It is only means teachers have to verify that their students are actually learning.

Through classroom assessment we can:

- *integrate teaching and learning
- *improve students learning
- *improve teaching.

Staying aware of your students' skill levels can be the difference between a well balanced semester or one that comes down to hectically cramming students with information a week before their final exam.

Diagnostic tests essentially help us evaluate a student's proficiency level in order to optimally design or adjust a curriculum. The term diagnostic testing is used liberally throughout public school systems, particularly in language classes.

Diagnostic tests don't need to be serious and scary.

In fact, by making them friendly and relaxed you'll be able to incorporate them more often, keeping your course planning consistently well informed.

Remember the following tips to help you incorporate friendly diagnostic testing that can become routine:



Go gradeless. These tests are used to benefit course planning. In order to get an accurate idea of students' capabilities, we don't want them to hold back. Taking away grades decreases their fear of failure and can lead to more accurate results. Soon the students won't even dread them anymore and you can use them regularly.

Be consistent. Have students take a diagnostic test at least once a month and get in the habit of regularly tweaking your curriculum based on the results.

Test undercover. Whatever you do, don't call it a proficiency test or a diagnostic test. Call it a grammar exercise, a comprehension activity or some other subtle name that leaves students feeling less judged.

A simple example would be to hand out a quiz at the end of every chapter or book unit that tests what has been covered and what's coming up in the next unit. This lets you know what review is still required before moving on, as well as how you should prioritize the next unit.

Go over the answers as a class and give candy as a reward for everyone who received 80% or higher.

In summary: Assessment is critical in foreign language teaching, helping teachers understand students' learning progress and adjust their instruction accordingly. Teachers should use a variety of assessment methods to evaluate different language domains and aim to standardize assessment practices across languages and programs.

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