FOREIGN EXPERIENCES IN ASSESSING PUPILS' SPEAKING COMPETENCIES

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Annotation

This article presents the opinions and scientific research of foreign scholars on the assessment of the speaking competencies of secondary school students. Based on these opinions, we have also provided our own analysis.

Keywords

intellectual, linguistic competence, acoustic system, National Curriculum, optimal assessment mechanism, summative assessment.

Introduction: When looking at the intellectual landscape of today's world through a social prism, it can be observed that in every developing country, comprehensive economic reforms are primarily focused on modernizing the education system according to contemporary global demands. In this regard, our country's President Shavkat Mirziyoyev's statement: "If you ask me what worries you, I will answer: the education and upbringing of our children," indicates that behind every reform being implemented in Uzbekistan today lies the issue of ensuring that the younger generation grows up to be modern science owners and secures their bright future. [1]

Literature Review: The results of studying foreign experiences in improving the methodology of assessing students' speaking competencies in native language education, and the analysis of sources show that according to scientific research by N. Chomsky, V. Hutmacher, R. White, D. Raven, N.V. Kuzmina, A.K. Markova, V.N. Kunisina, G.E. Beliskaya, L.I. Berestova, V.I. Baydenko, A.V. Khutorskoy, N.A. Grishanova, and others, in the education system, including language education, the competency-based approach reflects communicative activity, with the main emphasis on developing the competence in students to express information related to everyday life in their speech.

Linguistic Competence: Linguistic competence, which consists of speech and language competencies, was founded by N. Chomsky. According to him, linguistic competence includes understanding sentences in a language through the acoustic
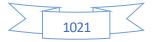
system, distinguishing grammatical sentences from those without grammar, and performing other effective linguistic actions. [2]

Research Methodology: In modern language education, the goal is not limited to just providing linguistic knowledge about the language. Developing the speaking abilities and qualities of students is also at the center of attention. Indeed, today's fast-paced world demands not only knowledgeable individuals but also creative, initiative-taking, and adaptable generations who can apply their knowledge in real life, thus posing even more critical tasks in the education process. Therefore, the standards and curricula of various types of education: preschool education, general secondary and secondary special education, professional vocational education, and higher education, are being analytically reviewed, and the goals of native language education for these types are being clarified. Topics in the curricula that are redundant or unsuitable for the age and psychophysiological characteristics of students are being coordinated, and excessive workloads are being optimized. In other words, based on the social significance of the subject and the principles of language acquisition, a national curriculum for the "Mother Tongue" subject is being developed and implemented. It should also be noted that the goal cannot be achieved by merely developing the National Curriculum, updating textbooks based on this curriculum, and improving the quality of teaching; there needs to be an optimal assessment mechanism that defines and demonstrates the quality of any education.
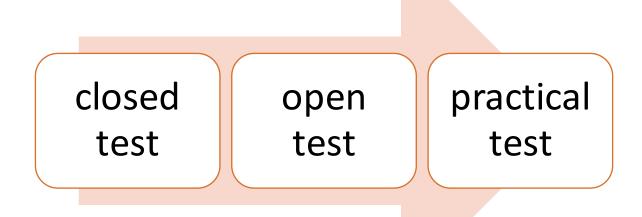
In Uzbek sources, "assessment is defined as the process of checking and measuring the degree to which knowledge, skills, abilities, and competencies have been formed in learners." [3] Additionally, assessment is commonly referred to in our scientific literature as "pedagogical control." "Pedagogical control is a system of scientifically based control over the results of teaching, educating, and upbringing students." [4]

In general, in general secondary education, assessment mechanisms, criteria, and procedures identify and verify the degree to which students acquire the qualification requirements specified in the State Educational Standards and curricula during the teaching process.

In the current educational context of general secondary education, students' knowledge, skills, abilities, and competencies are mainly tested and assessed through test tasks. Despite having nearly 30 years of experience with testing in the education system, the test methodology has not yet been sufficiently improved. When it comes to "tests," only closed tests – alternative-choice tests with four options – were understood and used up to this day. In testology, there are several types of tests based on their methodology, structure, and content. [5]
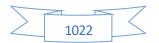
closed test → open test → practical test

Despite the presence of various types of tests, different test tasks have not been used in the context of education, and their content and methodology have not been improved. There has been almost no research conducted in this area, leading to accumulated problems in assessing the skills and abilities of graduating students in various subjects over the years. Alongside the renewal of the state management system, extensive reforms are being carried out in all areas, including the education sector. Significant work is being done to ensure the participation of students in international assessment monitoring systems related to education (PIRLS, PISA, TIMSS, ICILS). The results of the pilot studies conducted using sample test tasks from these assessment programs have set several tasks before us regarding the content and methodology of the test system.

Analysis and Results: The assessment process is carried out with a clear goal in mind. According to this predetermined goal, the domains, sub-domains, constructs, and the number and methodology of tasks to be assessed, as well as the assessment criteria, are determined [6].

Therefore, it is necessary to first determine the objective of the assessment and design the assessment accordingly. Typically, two goals are considered in conducting the assessment process:

1.   To develop students' knowledge, skills, and abilities (KSA) and competencies.

2.   To assess and select students based on their KSA and competencies.

Based on the above information, the content, structure, and methodology of the tasks used in accordance with the goal of the assessment and the coverage of topics differ from one another.

In the assessment process aimed at developing students' KSA and competencies, tasks are used to form and develop students' knowledge, skills, and abilities (KSA) on certain small topics.

In the assessment aimed at checking and selecting students' KSA and competencies, tasks are used to check and select the KSA and competencies acquired over the academic year or large sections.
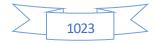
It is known that pedagogical control (assessment) varies depending on the purpose and objectives and the coverage of topics. In scientific literature, assessment (pedagogical control) is divided into final state attestation, internal control, group control, and external control based on who conducts it. Additionally, the assessment of students' progress in each subject is divided into current, interim, and final control types based on the coverage of topics.

Summative assessment is the process of checking and assessing the KSA and competencies acquired by students during certain subjects or throughout the academic year or during the entire general secondary education. This includes tests conducted for quarterly grades, exams held to determine achievement indicators during the academic year, final state attestation exams, and entrance exams to higher education. The purpose of conducting such tests is to test, summarize, and select students' knowledge, skills, and abilities, and to serve as a selection process for the next stage of education. Therefore, the impact of such tests on education is significant.

We believe that the factors affecting the validity, transparency, and reliability of the summative assessment process are as follows:

Internal Factors: – Factors related to the content of the assessment meeting the requirements set by the State Educational Standards for secondary education; – Factors related to non-compliance with the process of designing the assessment; – Factors related to the process of developing the tasks; – Factors related to the process of conducting the exam; – Factors related to the process of calculating the assessment results.

External Factors: – Conducting the assessment with a large number of graduates and applicants in a large auditorium; – The extremely high demand since the assessment is conducted for selection purposes (for example, overly grammatical control types in the mother tongue); – The limited quotas for certain educational fields (for example, jurisprudence) in entrance exams to higher education institutions.

Conclusion and Recommendations: In general, it is necessary to study the assessment process as a pedagogical-methodological issue, limit its negative impact on the quality of education, and enhance its positive influence. To achieve this, the purpose of the assessment should be determined, the teaching objectives of the subject should be studied, the methodology of task design should be improved based on the theoretical and methodological foundations of pedagogical measurements, the tasks should be tested and revised, a standard version should be formed, and the tasks used in the assessment should be compared with the standard before being applied in practice.

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