

TEACHING STRATEGIES FOR IMPROVING LANGUAGE ASSESSMENT

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Abstract. This master's dissertation is devoted to the problem of assessing language skills. It introduces the purposes and basic types of assessment, provide some guidelines for testing large, multilevel classes, and provide suggestions for evaluating listening, speaking, reading, and writing in large multilevel classes.

Keywords: *teaching strategies, assessment, microteaching, approaches, feedback, motivation, traditional assessment, macro skills.*

The role and influence of English language are gaining a higher position in the world as well as in Uzbekistan. The main factors for this phenomenon include expanding communication with the world and increasing speed and scope of information exchange in the global village. Currently, in the Republic of Uzbekistan great attention is given to the radical reorganization of the educational system that will give an opportunity to raise it to the level of modern standards.

Assessment is one of the most important aspects of language teaching and learning. Assessment is a process which follows a set of four components. These four stages or components are "Plan, Do, Check and Act". It is a process to evaluate the student's performance. Assessments can be difficult to structure properly and time-consuming to grade. And as a teacher, you know that student progress isn't just a number on a report card. There's so much more to assessments than delivering an end-of-unit exam or preparing for a standardized test. Assessments help shape the learning process at all points, and give you insights into student learning [1, 14]. The major purpose of assessment in schools should be to provide interpretative information to teachers and school leaders about their impact on students, so that these educators have the best information possible about what steps to take with instruction and how they need to change and adapt. So often we use assessment in schools to inform students of their progress and attainment. Of course this is important, but it is more critical to use this information to inform teachers about their impact on students. Using assessments as feedback for teachers is powerful. And this power is truly maximized when the assessments are timely, informative, and related to what teachers are actually teaching [3, 12].

Traditional and alternative assessments. There is a tendency to supplement traditional test designs, as outlined in previous descriptions of classroom-based assessment, with alternatives that are more reliable in providing meaningful communication.

Drawing a clear line of distinction between what Armstrong and Bailey call traditional and alternative assessments is actually a difficult and confusing issue. A large number of assessment types are located between the two concepts, and some combine the best of both aspects. Second, the table is biased towards alternative assessments, and the list on the right should not be believed to save language assessment. In short, both concepts need to be supplemented and corrected. As Brown and Hudson rightly point out, the evaluation traditions that exist for us should be valued and used for the functions they provide [4, 54].

It should be noted that more time and higher institutional budgets are needed to manage and evaluate assessment, which involves more subjectivity, more individualization, and more interaction in the process of offering feedback. However, the payment of the latter comes with more useful feedback to the students, an internal motivational potential and, as a result, a complete description of the student's ability. More and more educators and education reform advocates are arguing in favor of large-scale standardized testing in favor of contextual budgeting. Assessment based on communicative effectiveness makes learning easier in our schools [6, 64].

Computer-Based Testing In recent years, there has been a growing popularity of the type of assessment in which an examinee completes answers on a computer. Some computer-based tests (also known as "computer-assisted" or "web-based" tests) are small-scale "home-based" tests available on websites. Others are standardized, comprehensive tests that can take thousands or even tens of thousands of examiners. Students receive suggestions from the computer test in the form of verbal or written warnings and are required to write down (or in some cases speak) their answers. Almost all computer-based test assignments have rigid, closed answers; however, tests such as the English as a Foreign Language Exam (TOEFL) offer a written essay section.

The computer-based test, the computer adaptation test, has been around for many years, but the rate of use has increased dramatically in recent years. In a computer-aided test (CAT), each examinee is a set of questions that meet the test specifications and usually correspond to his or her level of performance. The CAT begins with questions of moderate difficulty and becomes more complex in subsequent sections. As the test takers answer the cache question, the computer evaluates the question and asks questions using this information, as well as the answers to the previous questions, to determine which question will be asked next. If the examiners answer correctly, the computer will usually choose questions that are larger or equally difficult. However, incorrect answers often lead to questions that are less or equally difficult. The computer is programmed to complete a test project because it is constantly tuned and programmed to find questions of appropriate difficulty for examiners at all levels of effectiveness, in CATS the examiner sees only one question at a time and the computer,

scores each question before selecting the next, and then the question comes up [8, 54]. As a result, test takers will not be able to skip the questions and they will not be able to return to the questions, the other part of the test. Computer-based testing, with or without CAT technology, offers the following advantages:

- Classroom test
 - Self-management test on various aspects of language (vocabulary, grammar, speaking, reading or all of the four skills, etc.).
 - Standardized tests, which can be easily performed on thousands of examiners at many different stations, then collect electronic scores for quick reporting of results.
- The disadvantages are that we tend to test the computer.

Among them:

- Lack of security and the possibility of cheating are typical of uncontrolled computerized tests in the classroom.
- Occasionally “home-grown” quizzes that appear on unofficial websites can be mistaken for approved ratings.
- The multi-choice format preferred for most computer tests has the usual potential for incorrect design of objects.
- Considering all issues related to prices, reliability, and turnaround time, open responses are less likely to occur because of the need for direct evaluators.

Through the creative use of technological innovation, testers will be able to increase authenticity, enhance interactive sharing, and promote autonomy, thereby shaping evaluation forms. Assessment is an integral part of the teaching-learning cycle. In an interactive, communicative curriculum, assessment is considered to be consistently targeted and useful. Tests, which are a small set of assessments, are a type of test that can give a student authenticity, motivation, and feedback. Tests are an important component of a successful curriculum and one of the key forms of the learning process. Remember these basic principles:

1. Formal and informal periodic assessments serve as important stages in the development of language learners and can increase their motivation [7, 76].
2. Appropriate evaluation not only reinforces information but also helps to preserve it.
3. The assessment confirms the areas of strength, as well as clearly identifies areas that require further work.
4. Assessment can give the feeling of periodically closing modules in the curriculum.
5. Assessment can increase language learner's independence by encouraging them to self-assess their achievements.
6. Assessment encourages students to set goals for themselves.
7. Assessment helps in assessing the effectiveness of teaching.

In literate societies, most “normal” children are five or six years old, and some learn to read earlier in the family. Reading is a simple skill. Reading in compulsory language learning is also a skill that teachers expect students to master. Basic, elementary textbooks in a foreign language include the student’s ability to read.

(e.g. journal, portfolio, conference, observation, self-assessment, peer review) [7, 90].

Thus, language users perform listening, speaking, reading, and writing actions. They rely on their core skills to accomplish these metrics. When you offer to evaluate someone’s ability in one or a combination of four skills, you are assessing that person’s ability. Sometimes for various reasons, this indicator does not show real competence: bad night's rest, illness, emotional state, distraction, test anxiety, memory blockage, or other reliability factors related to the student may affect performance, which disrupts a reliable measure of true competence. As with any measurement attempt, as a teacher you have a different commitment to your measurements: consider at least two executions and context before drawing conclusions.

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