



MODERN AND SPECIFIC APPROACHES TO ASSESSING PRIMARY SCHOOL PUPILS IN A FOREIGN LANGUAGE

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Abstract. This article is easy to quickly English to children in elementary grades comprehensive coverage of assessments and incentives to assist in teaching.

Keywords: elementary grade, English, children, motivation, norm, criterion, language material, topic of speech, types of speech activities, shaping thought, expression of thought, inner plan, outer plan

INTRODUCTION

Students of primary school age tend to make a great impression on those around them with their progress through the educational process. A tendency like this and like this will further increase the desire to reach the peak. Success and winning play a very important role in increasing primary school students' interest in science and motivation to learn it. The primary class is an important stage in the development of the age and personality of children, and it is obliged to guarantee a high level of Education. The school educates children with different levels of development, and since the main school cannot offer an individual curriculum to each student, our teachers are looking for educational models that provide personal development, taking into account individual psychological and intellectual abilities.

One of the most well-known, translated, and significant works of the European Renaissance is Thomas More's Utopia, which has garnered a great deal of critical attention since it was originally published in Latin in 1516. For the first time, three distinct perspectives on More's book are combined in this handbook of specially commissioned and original chapters written by authorities in their respective fields: the Renaissance contexts, the utopian legacies, and the vernacular translations. A comprehensive analysis of the origins, vernacularization, and afterlives of More's



book is presented in each chapter, offering a novel and approachable perspective that will be beneficial to scholars, students, and ordinary readers alike. The handbook's unique feature of tracking Utopia over space and time while analyzing the frequently revolutionary events that prompted new writers from far-flung locations like France, Russia, Japan, and China to translate the book is particularly noteworthy. For those who are unfamiliar with Utopia, the editors include a thorough introduction and a synopsis of the book.

METHODOLOGY AND RESEARCH MATERIALS

It is known that there are approaches to determining the acquisition of knowledge, skills and skills from a foreign language, which are based on norms and criteria. If we approach the normative lesson of the student's knowledge and mastery is assessed on the basis of program requirements or on the average of the class between students. But when using such an assessment method, the personal indicators of the student are not taken into account. For example, a student who had a reading rate of 15 words per minute at the end of a quarter or beginning of a year showed a reading rate of 20 words per minute at the end of a quarter. Its absorption rate rises to a certain extent if it does not reach the average. But at the beginning of the quarter, a student with a reading rate of 20 words per minute showed a result of 22 words per minute at the end of the quarter. In this case, the first pupil is elevated by Step 5 (in the percentage), while the second pupil is elevated by Step 2 (percentage). That is, although the result was not high, the first student was more eager to achieve the average grade point than the second student. In the literature on the field (PG.Halliwell – 1993; A.Pinter-2006) child parvar assessment (child friendly assessment) criteria are recommended that take into account individual student performance, are free of competitive moods, and increase motivation. A small school-age student will be extremely impactful about his grades, and a reprimand such as “you did it badly” is thought and perceived as “you are bad”. For this reason, the difference between the first mastering indicator and the recorded result is considered when evaluating the knowledge of students darcor. Even the smallest achievement of the reader should be recognized in the manner of “honey, you read faster than before today”, “you speak beautifully, I am happy for your success”. Thanks like this inspires and inspires the reader at the same time increases his interest in science.

Many topics are covered in utopia, including power, riches, slavery, and the root causes of injustice. The idealized character of a utopian society serves as the book's main theme. Since there is no money or private property in Utopia, there is no



corruption, greed, or power battles. Everything is held in common, where everyone's needs are met, and there is very little hierarchy. The foundation of utopia is the belief that wealth taints politics, undermines social fairness, and ruins happiness. Hythloday notes that despite their wealth, even the richest men are not content since they are preoccupied with protecting and growing their possessions. They deprive the rest of mankind of the means to achieve their goals, which breeds injustice, suffering, and eventually criminality ("Utopia: Theme Analysis"). Throughout the entire book, there is emphasis on the pursuit of justice. They draw attention to the reality that, in England up to the 19th century, criminals were unfairly punished with the death penalty. According to Hythloday, a punishment for a crime like stealing shouldn't be as severe as death; rather, it should be commensurate with the offense. Hythloday also demonstrates how the legal system tends to oppress the poor in order to uphold the interests of the upper classes ("Utopia: Theme Analysis").

RESULTS AND DISCUSSION

Among other things, the main goals of hypothetical utopias include equality in the areas of economics, politics, and justice; the specifics of their planned implementation, however, differ depending on the ideology. According to Lyman Tower Sargent, societies are not homogenous and have competing needs that cannot be satisfied at the same time, which makes the nature of a utopia fundamentally contradictory. Today, the success of the educational process, in which the school is aimed at achieving a new, modern quality of Education, solving life tasks and problems, depends on many factors, among which teaching, that is, differentiated education, does not play the least role, depending on the capabilities and capabilities of the child. The effectiveness of students in mastering the technique of mental activity depends not only on the quality, but also on the individual psychological characteristics of children, their ability to learn. It is necessary that the teacher knows very well the individual characteristics of my students in each class. Therefore, depending on the degree of formation of the ability to solve problems, it is necessary to divide the class into groups. Most of the technologies used in education are aimed at the group method of teaching, depending on the same requirements, time consumption, the volume of material studied, without taking into account the peculiarities of the individual psychological development of each student, which does not lead to significant results in learning. . As a result, not only "lazy" children, but also very hardworking children do not like school. The teacher will be able to determine where there is a gap, which language material is difficult or easily mastered, whether linguistic, sociolinguistic and pragmatic competencies are



occupied by each student over the topic of speech. Similar information increases the level of qualitative and effective transition of practical training. For example, a teacher replaces methodological competence on determining the number of tasks for the assimilation of language and speech material depending on its degree of difficulty, or on determining the diet of exercises that serve the acquisition of competencies based on their status as an educational task or tool. Assessment of students of a small class age is considered to be an urgent problem. Complex situations can be encountered in objectively determining whether primary school students have acquired communicative competence at A1 level in English. Unfortunately, in many cases, the memorization of words, phrases, songs and poems, stage-view roles by elementary school students causes a false perception that language has been learned and speech has evolved. The "language portfolio" method of shaping self-assessment skills in learners is also used by professionals (Popham - 1999, Chen & Martin – 2000, Stigins – 2001, A.Pinter - 2006, McMillan-2007). When assessing the indicators of appropriation based on the peculiarity of the age period, a) benevolent attitude of the student as a person; b) positive attitude towards the student's aspirations aimed at completing the task, if a significant result is not recorded; d) an accurate analysis of mistakes made based on the degree of difficulty of the assignment; e) it is recommended to give specific tasks to improve the achieved result. That is, in order to get an excellent grade, the teacher's grade on what it is necessary to tell about breakfast, Obed and what to eat for lunch will motivate the student to work on himself.

To quote:

In his most well-known work of fiction, Sir Thomas More describes an ideal, fantastical world—the term "utopia" was originally used by him. In his work "16th Century Dreams: Thomas More," a complex island society with a shared culture and way of life is described. The Greek word ou-topos, which means "nowhere," is the source of the name he invented ("Utopia Summary"). Paradoxically, it is the reverse of the Greek word eu-topos, which sounds similar and means "a good place" ("Utopia Summary"). Fundamentally, the book asks if a "perfect" world ever could exist. It also uses this subject as a springboard to show how chaotic European politics were at the time More's attempt, drawing on "Utopia," to offer suggestions for enhancing European civilization, is presented in this 1516 work. A significant character in the English Renaissance, More was profoundly concerned with the moral and political obligations of individuals. Eventually, he attained one of the greatest positions in the nation, and in 1529, while serving as England's chancellor, he had a disastrous run-



in with his own monarch. More vehemently opposed Henry VIII's break with the Catholic Church and declined to ratify the Oath of Supremacy, which would have placed King Henry above the Pope. He was put in the Tower of London prison after being found guilty of treason. He was still being pushed to sign the oath, but he refused. The standard punishment for traitors is hanging, drawing, or quartering, but the monarch commuted this to execution by beheading. He said as he was being put to death, "The king's good servant, and God's first," from the scaffold. Thomas More lived in a European society that was crooked, full of intrigue, and engulfed in controversy; this society is not the same as the one portrayed in Utopia. This opposing relationship is demonstrated by the author's experiences with politics in his own time and the utopia he created. In Utopia, people can easily meet their needs because it is communal, whereas in European society, people are said to be left in poverty and misery because "Idle monarchs and nobles seek to increase their own wealth and power at the expense of the people" ("Utopia: Theme Analysis"). Evidently unhappy with his surroundings, More attempted to construct an entirely new universe on paper, one devoid of the social classes that finally proved to be fatal to the writer.

CONCLUSION

The organization of personal reasons that create the need for the use of a foreign language as a means of communication for those receiving a small school-age education (the bilingualism of signs, indicators, announcements and slogans in the school God, the organization of correspondence in a foreign language, the presentation of cartoons and feature films in a foreign language under study) and activities that increase, stage appearances and competitions).

Utopia does provide a way out of the deadlock that it perceives between Hythloday and More. Although Utopia critiques European society and provides a standard by which it may be judged and possibly improved, the book's conclusion is that Christianity and the return of Christ are the only paths to perfection. It may be argued that Thomas More himself underwent this journey, continually balancing his allegiance to his monarch and nation with the goals of humanist philosophy.

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