DEVELOPING DIAGNOSTIC ASSESSMENT, ASSESSMENT FOR LEARNING AND ASSESSMENT OF LEARNING COMPETENCE VIA TASK BASED LANGUAGE TEACHING

Ganieva Madina Ganiboy Kizi
English Teacher Tashkent State Transport University
Department of Foreign Languages

Shamuratova Malika Shadjalilovna
English Teacher Tashkent State Transport University
Department of Foreign Languages.

Annotation

The following work deals with the issue of communicative teaching methods, mainly TBLT (Task-Based Language Teaching) approach, which are one of the most fundamental problems of modern EFL teaching. Unlike other methods, Task-Based Language teaching offers an alternative for language teachers. A natural context is developed from the students' experiences with the language that is personalized and relevant to them. The main focus of this approach is the process rather than the product. Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks. Activities and tasks can be either: those that learners might need to achieve in real life; those that have a pedagogical purpose specific to the classroom.

Annotatsiya

Kommunikativ o'qitish usullari masalalari bilan bog'liq bo'lgan quyidagi bitiruv loyiha ishi asosan zamonaviy chet tili o'qitishning eng muhim muammolardan biri bo'lgan chet tili o'qitishda mazmunli vazifalarga asoslanib o'qitish (Task-based Langauge Teaching) yondashuviga bag'ishlangan. Boshqa usullar farqli o'laroq, mazmunli vazifaga asoslangan til o'rgatish yondashuvi ingliz tili o'qituvchilari uchun muqobil tanlovni taklif etadi. Bu yondashuv tabiiy kontekstga moslashtirilgan va ularga tegishli bo'lgan til materiali bilan talabalarning o'z hayotiy tajribalaridan kelib chiqib bajariladigan vazifalarga asoslangan. Ushbu yondashuv asosiy e'tiborni vazifa natijasida ishlab chiqilgan ish mahsuli emas, balki jarayonga qaratadi. O'quvchilar berilgan mazmunli vazifani bajarish jarayonida o'zaro muloqot va maqsadga yo'naltirilgan faoliyatni yuritishadi. Berilgan mazmunli vazifalari quyidagichabo'lishi mumkin: o'quvchilar haqiqiy hayotda erishish uchun kerak bo'lishi mumkin bo'lgan vazifalar; dars uchun maxsus bir pedagogik maqsadga ega bo'lgan vazifalardan iborat bo'ishi mumkin.

Introduction

It is known that new tendency of teaching English as a foreign language mainly relies on communicative approach. Traditional approach of teaching English put more stress on teaching form rather than meaning. Yet, later, it became obvious that there was a need to teach language on communicative proficiency rather than on the mastery of structure. The logical development of Communicative

Language Teaching is considered as Task-Based Language Teaching (TBLT). TBLT is a type of method which is based on the use of tasks as the core unit of planning and instruction in language teaching.

The Actuality of the Project

As we mentioned above, one of the modern approaches of teaching English as a foreign language is based on teaching communication. Communicative competence is also stressed in CEFR as one of the four competences which should be developed in a language learner. As a main tool for teaching communication TBLT is considered as a foremost approach in forming and developing learners' communicative competence. The key focus for TBLT approach is on process rather than product. Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks. Thus, we considered it actual to learn the role of TBLT approach in teaching English as a foreign language and analyze the results taken from the project for further use.

The Object and Subject Matter of the Project

The subject of the project is communicative methods of teaching English as a foreign language and its object can be considered TBLT approach in teaching English.

Theoretical and Practical Value of the Project Work

Theoretically, the results of the following project can be implemented in teaching the modules of the methodological trend of PRESETT program in the university level for philology faculties. Especially, in teaching the modules of Integrated course of teaching a foreign language course and The methodology of teaching foreign languages course as well. Moreover, the activities which are worked out and used in this project can also be used in teaching English as a foreign language for the levels A2 through C1. Besides, the TBLT activities can be used in practical courses of PRESETT program such as Integrated Skills, Listening and Speaking, Reading and Writing courses too.

The Brief Overview of Used Literature.

While carrying out the project, we addressed several language teaching methodologists and linguists such as David Nunan, Wilkins, Feez and others. Them researches and views on communicative teaching served as a fundamental basis of our project work. Especially, Nunan's book "Designing Task for the Communicative Classroom" assisted us for choosing and designing tasks for TBLT based classes.

Diagnostic Assessment

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning. The diagnostic uses of assessment are best met by looking at the process of writing, i.e., the steps students go through and strategies they use as they work at writing. How much planning does the student do before he or she writes? Does she have a strategy for organizing ideas? What seem to be the obstacles to getting thoughts

down on paper? How does the student attempt to spell words she does not know? Does the student reread what she has written? Does the student talk about or share her work with others as she is writing it? What kind of changes does the student make to her first draft?

In order to make instructionally relevant observations, the observer must work from a conceptual model of what the writing process should be. Educators have reached little consensus regarding the number of steps in the writing process. Writing experts have proposed as few as two (Elbow, 1981) and as many as nine (Frank, 1979). Englert, Raphael, Anderson, Anthony, and Stevens (1991) provided a model of a five-step writing process using the acronym POWER: Plan, Organize, Write, Edit, and Revise. Each step has its own substeps and strategies that become more sophisticated as the students become more mature as writers, accommodating their style to specific text structures and purposes of writing. Assessment of the writing process can be done through observation of students as they go through the steps of writing. Having students assess their own writing process is also important for two reasons. First, self-assessment allows students an opportunity to observe and reflect on their own approach, drawing attention to important steps that may be overlooked. Second, self-assessment following a conceptual model like POWER is a means of internalizing an explicit strategy, allowing opportunities for the student to mentally rehearse the strategy steps. Figure 1 is a format for both self-observation and teacher observation of the writing process following the POWER strategy. Similar self-assessments or observation checklists could be constructed for other conceptual models of the writing process.

Assessment for Learning

An effective writing process should lead to a successful product. A writing product fulfills its communicative intent if it is of appropriate length, is logical and coherent, and has a readable format. It is a pleasure to read if it is composed of well-constructed sentences and a rich variety of words that clearly convey the author's meaning. The first writing skill as a teacher I assess with a beginning writer is fluency: being able to translate one's thoughts into written words. As concepts of print and fine motor skills develop, the student should become more proficient at writing down words and sentences into compositions of gradually increasing length. A simple curriculum-based measure of fluency is total number of words written during a short writing assignment. When fluency is the focus, misspellings, poor word choice, and faulty punctuation are not considered. Attention is only directed to the student's facility in translating thoughts into words. A baseline of at least three writing samples should be collected and the total number of words counted for each. For the purpose of evaluation, this total can be compared with those of proficient writers of the same age or grade level. However, total words may be used best in monitoring the student's progress, comparing performance with his or her own previous fluency. A resulting IEP objective might be written like this: If the total number of words is less than 20, aim for doubling it by the end of the school year.

- If the number of words is between 25 and 30, aim for a 50% increase.
- If the number of words is between 35 and 45, aim for a 25% increase.
- If the number of words is greater than 50, choose another objective.

Assessment of Learning

Before conducting a lesson teacher should prepare test specifications as they provide instructions to other specialists who will use them later. It means they should be as clear and detailed as possible for anyone to use it for test creation. In essence, test specifications can be different in content and form, as different developers prefer to focus on different aspects, however, this is not an issue as long as the document provides sufficient information need to know about the test. There are seven specific questions all test specifications should respond.

1. What is the purpose of the test? - The purpose of the test is to summarize students' knowledge on independent study skills.
2. What sort of learners will be taking the test? - First year students of Academic English took the test.
3. What language skills should be tested (reading, writing, speaking and/or listening)? – Reading, writing and independent study skills were tested.
4. What language elements should be tested (grammar, vocabulary, pronunciation, speech acts, etc.)? - Vocabulary, reading, writing skills were tested.
5. What target language situation is envisaged for the test, and is this to be simulated in some way in the test content and method? (For instance, is this a test of academic French? Of English for international TAs? Of Japanese for hotel workers?) - This is the test of academic English.
6. What text types should be chosen as stimulus materials -- written and/or spoken? Since it was from reading and writing module, the text types were in written form.
7. What sort of tasks are required -- discrete point, integrative, simulated 'authentic', objectively assessable? (That is, what will the test-takers do?) Tasks were of authentic type.

Conclusion

The foundation stone of my teaching philosophy is the combination of friendly atmosphere, meaningful content teaching and integration of technology to language teaching. I've also found, however, that an open exchange between students and teachers and among students themselves can only take place when the instructor provides structure and direction. Students need a clear idea of what's expected of them in the classroom and in their assignments. To sum up I`d like to say that I enjoy teaching as from early childhood (at the age of three) I was dreaming of becoming an English teacher and work at that awesome building of Bukhara State University.

References

1. Ganieva M.G. Cognitive and linguocultural Features of the English wedding ceremony. Zien journal of Social Science and Humanities, 2021.
2. https://zienjournals.com/index.php/zjssh/article/view/401
3. Ganieva M.G. Principles of communicative competence and its practical reflection on homework. International Interdisciplinary research journal (GIIRJ), 480-484, 2021.
4. https://internationaljournals.co.in/index.php/giirj/article/view/724

5.   Ishankulova D.A. Исследования Рубаийата Омара Хайяма в Англии. International Journal of Philosophical Studies and Social Sciences-С.135-140.

6.   Ishankulova D.A. Переводы Фицджеральда открытие Хайяма в Англии. Экономика и социум, 2020.

7.   KiyasovaR.M. Проблема Перевода Терминологии в Английском Языке в Текстах по Автомобилестроению. Интернаука . Научный журнал, Россия, 51-54, 2021.

8.   https://www.internauka.org/journal/science/internauka/2

9.   KiyasovaR.M.Формирование у Студентов Профессиональных Навыков, Знаний и Умений с Помощью СовременныхМетодов. Интернаука . Научный журнал, Россия, 2021. E-mail: mail@internauka.org, сайт: www.internauka.org

10. Kiyasova R.M., Sidiqnazarova Z.M. Nomen as a component of professional communication (based on the transport terminology system).

11. Вестникнаукиииобразования, 37-39, 2021.http://scientificjournal.ru

12. Kiyasova R.M., SidiqnazarovaZ.M. Роль грамматики в процессе преподавания иностранного языка. Проблемы современной науки и образования, 86-89, 2021. http://www.ipii.ru

13. Normirzaeva D.M. Knowledge assessment as one of the key issues in language acquisition. Theoretical & Applied science, 2021. http://T-Science.org

14. Normirzaeva D.M., Pirmatova Kh.J. Methods and theory of teaching foreign languages. Вестник науки и образования,Москва, 58-61, 2021.

15. Nunan D. Designing Task for the Communicative Classroom. New York: Cambridge University Press,1999.- P.10

16. Nunan, D., Task-based language teaching in the Asia context: Defining 'task', Asian EFL Journal. 2006.

17. Sidiqnazarova Z.M., Kiyasova R.M.Инглиз тили алифбоси билан ишлаш ва алоҳида грамматик ҳодисаларни ўрганишда инновациялар. Ta'lim, fanvainnovatsiya, 59-62-betlar, 2021.

18. SidiqnazarovaZ.M. Методы преподавания английского как второгоязыка. Universum: Психология и образрвание, Москва, 14-16, 2022.

19. E-mail:nilufar-2023@mail.ruhttps://7universum.com/ru/psy/archive/item/13158

20. SidiqnazarovaZ.M. Новые методы изучения английского языка. Вестник науки и образования,Москва,25-28, 2021. E-mail: Sidiknazarova 6118@scientifictext.ru

21. Shamuratova M.Sh., Rasulova Z.H. Dynamics of vocabulary change and problems of lexic competence development. Theoretical & Applied science, 766-769, 2021. http://T-Science.org

22. Utashev K.X., Akhmatova K.Sh. Lingu-Didactical Basis of teaching English Learning Vocabulary to the First-Year Uzbek Audience Students. Psychology and Education, 43-53, 2021.

23.   www.psychologyandeducation.net

24. Utashev K.X. Цифровизация и информатизация иноязычного образования как условие подготовки студентов факультета иностранных языков педогогического вуза к профессиональной деятельности. Интернаука, 84-86, 2021.

25.   www.internauka.org/journal/science/internauka/195