MINISTRY OF HIGHER AND SECONDARUY SPECIALIZED EDUCATION
OF THE REPUBLIC OF UZBEKISTAN

MINISTRY OF PUBLIC EDUCATION

UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

REPUBLICAN SCIENTIFIC-PRACTICAL CENTER
FOR DEVELOPMENT OF INNOVATIVE METHODS
IN TEACHING FOREIGN LANGUAGES

THE EMBASSY OF THE UNITED STATES OF AMERICA IN UZBEKISTAN

ASSESSMENT IN TEACHING FOREIGN LANGUAGES: ACHIEVEMENTS, CHALLENGES AND SOLUTIONS

INTERNATIONAL CONFERENCE

Ministry of Higher and Secondary Specialized education

Ministry of Public Education

Embassy of United States of America in Uzbekistan

Uzbekistan State World Languages University

Uzbekistan Scientific-Practical Innovation Center

Fledu.uz Foreign Languages in Uzbekistan E-journal

Tashkent

April 9-10, 2021

Assessment in Teaching Foreign Languages: Achievements, Challenges and Solutions, International Scientific-Practical Conference Proceeding, Tashkent c., April 9-10, 2021. Tashkent UzSPIC, 2021. Pages 371.

Recommended by the Scientific-Methodological Council of the Republican Research Centre for Developing Innovative Methods in Teaching Foreign Languages

УДК: И 407
К-25

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PREFACE

The international conference "Assessment in Teaching Foreign Languages: Achievements, Challenges and Solutions" is organized by the Uzbek State University of World Languages, the Republican Research Center for Development of Innovative Methods in partnership with the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, the Ministry of Public Education, and with support of the US Embassy in Uzbekistan.

The event was organized as part of the implementation of reforms in the educational system of the Republic to fulfill the tasks set by Degrees of the President of the Republic of Uzbekistan PD №2909 dated April 20, 2017 “On measures for the further development of the higher education system”, PD №3739 dated May 24, 2018 “On measures to further enhance and expand the cooperation of the Republic of Uzbekistan with the United States of America”, Law of the Republic of Uzbekistan “About Education” dated 7, 2020 adopted by the Legislative Chamber on May 19, 2020 which serve to increase the level of teaching foreign languages at all education levels.

The annual international conference has become a platform for the exchange of views and experience in the following areas: modern approaches to state educational standards and curricular improvement; teaching special subjects in a foreign language based on up-to-date methods (CLIL, CBLT, EMI, CBI); intercultural communication in teaching foreign languages; the importance of contemporary knowledge on testing and assessment of foreign languages; actual problems of linguistic theory; the effective use of ICT in teaching foreign languages.

The purpose of this event is to analyze the current situation in this area and the prospects for the development of teaching foreign languages, to identify the main factors that determine their growing popularity, and to discuss from the perspectives of linguistics, pragmatics, didactics and the most productive directions of its development from the point of view of teaching a foreign language in the continuous education system. Also, during the event, the current actual issues of applied research and their implementation in the scientific and educational environment will be discussed.

The conference will be attended by more than 100 local experienced experts in linguistics from 12 regions of the Republic, as well as more than 30 foreign specialists from the USA and other countries.

Our honorable guests are His Excellency Daniel Rosenblum U.S. Ambassador to Uzbekistan, Joanne Kramb, Cultural Affairs Officer, Embassy of the United States in Uzbekistan, and English specialists from the USA, representatives of the University Webster in Tashkent, ACCELS, British Council, other foreign universities, and international organizations.

The conference consists of a plenary session, poster presentation, round table discussion, workshops and group debates. Certificate presentation ceremony will be held at the end of the Conference.

Dr. Rivojiddin Karimov

Director of UzSPIC

and criteria used for assessing student's language and communicative competences. This distinction and thorough explanation of criteria types should be thoroughly investigated and taught to teachers at teacher training courses.

In Uzbek system of foreign language teaching, CEFR norms have been adapted in language teaching programs. Accordingly, language is now referred as the tool of communication and the bridge between cultures. After developing curricula based on CLT approach, assessment criteria have also been reformed and advanced. Teachers should not only foster linguistic competence of students, but also try to develop other 3 competences, socio-linguistic, strategic and pragmatic competences with students via interactive tools. This will result on changing and enhancing criteria and forms of assessment of all these competences individually.

To conclude the article, it is worth to mention that assessment is no less important or even could be more essential compared with lesson planning or methods implementation process. LAL, being one of the actual issues in today's methodology, has become an integral part of professional development of teachers in a global scale. In order to achieve high level of language assessment literacy, teachers should attend courses on LAL and develop their assessment skills.

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USING WEB RESOURCES IN FORMATION PROFESSIONAL COMPETENCE OF FUTURE ENGLISH TEACHERS

Annotation. The article discusses the main levels of development of a system of Higher education; describes methods for the preparation of future English teachers; provides an assessment of the level of education of future English teachers through the informational technologies. Teaching features are structured using the use of web resources in the Higher Education System of the Republic of Uzbekistan.

Key words: Internet, web resource, assessment, teaching English, forming professional competency, distance learning, electronic tests, student.

One of the key competencies in the formation of future English teachers is the ability to apply web resources in classes. Web resources not only enable to keep up with the times, but

also make the learning process interesting. Educational Web Resources are resources created specifically for use in the learning process (educational materials) at a certain level of education and for a specific subject area (in particular, the teaching of the English language), as well as intended for information support of the education system or activity educational institutions.

Educational resources on the Internet can be classified in the following areas: English lesson notes; methodological developments and didactic materials for lessons; curricula, variable courses, training modules in English; electronic textbooks; presentations for lessons; video materials with recordings of lessons; articles from the experience of teachers in the English language, information and pedagogical modules of the work system, pedagogical initiatives of teachers, implemented in practical activities. The most effective, in our opinion, should be considered the complexes of educational web resources: an educational site, an educational portal, a knowledge base (encyclopedias, etc.) and a distance learning system.

Since at present access to information and technical means of communication has become more widespread, then computer technologies have advanced from the use of simple computer programs to the use of web resources [2, p. 302].

The use of web resources in the process of teaching future students of the English language allows achieving a qualitatively higher level of visibility of the lesson, shifting the emphasis of students' activities in the lesson to independent work, contributing to the implementation of individualization and differentiation of learning, and expanding the possibilities of enhancing students' research activities. The presence of continuous feedback leads to the revitalization of the educational process, which contributes to an increase in its dynamism, leads to the formation of a positive attitude towards the material being studied. Also, work with the Internet allows to organize the participation of students in competitions, quizzes, Olympiads, projects and distance courses in English.

The theoretical stage of the study showed the importance of studying the methodology of using web resources in the formation of the professional competence of future teachers and their application in practice.

This technology makes teaching creative, research-oriented. Correct use of web resources allows:

- to provide positive motivation for learning;
- conduct integrated lessons using video, music, animation;
- to provide a high degree of differentiation of training; improve knowledge control;
- rationally organize the educational process, increase the effectiveness of the lesson;
- to assess competencies and undeveloped control and evaluation tools;
- to form the skills of students' research activities.

Work with electronic manuals is of no small importance. Such work is always interesting for students, when they can work with material on various types of speech activities of native speakers or make a virtual trip to their country, or they can simply test their knowledge, it makes it possible to regulate the presentation of educational tasks according to the degree of difficulty. Each teacher uses interactive presentations and videos in their classes. They contain tasks in the form of questions, games, crosswords, and are also used as a means of visibility and the result of project activities. Another opportunity to make the lesson unusually informative is to use virtual excursions. The advantages of a computer presentation are that it allows them to work with many tables and diagrams, allows all participants to take part in disputes with speech support. The students will not only perceive information, but also remember faster when they see it on the screen. One of the possibilities to unify the educational process is the use of electronic tests. The Internet offers many helpful resources for working with authentic material that can be adapted to the specific learning objectives of the lesson. Electronic tests can be used both when introducing and fixing material.

The third part of the lesson can be held again in the classroom, where students perform various tasks based on the materials of the studied websites and move on to their usual activities, receive homework, which completes the lesson [1].

When working with websites, students mainly engage in three main activities: listening (when listening to information), reading (when working with authentic texts), writing (for example, when completing written assignments suggested by the teacher).

The fourth main activity – speaking is worked out, as a rule, in class when discussing materials from websites.

If students are willing and able to work online, then traditional lesson plans can be revisited and some reading or listening materials can be replaced with Internet resources. This will not only generate interest and increase motivation, but also demonstrate the practical value of learning a foreign language. In addition, students have the opportunity to actively participate in the process of choosing authentic Internet materials for classes. The instructor may ask them to compile a list of their favorite curriculum-specific websites.

In the formation of the professional competence of future teachers with the help of web resources, it can also be used in distance learning. Distance learning depends entirely on the students' own organization and discipline. They independently plan their time, based on the curriculum, in accordance with which it will be necessary to submit all written work on time.

Distance learning is:

1) distance learning, which is organized using modern information technologies;

2) the ability to independently work with training computer training materials;

3) the opportunity to get higher education on the job and at a convenient time for you;

4) the opportunity, without leaving home, to take exams and tests, participate in online seminars and receive individual consultations.

Special electronic educational-methodical complexes should be developed, which; include video lectures, electronic tests, questions for self-control, a glossary of terms for the course being studied, and an index of links to Internet resources where you can get additional knowledge in all disciplines of the curriculum provided for by the state educational standard.

It is necessary to assess students on the basis of modern theoretical achievements and manifested only in the corresponding practical activities. Moreover, it is important to introduce a control system in improving the professional competence of future English teachers through the use of web resources and to plan a series of competence-oriented tasks into the educational process.

The interest of experienced teachers in the above changes, probably, on the one hand, they can assess the level of the future English teachers in practice.

Thus, summing up the results of the section, it should be noted that the level of practical knowledge is rather low as teachers and future teachers of the English language. Since they lack knowledge, how to work with the Internet correctly, lack of various special knowledge and skills, for example, the ability to work with web resources, possession of this knowledge, etc. So, the formation of the professional competence of future teachers of the English language puts forward a number of important pedagogical problems that require their study and solution. The formation of an information and educational environment based on web resources is considered a key moment in creating optimal conditions for the development and self-development of a future teacher. All components of this system are interconnected and together achieve the goal.

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ASSESSING WRITING SKILL THROUGH COMPOSING POETRY AT 10TH GRADE IN SECONDARY SCHOOLS

Abstract: The article deals with the process related to how to evaluate writing skill through creating poetry on different styles such as quatrain, acrostic poem, triangle poem. More importantly, this work was based on the communicative competence and teaching with the help of PPT (presentation, practice and production) was advised to the practice.
Key words: thinking ability, elements, writing skill, communicative competence, PPT, quatrain, acrostic poem, triangle poem.

In a digital age, what individuals want to reach out is getting incredibly connected with technological advancement that may provide us with perfect results in doing anything around all the spheres. In spite of that, no thing in the reality can be replaced with human's spirituality, brain and its thinking ability. In terms of thinking, writing skill works closely on our spiritual world and sense on various situations.

There are several elements of writing, including grammar, paragraph organization, and vocabulary. Also, there are mechanics of writing which are necessary in making a good writing. Those are punctuation, capitalization, spelling, cohesion, unity, and organization. These things are very important to be mastered in supporting our writing to be a good writing. {1:2} According to these principles of writing, the tasks which are going to be designed should be appropriately followed by the teachers. For the improvement of writing, we are going to demonstrate examples on basis of creating poetry. Without hesitation nowadays communicative competence guides us to conduct productive lessons on the whole skills (listening, speaking, writing, reading).

What is communicative competence? According to Canale and Swain, there is now fairly broad agreement that communicative competence is made up of four major strands: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. {2:100}. What is more, writing also has its own huge grammatical, sociolinguistic, and strategic features. But if we take into account all the rules, our learners feel to have strong limitation and he or she stops themselves in writing a great number of words and sentences before coming into the process of writing. Thus, it would be better if free writing is given to the audience on certain types of poetry. Writing theorist Peter Elbow (1998) says that freewriting is broadly defined as writing without stopping and editing, has been viewed and used as a powerful technique for developing student writing since it was initially advocated. {3:42} In order to gain successful results I need to use the method PPT (presentation, practice, and production) to write poetry with examples during teaching process below.

Quatrain

Quatrain – a poem or verse that consists of four lines.

Rhyming scheme – the arrangement of rhymes in a stanza or poem. {4}

For example:

My spirit missed you,

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