

## SPECIFIC FEATURES OF LANGUAGE SKILLS ASSESSMENT IN LANGUAGE LEARNING

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**Abstract:** The article investigates the specific features of language skills assessment in language learning and discusses how language assessment principles should be applied to formal tests.

**Keywords:** text, category, content, formal means, cohesion, integrity.

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.

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. Many formal tests use written word as a stimulus for the test taker’s response, and even oral conversations are a process that requires reading for specific tasks. Reading is arguably the most important skill for success in all areas of education, and it remains the most important skill in assessing our ability to speak a common language. To become an effective reader for English learners, two main barriers need to be overcome. The first is that they should be able to master basic bottom-up strategies for processing individual letters, words, and phrases, as well as top-down, conceptual strategies for understanding [2, 110]. The second is that, as part of a top-down approach, second-language learners need to develop appropriate content and formal schemes - background information and cultural experience - to effectively implement these interpretations.

Assessing the ability to read documents does not end with measuring comprehension. Strategic approaches that lead to full understanding are often important parts that need to be included in most of the assessments, especially in an audience that is formative in nature. The inability to comprehend may be related to the need to improve the examiner’s strategy to achieve the No. 1 understanding. For example, an academic technical report may be understandable to a student at the sentence level, but misunderstandings can occur if the student has not used certain strategies to focus on the speech rules of that genre. When considering several types or genres of written texts, components of reading ability, and specific tasks that are

widely used in reading assessment, we must not forget the unobserved nature of reading. Apart from observing the learner's eye movements and page rotation, there is no technology that allows them to "see" a sequence of graphic characters moving from book pages to brain units. Even more bizarre is the notion that it is possible to observe information coming from the brain falling onto a page. Also, once something is read - information is stored in the written text - no technology allows us to empirically measure exactly what is in the brain.

Each type or genre of written text has its own set of management rules. To effectively process meaning, the reader must know these strategies in advance. The more genres there are in a literacy culture, the more complex the reader's ability to process texts must be. The following genres are used to assess reading ability in the literature:

1. Articles on general interest in academic reading (journals, newspapers, etc.), technical reports (for example, laboratory reports), references to professional journal articles (dictionaries, etc.), textbooks, abstracts, test articles grievances [2, 98].

2. Work-related reading messages (e.g., telephone messages) letters / emails (e.g., inter-office) reports (e.g., job evaluations, project reports) tables, labels, signs, announcements forms, applications, inquiries financial documents (invoices, invoices, etc.) references (telephone, office, etc.) manuals, instructions

3. Personal reading letters from newspapers and magazines, e-mails, greetings, invitation messages, notes, list tables recipes, menus, maps, calendar ads, commercials, novels, short stories, jokes, drama, poetry financial documents, questionnaires, medical reports, immigration documents, comics, cartoons [2, 65].

It is the learning of reading a text in a compulsory language that allows the reader to distinguish certain schemes. The validity of the evaluation procedure is largely determined by the text genre. For example, if students in an English program for tourism are learning how to interact with clients who need to organize bus trips, then guides, maps, transportation schedules to assess their ability, calendars and other relevant texts.

Main types of designing reading assessment tasks:

1. Perspective reading tasks involve dealing with broader parts of speech: letters, words, punctuation, and other graphemic characters [3, 45].

2. Selective. This category is mainly an artifact of assessment formats. Some typical tasks to determine whether a language recognizes lexical, grammatical, or speech features in a very short section of reading include the tasks we describe, adaptation, correct / incorrect, multiple choices, and so on includes

3. Interactive. Types of interactive reading include a dictionary of a few paragraphs to a few pages or more, in which the reader must interact with the text in a psycholinguistic sense. That is, reading is the process of discussing meaning, the reader

brings to the text a set of schemes to understand it, and acceptance is the product of that interaction. Typical genres suitable for interactive reading are anecdotes, short stories and descriptions, excerpts from longer texts, questionnaires, notes, announcements, directions, recipes, and more. The purpose of the interactive task is to identify relevant features (lexical, symbolic, grammatical, and speech) in average short texts in order to preserve the processed information [1, 35].

4. Extensive reading refers to more than one page of texts, including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research usually refers to a longer continuation of speech when speaking of "broad reading," for example, long articles and books that are usually read outside the audience) as opposed to asking for "magnification of small details" is to achieve a global understanding of the text by the reader.

The table shows the relationship between the four types of length, focus, and processing mode. Some learners are already literate in their native language, but in other cases the second language may be the first language they have learned to read. This latter context raises cognitive and sometimes age-related problems that need to be considered carefully. Literacy assessment is not a simple task Assessment of basic reading skills can be done in a variety of ways.

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. It can be in the form of one or more of the following designs:

- Multiple tests combined to form an assessment
- One test with multiple test assignments to account for methods and performance variables
- Alternative forms of assessment (e.g. journal, portfolio, conference, observation, self-assessment, peer review) [3, 90].

Multiple measurements will always give you a more reliable result than a single measurement. This is a rule that some teachers often forget. We need to rely on observable results as much as possible when evaluating students. This observable refers to the ability to see or hear a student's performance (touch, taste, and smell sensations are less commonly used in language testing!). Interestingly, in the case of receptive abilities, we cannot observe either the execution process or the product. I



already hear your argument: "But I see him listening because he shakes his head, frowns, smiles and asks relevant questions." Well, you're not watching the listening performance; you are watching the result of listening. You can't observe listening (or reading) more than you can see the wind blowing. The process of listening itself is an invisible, inaudible internal process transmitted by auditory signals transmitted to the ear and brain. Or you can argue that the listening result is an oral or written response that indicates the student's correct (or incorrect) hearing process. Again, the result of listening and reading is not an oral or written response. The product is part of the brain structure, and unless the teachers carry small portable scanners with them to determine meaningful perception, the product cannot be tracked. You only observe the meaningful input result in the form of an oral or written output, just as you see the trees swaying back and forth in the wind result. Effective speaking and writing skills allow us to hear and see the process.

#### **List of used literature:**

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