ASSESSMENT PRINCIPLES, CHARACTERISTICS OF IMPROVING STUDENTS 'ASSESSMENT OF WRITING SKILLS IN ENGLISH (EXAMPLE B2 LEVEL)

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ABSTRACT

The features of assessing students ' skills and qualifications in teaching English language have been widely covered by several researchers. Although there have been a number of studies related to foreign language assessment, but so far in our country, the issue of improving the competence of students ' writing assessment in the system of higher education needs to be considered in a way that is complex and scientifically researched. For this reason, many methods, models have been developed by scientists, educators and specialists in assessing students ' writing skills and further improving this process. Today, the assessment of students ' acquisition of Sciences, Knowledge and skills has become an integral part of the educational system.

Keywords: Writing skills, competence, written graphics, method.

INTRODUCTION

The requirements for the qualification of students by scientists are classified in different ways.In the study of Muradkasimova, the requirements for the student's qualification in the module "types and criteria for assessing knowledge of the language" are given as follows:
basic principles of assessing knowledge and skills;
types of tests (diagnostic, developmental, control tests);
analysis of the types of alternative assessments corresponding to the characteristics of different educational areas;
national and international systems of control types and forms;
to be able to establish a criterion for the evaluation of knowledge and to master the knowledge on proper planning of the evaluation process;
critical analysis of evaluation criteria and acquisition of skills to create evaluation criteria [1].
It is also worth noting that researchers make extensive use of the following information in assessing students ' knowledge, improving them taking into account the educational process and period, as a result of which it will be possible to achieve significant results in the later stages of the study in the matter of assessing exactly:
- Evaluation of the competents provided by the teachers to the student during the entire academic period;
- The coefficients of significance of the competents obtained on the basis of expert analysis and the data obtained as a result of the conduct of mass surveys among students [2].

Materials and methods
Within the framework of this approach, we should not forget that the assessment of each work performed by students should be carried out not by general, but by individual compartments, teachers responsible for these tasks. On the basis of individual compartments, there is an opportunity to obtain information from a database formed by qualified and deeply descending

Educators, which reflects on how students have developed in each of the compartments in the educational process. The data obtained reflect in themselves what scores the student received as a result of the activities of a teacher in the subjects, what the student's result was (see Figure 1):

1-figure:

Scores of students on some competents
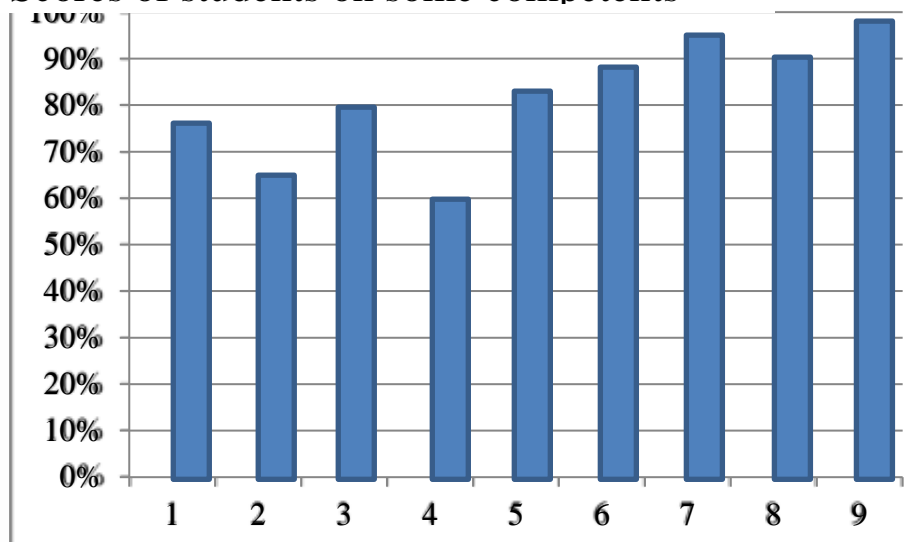
Teacher-group-course

Such an approach to the organization of data capture allows you to determine the competence of students who simultaneously study in two specialties, as well as change their orientation during the educational period. Analyzing the data from this picture, we can see that on their basis the following points have found their basis:

1.   In order to determine how much the student has developed some of the competences, it is necessary to consider the evaluation of the competences he has received in different disciplines;

2.   One of the main characteristics of competency is the stability in the work of a specialist in the process of solving various tasks, which should be manifested as a coefficient of variation in the evaluation of competences as one of the important criteria that affects the end point of evaluation of competences;

3.   The overall assessment of the compensation should be determined on the basis of the secondary assessment for one semester, and also depend on the percentage of passage of the entire course of Education.

Because, within the framework of our system under consideration, this situation implies that educators, teachers will evaluate the students ' competency in the interval scale of scores from 0 to 100 points, and will also have the opportunity to determine the average arithmetic scores and the coefficient of variation in the formation of data for the semester. In statistics, in the case when the coefficient of variation is within 10%, its significance is low and it is possible to calculate them as one. In this regard, various methodologies and formulas have also been developed by scientists and specialists from Russia and CIS countries, which are widely used in the assessment of students ' compartments and skills. For example (see Figure 2):

2-figure:

Semester grades of the competency (ball)

Variation of the coefficient %
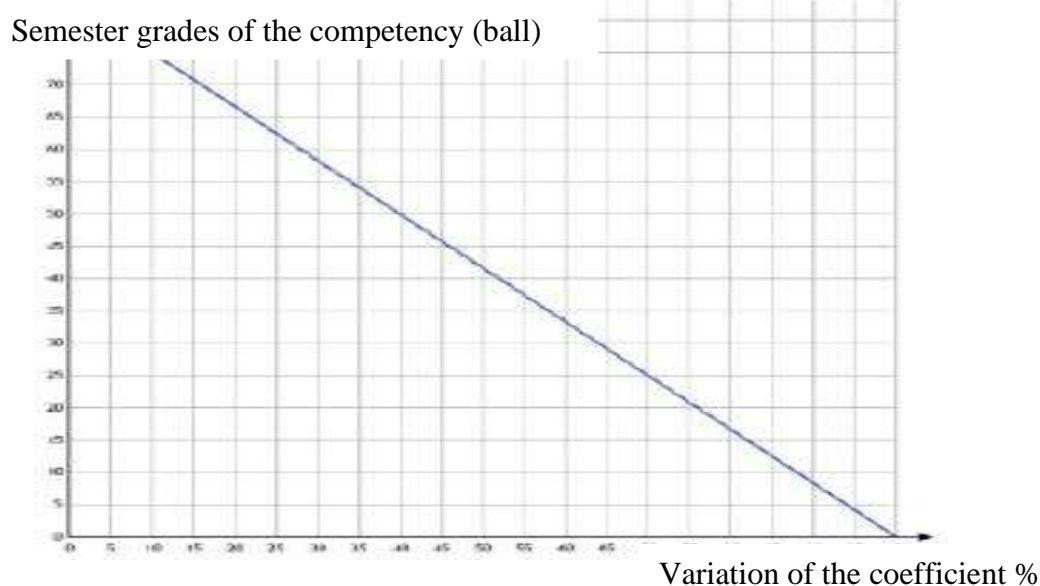
In this graph, we can see that dynamic changes in the reduction and evaluation of compensation have their place, depending on the minimum knowledge from secondary education. It is reflected in the cases that occur in the cognitive range under the conditions of change of the coefficient of variation of the data set. However, it should also be noted separately that we can also witness that in the process of data analysis, the capture of the coefficient of variation, which increases by a level of 33%, is assessed by a minimum of signs.

On the basis of ensuring the continuity of foreign education and assessment, an increase in the quality of the educational process is ensured. In turn, an important component of the educational process is the constant assessment of this acquired knowledge. After the Republic of Uzbekistan gained independence, the system of assessment in higher education, like in all CIS countries, was carried out in two stages: daily control; in the form of a continuous control system, the assessment was carried out in a five-point system "Excellent", "Good", "Satisfactory", "Unsatisfactory".

On the basis of the order of the Ministry of Higher and secondary special education of the Republic of Uzbekistan №333 dated August 25, 2010 "on the rating system of control and evaluation of students 'knowledge in higher education institutions", rating control has been established in the educational system. Rating control type: Daily; borderline; consists of closing stages, the number of reviews is mandatory for each student, each student must be assessed five times during the Daily control process.

RESULT AND DISCUSSION

The main tasks of the rating system are: to control and analyze the level of formation of knowledge, skills and skills in accordance with the State Standard of Education in students; the main principles of the assessment of KQS (Knowledge Qualification Skills) in students: to ensure the assessment of SSE-based, accuracy, fairness, reliability and convenience; to organize and analyze the assimilation of subjects by students in a systematic and; Objective and fair assessment of students ' knowledge and timely disclosure of its results; ensuring the continuous training of students in the disciplines; creation of conditions for the computerization of organizational work of the educational process, etc.are defined.

Based on the rating system, the transfer of the rating from the 5-score scale to the 100- score scale can be seen in the table below [3] (See table 3):

3- table

A-5 score scale	A-100 score scale	A-5 score scale	A-100 score scale	A-5 score scale	A-100 score scale
5,00-4,96	100	4,30-4,26	86	3,60-3,56	72
4,95-4,91	99	4,25-4,21	85	3,55-3,51	71
4,90-4,86	98	4,20-4,16	84	3,50-3,46	70
4,85-4,81	97	4,15-4,11	83	3,45-3,41	69
4,80-4,76	96	4,10-4,06	82	3,40-3,36	68
4,75-4,71	95	4,05-4,01	81	3,35-3,31	67
4,70-4,66	94	4,00-3,96	80	3,30-3,26	66
4,65-4,61	93	3,95-3,91	79	3,25-3,21	65
4,60-4,56	92	3,90-3,86	78	3,20-3,16	64
4,55-4,51	91	3,85-3,81	77	3,15-3,11	63
4,50-4,46	90	3,80-3,76	76	3,10-3,06	62
4,45-4,41	89	3,75-3,71	75	3,05-3,01	61
4,40-4,36	88	3,70-3,66	74	3,00	60
4,35-4,31	87	3,65-3,61	73	3,00 less than	60 less than

The only way to analyze the achievements of students in mastering a foreign language is a correctly structured type of assessment. The main element that controls the quality of teaching and learning is evaluation. Correctly and qualitatively structured Assesment aims at the realization of specific tasks. It imposes such tasks as tasks that can be performed (not memorizing, but developing skills and applying them in Real life). At the same time, a properly structured assessment provides students with the opportunity to self-control, practical engagement, re-engagement and feedback acquisition. In a word, a properly structured assesment is an integral part of a consistent learning experience. Hence, the purpose, types of assessment should be closely related to the goals and objectives of the course and should be clearly defined from the beginning of the academic year [4].

The insecurity of control and evaluation carried out in the educational process is caused by the following factors: student factor; appraisal factor; administration factor. H.D. As noted by Broven, " productivity is associated with the process prior to the transfer of the assesment. This principle includes the amount of time allocated and the evaluation process that goes into the compilation of the instrument of assesment" [5].

F.Sh. as cited in the Alimov study "writing consists of graphical codes written in all languages, as a result of a complex psychophysiological aolism that has the peculiarity of coding information in writing, a differential approach to written speech with writing is required" [6].

The approach to writing verification is divided into two: direct and indirect. Indirect evaluation of writing is carried out at the sentence level. That is, students ' grammatical and spelling mistakes in writing are checked. In indirect examination – the supervisor does not check the students ' communication skills on record [7].

CONCLUSION

In place of the conclusion, we should say that the issues of assessing students ' writing skills in English, as well as in other foreign languages, improving this system with the help of modern methods are among our most important tasks. The continuous improvement of English language skills, writing and communicative competence of students, especially students of the juridical direction, as well as the most important system of their assessment is more important than ever. Their specific methodological basis, in the process of studying alternative methods and options for evaluation, it should be noted that for those who have already started studying the language, students, who want to acquire a certain specialty, the assessment is based on the work carried out, which requires the performance of authentic tasks with the application of oral or written communication skills. The fact that these techniques are divided into traditional and modern, medium, advanced and high levels, each of which is distinguished by its specificity, covering not only with the audience, but also with the requirements of individual performance, reflects the main character of the subject.

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