

Chet tillari ko'nikmalarini baxolashning asosiy turlari hamda prinsplari

Mohira A'zamovna Ahundjanova
Farg'ona davlat universiteti

Annotatsiya: Bugungi kunda mamlakatimizda chet tillarini xususan Ingliz tilini o'rgatishga alohida e'tibor qaratilmoqda. Buning yaqqol misoli, chet tillari o'qituvchilariga davlatimiz rahbarining tegishli 5117-sonli qarori asosida ustama haqlari belgilanganligi hamda bor qator boshqa imtiyozlar ham berib borilayotganini keltirish mumkin. O'z o'rnida chet tillaridan turli ta'lim muassasalarida dars o'tayotgan o'qituvchilar zimmasiga ham darslarni mazmunli va sifatli o'tkazish talabi ham qo'yilmoqdaki, ushbu maqolada til o'rgatishning asosiy hamda uzviy bo'lagi bo'lgan baholash tizimi haqida so'z yuritiladi. Shu bilan birga uning asosiy turlari hamda prinsiplari haqida ma'lumot beriladi.

Kalit so'zlar: baholash, baholash turlari, yaroqlilik prinsipi, ishonchlilik prinsipi, ijobiy ta'sir etish prinsipi

The main types and principles of foreign language skills assessment

Mahira Azamovna Akhundzhanova
Fergana State University

Abstract: Today in our country special attention is paid to teaching foreign languages, especially English. A clear example of this is that teachers of foreign languages are given bonuses and a number of other benefits based on the relevant decision of the head of our country No. 5117. Instead, teachers teaching foreign languages in various educational institutions are also required to conduct meaningful and high-quality lessons, which is the main and integral part of language teaching in this article. the evaluation system is discussed. At the same time, information about its main types and principles is given.

Keywords: assessment, types of assessment, principle of validity, principle of reliability, principle of positive influence

Kirish

Talabalar bilimini kuchaytirish uchun sinfingizda baholashning har xil turlaridan qanday foydalanasiz? Maktablarning yopilishi va masofaviy yoki gibrid o'qitish muhiti

o'qituvchilar uchun ba'zi qiyinchiliklarni keltirib chiqardi, ammo o'quvchilarni o'rganish va o'sishga undash doimiy maqsad bo'lib qolmoqda. Ba'zi talabalar o'zlarining ilmiy yutuqlarining bir qismini yo'qotdilar. Talabalarni mazmunli yo'llar bilan baholash ularni o'z ta'lim agentlari bo'lishlari uchun rag'batlantirish va kuchaytirishga yordam beradi. Ammo test ko'plab talabalar uchun matematik tashvishga hissa qo'shishi mumkin. Baholarni to'g'ri tuzish qiyin bo'lishi va baholash uchun ko'p vaqt talab qilishi mumkin. O'qituvchi sifatida siz ham bilasizki, o'quvchilarning muvaffaqiyati faqat hisobot kartasidagi raqam emas. Baholash uchun birlik yakuni imtihonini topshirish yoki standartlashtirilgan testga tayyorgarlik ko'rishdan ko'ra ko'proq narsa bor. Baholash barcha nuqtalarda o'quv jarayonini shakllantirishga yordam beradi va sizga o'quvchilarning o'rganishi haqida tushuncha beradi.

Baholashdan asosiy maqsad hamda uning turlari

Baholashning har xil turlari o'quvchilar taraqqiyotini turli yo'llar bilan tushunishga yordam beradi. Bu tushuncha siz foydalanadigan ta'lim strategiyalari haqida ma'lumot berishi va turli moslashuvlarga olib kelishi mumkin.

Sizning sinfingizda baholashlar odatda uchta maqsaddan biriga ega:

- *O'rganishni baholash*
- *O'rganish uchun baholash*
- *O'rganish sifatida baholash*

Ta'lim uchun baholashlar sizga dars o'tayotganda o'quvchilarning o'rganishi va tushunishining aniq tasvirini beradi -- bu sizga sinfni boshqarish strategiyasidan tortib dars rejalarigacha hamma narsani o'zgartirishga imkon beradi.

O'rganish uchun baholash har doim davomiy va harakatga mos bo'lishi kerak. Baholashda quyidagi asosiy savollarni yodda tuting:

- Talabalar hali nimani bilishlari kerak?
- Talabalar darsdan nimani olib ketishdi?
- Talabalarga bu dars juda oson tuyuldimi? Juda qiyinmi?
- Mening o'qitish strategiyalarim talabalarga samarali ta'sir qildimi?
- Talabalar nimani noto'g'ri tushunishadi?
- Talabalar bu darsdan nimani o'rganishlarini ko'proq xohlardim? Men muvaffaqiyatga erishdimmi?

Hatto gavjum sinfda ham o'rganish uchun baho berishning ko'plab usullari mavjud. Tez orada ulardan ba'zilarini ko'rib chiqamiz! Hozircha esda tutingki, bu baholashlar nafaqat talabalar uchun, balki ular sizga ko'rsatmalarigizni yaxshilash uchun amaliy fikr-mulohazalarni taqdim etishlari kerak. Ta'lim uchun baholashning umumiy turlari formativ baholash va diagnostik baholashni o'z ichiga oladi.

O'rganish sifatida baholash o'quvchilarni o'quv jarayoniga faol jalb qiladi. Bu tanqidiy fikrlash, muammolarni hal qilish ko'nikmalarini o'rgatadi va talabalarni o'z oldiga erishish mumkin bo'lgan maqsadlarni belgilashga va ularning taraqqiyotini ob'ektiv baholashga undaydi. Ular talabalarni o'quv jarayoniga jalb qilishda ham yordam berishi mumkin! Bir tadqiqot shuni ko'rsatdiki, "ko'p hollarda talabalar maqsadli bilimlarni vazifaning qiziqarli va qiziqarli bo'lishining sababi sifatida, keyin esa sinfda mazmun bilan ishlash usulini ko'rsatdilar".

Diagnostik baholash

Aytaylik, siz ikki xonali ko'paytirish bo'yicha darsni boshlaysiz. Birlik muammosiz ishlashiga ishonch hosil qilish uchun siz murakkabroq savollarga o'tishdan oldin talabalariz faktlar oilalari, joy qiymati va bir xonali ko'paytirishni o'zlashtirganligini bilishni xohlaysiz. Darsingiz atrofida diagnostik baholashni tuzganingizda, siz talabalar bilimni tushunish va butun sinfni jalb qilish uchun kerakli ma'lumotlarni olasiz.

Sinash uchun ba'zi misollar: Qisqa viktorinalar, Jurnal yozuvlar, Talabalar suhbatlari, Talabalarning fikrlashlari, Sinfdagi munozaralar, Grafik organizatorlar (masalan, aqliy xaritalar, oqim jadvallari, KWL diagrammalari). Diagnostik baholash ham o'quvchilarning muvaffaqiyatini baholashga yordam beradi. Talabalar qanchalik uzoqqa erishganliklarini ko'rishlari uchun bo'lim oxirida bir xil baho berishni o'ylab ko'ring!

Formativ baholash

Talabalar bo'lim yakuni bo'yicha imtihondan o'tganliklari ular bo'limdagi mavzularni o'zlashtirganliklarini anglatmaydi. Formativ baholash o'qituvchilarga o'quvchilarning dars o'tayotganda o'rganishini tushunishga yordam beradi va ularga o'qitish strategiyasini mos ravishda o'zgartirish uchun ma'lumot beradi. Ma'noli o'rganish yangi faktlarni qayta ishlash, taxminlarni tuzatish va nozik xulosalar chiqarishni o'z ichiga oladi. Tadqiqotchilar Tomas Romberg va Tomas Karpenter buni ta'riflaganidek:

"Hozirgi tadqiqotlar shuni ko'rsatadiki, olingan bilim shunchaki uzoq muddatli xotirada saqlanadigan tushunchalar va protsessual ko'nikmalar to'plami emas. Aksincha, bilimlar vaqt o'tishi bilan o'sib boruvchi va o'zgarib turadigan mazmunli yo'llar bilan tuziladi."

Boshqacha qilib aytganda, mazmunli o'rganish jumboqqa o'xshaydi - qismlarga ega bo'lish bir narsa, lekin uni qanday birlashtirishni bilish o'rganishni mustahkamlashga yordam beradigan qiziqarli jarayonga aylanadi.

Xulosa

Shuni yodda saqlash lozimki, o'rganish bitta ball yoki baholashdan ham oshib ketadi. Bu davom etayotgan jarayon bo'lib, talabalar uchun o'sish tafakkurini shakllantirish va yangi ko'nikmalarni rivojlantirish uchun ko'plab imkoniyatlar

mavjud. Bugunki kunda chet tillari ko'nikmalarini baholashning an'naviy turlaridan tashqari bir necha innovatsion turlari, misol uchun onlayn vositalar orqali baholash usullari mavjud. Ya'ni, xulosa qilib aytadigan bo'lsak chet tillari o'qituvchilari ta;limni sifatli tashkil etish uchun sifatli baholash prinsiplari hamda boshqa umumiy ma'lumotlarga ega bo'lishlari talab etiladi. Shunday ekan, chet tillari o'qituvchilarni baholash borasidagi bilimlarini oshirish uchun ushbu maqola kabi bir qancha o'rganishlar hamda o'quv uslubiy materiallar yaratishga ehtiyoj mavjud.

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