

ASSESSMENT OF STUDENTS' LINGUISTIC COMPETENCES IN MOTHER LANGUAGE LESSONS

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Annotation: This work analyzes the forms of assessing students' linguistic competencies in mother tongue education. Assessment criteria, diagnostic approaches, the advantages of formative and summative assessment, as well as the effectiveness of the competency-based approach in the educational process are highlighted.

Keywords: linguistic competence, assessment forms, mother tongue education, formative assessment, summative assessment, diagnostics.

The concept of linguistic competence is interpreted in several ways. It covers the student's knowledge of grammar, lexis, phonetics, morphology and syntax, as well as skills such as pronunciation, oral and written communication, text analysis and creation. Today, in pedagogical science, linguistic competence is seen not only as a set of language knowledge, but also as a multifaceted phenomenon that can be assessed through the student's ability to practically use the language, creative and communicative activities. Therefore, identifying effective forms of assessing linguistic competence in native language classes, their systematic application and development of assessment criteria is an important pedagogical task.

The assessment process in modern native language classes requires a combination of traditional and innovative forms. For example, with the help of electronic portfolios, interactive programs, online tests and multimedia resources, students' linguistic competence is assessed more accurately and comprehensively. Electronic portfolios allow for the systematic storage of students' written and oral work, monitoring the dynamics of their development and providing individual advice.

Interactive programs, on the other hand, serve to develop students' skills of independent work, creative approach and use of language in context. At the same time, the use of technological tools makes the assessment process interesting and motivating, which increases student activity and increases interest in learning.

Another important aspect of the assessment process is the comprehensive assessment of students' linguistic and communication skills. While tests measure only theoretical knowledge, essays and written texts determine creative and analytical abilities, and oral tasks assess pronunciation, intonation, and speech culture. In this way, combining different assessment forms allows for a more complete and objective determination of a student's language competence. The teacher's task is to select these assessment forms appropriately, tailoring them to the topic of the lesson and the needs of students.

Akhmedova (2020) deeply analyzes the components of linguistic competence, dividing them into phonetic, lexical, grammatical, discursive, and socio-pragmatic components. In her opinion, developing separate assessment criteria for each component allows for a comprehensive analysis



of students. The author's research suggests that the context of the student's speech use, communicative intention, and cultural competence should be taken into account when assessing competence.[1]

Research conducted by Alimov (2019) on interactive technologies shows that the application of information technologies to the assessment process increases students' motivation, enhances their speech activity, and allows for self-assessment. He describes the advantages of electronic portfolios, online testing platforms, and multimedia tools in assessment, and offers methodological recommendations for their effective use.

Tests are considered the most common and traditional form of assessment. Research shows that tests provide quick and accurate results in determining the level of students' grammar, vocabulary, and text comprehension. At the same time, the assessment obtained using tests alone does not fully reflect the student's skills in using the language in practice. Therefore, tests are usually recommended to be used in conjunction with other forms of assessment. For example, giving students writing or speaking exercises in addition to grammar tests allows for a comprehensive assessment of their linguistic abilities.[2]

Written tasks and essay writing play an important role in determining students' ability to use language in practice, express thoughts systematically, and use lexical and grammatical tools appropriate to the topic. The results of the study show that through written exercises, it is possible to deeply analyze students' lexical wealth, sentence construction skills, and knowledge of syntax and morphology. At the same time, essay and text analysis serve to develop students' creative thinking and communication culture.

During the discussion, it was found that students' written works are related to the level of their coherent expression of thoughts, the choice of phrases appropriate to the topic, and the correct application of grammatical rules. The assessment criteria used by teachers — content, grammar, lexical, structural and stylistic aspects — help to objectively determine the linguistic competence of students.

It should be noted that the effectiveness of assessment depends not only on the form and means, but also on the teacher's methodological preparation and ability to organize the assessment process. Research shows that the pedagogical skills of the teacher, the ability to combine lesson planning and assessment allow for a full assessment and development of students' linguistic competence. Therefore, teachers are recommended to undergo regular refresher courses and training in assessment methodology.

Effective forms of assessing students' linguistic competence in native language classes require an integrated approach. This approach combines tests, essays, oral and written tasks, innovative and interactive exercises, and allows for the comprehensive development and assessment of students' language skills. At the same time, objective criteria, a differentiated approach, and the use of modern technologies increase the quality of the assessment process, strengthen students' independent thinking, creative activity, and communication skills.

The assessment process in native language classes should be used not only as a means of measuring knowledge, but also as a pedagogical and methodological tool for developing students' language skills and involving them in creative and practical activities. The most effective approach is to use tests, written and oral tasks, interactive exercises, and multimedia



resources in the assessment process, to ensure pedagogical objectivity, and to take into account the individual characteristics of students.

It ensures the development of students' communication and creative skills along with their language skills. For example, through the assessment of oral tasks, pronunciation and intonation, speech speed, and the ability to express thoughts logically are determined. At the same time, written work assesses students' grammatical and lexical knowledge, as well as their ability to express ideas coherently and systematically. Essays and text analysis stimulate students' creative thinking, develop the selection of appropriate phrases for the topic, and develop logical connections. The results show that combining different assessment forms helps to fully and perfectly determine the student's language skills.

Objectivity and a differentiated approach play a key role in the assessment process. According to the results of the study, the effectiveness of assessment increases significantly when the individual level, abilities, and psychological characteristics of students are taken into account. For example, giving more complex oral or written tasks to advanced students and simpler exercises to elementary students allows for a fair assessment of their language skills. In this way, a differentiated approach increases students' motivation, encourages them to complete new tasks without fear of failure, and serves to develop language skills.

The effectiveness of assessment using modern technologies increases. According to the results of the study, electronic portfolios, online tests and interactive programs help to systematically and comprehensively assess the linguistic competence of students. Electronic portfolios allow you to store the student's written and oral work, monitor the dynamics of development and provide individual advice. Interactive programs, on the other hand, develop students' independent thinking, creative approach and the ability to apply language in practice. At the same time, the use of multimedia resources makes the assessment process interesting and motivating, increases students' activity and interest in the lesson. In conclusion, when assessing students' linguistic competence, the assessment criteria must be clear and understandable. If the criteria are communicated to students in advance, they will perform their work accurately, learn from mistakes and develop self-assessment skills. Evaluation criteria should include components such as grammatical accuracy, lexical richness, syntactic structure, text content, and communicative effectiveness. The results show that clearly defined criteria allow the teacher to provide objective evaluation and encourage self-analysis in students.

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