OPTIMIZATION AND OBJECTIVITY OF CONTROLIN THE PROCESS OF TEACHING ENGLISH IN HIGH SCHOOL

Toshturdiyeva Khurshida Erkinovna
Independent Researcher, National Institute of Educational
Pedagogics Named After Kori Niyazi, Uzbekistan

Safarova Elmira Muqimjonovna
Independent Researcher, Uzbekistan

Abstract
The article examines the issues of increasing the efficiency of the process of teaching a foreign language; it is concluded that it is necessary to optimize and improve not only the learning process, but also the forms of monitoring the results of educational activities of senior schoolchildren in the acquisition of a foreign language.

Keywords: Assessment process; assessment system; planned results; individual progress; testing.
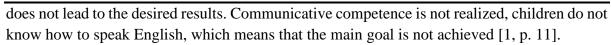
Introduction

How to approach the system of assessment of planned results in English in accordance with the Federal State Educational Standard? How to organize the assessment process correctly so that it performs all the functions assigned to it? What methods and methodological techniques should be used in this case? How to correctly put a mark, and are there cases when it is not needed at all?

Every teacher today needs to understand these and other issues, and make testing a positive and enjoyable experience for our children. After all, it is during the testing process that the achievements of schoolchildren and the gaps in their academic preparation are identified, the skills acquired in previous lessons are consolidated, clarified, and systematized, and the process of learning new material is adjusted based on the information received.

Everyone knows that the main task of a modern school is to educate not just a student, but an individual with his or her own individual characteristics, capabilities and aspirations. The school is called upon to form a holistic system of universal knowledge, skills and abilities, that is, the main competencies, which are the fundamental factors of modern education. In English lessons, the main competencies should contribute to the formation of a personality ready to communicate in a foreign language. The fundamental competence that is formed in an English lesson is communicative competence in the totality of its components. This competence is presented in four types of speech activity: reading, speaking, listening, writing. But often, studying the material only within the framework of a separate teaching and methodological kit

does not lead to the desired results. Communicative competence is not realized, children do not know how to speak English, which means that the main goal is not achieved [1, p. 11].

Thus, in order to increase the effectiveness of learning a foreign language, the teacher needs to optimize and improve the pedagogical process, including and forms of control. Of course, the assessment process can be considered the main tool in managing the quality of education in school. This is clearly reflected in the Federal State Educational Standards.

The assessment system functions as one of the main components of the program and its regulator. Its task is to help the teacher choose the most effective teaching methods and tools that would encourage students to develop and further advance in knowledge. The assessment system should be designed so that with its help it is possible to:

- establish what students know and understand in a foreign language;
- provide general and differentiated information about the teaching process and the learning process;
- monitor the individual progress of students in achieving the requirements of the standard and, in particular, in achieving the planned results of mastering the programs, since in the new assessment system much attention is paid to the dynamics of students' educational achievements (individual progress);
– provide feedback to teachers, students and parents;
– monitor the effectiveness of the implemented curriculum.

As a result, all participants in the educational process should
have the opportunity to obtain information that allows:
– students – to gain confidence in the possibility of successful inclusion in the system of continuous education;
– parents – to monitor the learning process and development of their child;
– teachers – to make judgments about the effectiveness of the educational program, about the progress and achievements of students.

The main objective of English lessons is to develop communicative competence, therefore the main object of control is speech activity. But speech is impossible without mastery of language material (vocabulary, phonetics, grammar), therefore it is also an object of control.

And in order to increase the effectiveness of learning a foreign language, it is necessary to optimize and improve the pedagogical process, including forms of control.

I would like to point out that the Spotlight teaching and methodological kit, which our school's English teachers work with, contains a sufficient amount of necessary material for assessing students' achievements. Many methods and forms of control are reflected in the textbook assignments and in the workbook.

The textbook contains a variety of tasks that allow for a fairly accurate assessment of students' level of mastery of the material; there are various creative tasks: projects, mini-projects, letters, announcements, advertisements, interviews and others.

The structure of the teaching and methodological complex facilitates the implementation of a constant, consistent, and fairly objective determination of the level of proficiency in the educational material, while students also evaluate their own achievements.

Standardized tests are given for conducting current, intermediate and final control. This allows for good accumulation of grades and a fairly clear picture of the level of knowledge and skills of each student. The result of the final test (at the end of the quarter) is already almost predictable.

The most important thing is that the teacher should not forget about the educational function of control: the student must learn to evaluate himself, draw conclusions and adjust his educational process, his attitude to learning.

But every teacher has their own little secrets.

Control testing has three stages: preparation for the test, conducting the test and evaluating the test.

As part of the preparation for testing, firstly, it is very important to talk to students about what material is subject to testing, that is, what topics and aspects have been covered.

Secondly, you should review the lexical and grammatical material that will be tested together with the students.

As they get older, I give the children the opportunity to review and systematize the material for testing in pairs and take notes.

To successfully complete the testing, I teach children to follow the following algorithm:

1) look through the entire text (version) of the test or assignment;

2) start with the easiest task, and only then move on to a more difficult one;

3) carefully read the instructions for the task, paying attention to the example. Many students, trying to complete the task faster, immediately begin to complete it. Often, in standardized tests, the example demonstrates a clear example of completing the task. Here, words such as join, match, tick, circle, number come to our aid;

4) cross out the variant of the substitute word that has already been used or is obviously an incorrect variant;

5) always check the completed work. I believe that it is very important to teach children self-checking, since some elements (tasks) remain uncompleted during the work.

As a result of checking tests and control works, the teacher receives the individual results of the students. I always

focus my children on the fact that the test does not show us how smart we are, but only demonstrates to us what, unfortunately, we have not mastered or have mastered, but not yet well enough.

Having worked in school for more than 20 years, I believe that it is very important to praise children. Praise for a good result, for neatly completed work, for a result that turned out to be better than the previous one, and also simply for the effort that the child made to complete a given test. Then success is guaranteed!

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