

CHARACTERISTIC FEATURES OF ASSESSING SPEAKING SKILLS IN LANGUAGE TEACHING

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Abstract: A person who "speaks" a language fluently typically possesses a high level of proficiency in each of the four language skills—listening, speaking, reading, and writing. However, as any teachers are aware, students frequently have strengths and weaknesses in specific areas. In certain instances, they may reach high proficiency levels in reading and writing but fall short in speaking or listening. In certain situations, such as highly specialized employment, these disparities in skill sets might not be very significant. However, someone who lacks proficiency in all four areas will have far fewer options in both education and the workforce because English is such a vital skill in today's globalized society and is required in so many different contexts. Giving the student an opportunity to demonstrate their "whole" ability is crucial when evaluating their communicative language proficiency. In this article is discussed to improve speaking skills and how to assess during the classes in teaching process.

Key words: education, speaking, assessment, coherence, cohesion, fluency, pronunciation.

When we say that someone 'speaks' a language fluently, we usually mean that they have a high level in all four skills – listening, speaking, reading and writing. But, as any teacher knows, learners often have strengths or weaknesses in particular skills, and in some cases can achieve high levels in, for example, reading and writing, while not being able to speak or listen at a comparable level. For some purposes – highly specialized jobs, for example – these uneven skills may not matter very much. However, English is such an important skill in the global world, and needed in so many different contexts, that someone without a good ability in all four skills will greatly reduce the opportunities open to them in education and professional life. In the assessment of communicative language ability it is important that the pupil gets the chance to show his/her "whole" ability. In the case of speaking, this does not only involve vocabulary, grammar, pronunciation and intonation.(Burns, Richards, 2009).

This entry provides helpful guidance on creating and implementing speaking assessments that are grounded in the classroom. It begins by outlining the features of assessments conducted in classrooms in the twenty-first century and arguing in favor of alternate, formative speaking skill tests. The learning objectives and instructional tactics should be integrated into these examinations in a way that makes it difficult for students to distinguish between the teaching and assessment phases. After that, the item offers samples of performance-based speaking evaluations that are used in classrooms, with a focus on creating checklists and rubrics to evaluate student performance. Some examples of a formative, classroom-based speaking evaluation exercise that is in line with instructional methodologies and learning outcomes closes the section (Ceranic, 2009). Compared to the other three language skills, teaching and evaluating speaking skills is likely one of the more difficult tasks since it requires careful consideration of factors like:

- **Fluency:** This refers to the ability to communicate clearly, somewhat quickly, and without frequently pausing.

- **Pronunciation:** The process of creating spoken sounds, including intonation, emphasis, and articulation.
- **Vocabulary:** The collection of terms that a specific language uses.
- **Accuracy:** This measures how correctly students use vocabulary, grammar, and pronunciation as well as other aspects of the language system.
- **Interaction:** During communicative tasks, the ability to interact with others is referred to.
- **Communication:** This pertains to the students' capacity to convey their thoughts.

Now that you are aware of the factors to consider, let's talk about some of the various speaking exercises you can employ to assess your speaking abilities. Instructors are frequently requested to assess students' progress during classes, possibly by creating progress assessments. Assessing grammar and vocabulary through pen and paper assessments may seem simple enough, but if our students are required to talk as part of their job, then it becomes even more important to evaluate their speaking abilities. Educators frequently question their ability to accomplish this. Here are a few concepts. What does a progress test attempt to achieve? Usually, it's to compliment someone on a job well done or to identify areas in which a student is falling short of their potential. With this kind of aim, giving 'marks' may not be the most effective way to assess.

An interesting alternative option for progress tests would be to design them to determine whether students meet certain "can do" criteria statements (i.e., statements that enumerate things "I can do"), like "I can explain what's happening in a picture of town streets." or "I can participate in a discussion and respectfully and clearly express my point of view." The students have worked on during the course, then convert them into criteria. When there are so many students in a class that it seems impossible to evaluate speaking, this is a common issue for teachers. Anything you do in a typical classroom setting, such as role-playing, narrating picture stories, working in pairs, exchanging information, having discussions, etc. "Three learners with one teacher" activities are an excellent technique to assess if your class is smaller and you have enough time. This involves assigning a work that requires the three students to collaborate while you observe and record their responses. It's astonishing to learn how much control students have while evaluating themselves, even though the prospect of receiving low grades can occasionally be motivating (Cooze, 2006).

It may truly be an activity that raises consciousness. Give each pupil a list of requirements and ask them to write a brief sentence in English or in their native tongue comparing themselves to each condition. This will allow them to reflect on the criteria rather than simply responding with a "yes" or "no." Promote 'guilt-free' introspection. Following the writing phase, students might get together in small groups to discuss their ideas and provide justification for the things they wrote.

As the most difficult skill to score and administer, speaking assessment in the classroom should be conducted in systematic ways such as creating some assessment steps which include identifying objectives of instruction, assessment planning and

developing rubrics or score procedures. Selecting proper activities is also helpful for the teachers to reach the goal and objective of the assessment.

References

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