

USING DIFFERENT TYPES OF ASSESSMENTS IN LANGUAGE TEACHING IN ESP GROUPS

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ABSTRACT

This article is dedicated using different types of assessments in teaching English to non-philological ESP groups. The competences shouldn't be or cannot be developed in separation or by segregated way; vice versa language is also social event which should be taught in relation with real world situations and conditions. The work challenges to teach proper tips which can be practical in Uzbek cultural context and interlink into its objectives communicative and sociolinguistic competences.

Keywords: assessment, non-philological, evolving, sociolinguistic competences, reading skills

In the process of improving our attitudes and values in terms of evaluation, since I am a new teacher in the area of English language education. Of course, the ideas promoted by the specialists of the respective field of study are focused on personal learning and observation, particularly with the influence of short-term and long-term teacher development courses organized in an innovative centre. As for me, evaluation is definitely a questionable subject in the teaching process, and it is a necessary task for us not an optional one. [3] When teachers are rightfully concerned, the method of evaluation can be structured properly; however, they have become too concerned with evaluating student information. We should instead turn the switch and refocus on what really matters: learning for students. This will be achieved as we learn to use evaluation forms as a means to assist our students. Learning and evaluation by students go hand in hand when performed naturally.[2]

Before starting classes, it is considered to be the correct way of teaching to perform some kind of diagnostic tests. Not being aware of the context experience of learners and the strengths and limitations of the learners delivering the guidance should not influence what is taught. And it also relies on the comprehension of teachers of their values and techniques. It is necessary to understand the purpose of a certain [1] formative evaluation tool (what information is needed), the manner in which the evaluation is carried out what procedure is used) and, ultimately, the steps to be taken afterwards (how the gathered information is then used to make changes in teaching and learning).

Different ways of conducting placement and diagnostic tests exist. Checking, discussions such as getting to know students by asking numerous questions such as what are your future plans?, what is your style of clothing?" We test their vocabulary, grammar and pronunciation by offering certain questions. Testing also helps to identify the level of the students, but it should not be as impulsive as questions planned beforehand. "Another way of placement evaluation is to give all students one and the same subject as: "talk about the benefits or drawbacks of online/distance learning; talk about quarantine; tell us about your favorite sitcom and others.[5]

I use diagnostic testing methods during my lessons that allow me to quantify the concepts I want to teach. At the beginning of my course, I used diagnostic evaluation. Diagnostic evaluation may be collections of written questions, multiple choices, short questions testing the existing knowledge base of the students or current thoughts on a subject to be learned in the course. Each instructor, from my point of view, creates their own evaluations or selects the most relevant ones from those available.[4]

More specifically, these resources concentrate on a detailed interpretation of the written and spoken text and cover spoken, retelling language, retelling comprehension and communication in oral language. For instance, to evaluate the awareness of the students about things I have taught, I use oral language conversation. We could have a small discussion with the students, where I am an interlocutor and the students are participants. An person or a group can complete this examination and it takes from 10 to 20 minutes to administer. Some students take part as an audience or an observer of a debate in an individual conversation.

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