

CONTROL OVER THE EXAMINATION AND ASSESSMENT OF STUDENTS' WRITTEN AND COMMUNICATION SKILLS IN FOREIGN LANGUAGE DEVELOPMENT

Ziyadullayeva Dildora G'ulomjanovna

Gulistan State University, Department of English language and literature

Tel: +998906435118

Email: dkomilova023@gmail.com

Annotation: *Teaching foreign language communication in a communicative way requires a methodically different approach to solving a problem that can be referred to as a control problem but also as a "learning management problem". The problem of controlling the learning of foreign languages is still controversial and not fully studied among scientists. Therefore, we can say that the issues of improving control in the teaching of foreign languages, including German, have not lost their relevance to this day. In this article, opinions and comments are made on the procedures for controlling the correction and evaluation of written and communication skills of students in foreign language acquisition.*

Keywords: *Foreign Language, Assessment, students, cognitive ability determination, written and communication ability, verification, control, educational effectiveness.*

The problem of control in the teaching of a foreign language is one of the most important elements of the educational process of controlling students' knowledge, skills and competences. The effectiveness of educational process management depends in many ways on its proper organization. This is necessary in order for the teacher to have a clear idea of how students have developed in the implementation of the program, how they have mastered the material of the language, how they have mastered the skills. oral speech, reading, writing, listening. Correctly organized calculation and control, the result of which at each stage the object is recorded, will help the teacher to determine the achievements and shortcomings of each student, allowing him to correctly plan the pedagogical process, better and more effective preparation for lessons. The rational installation of accounting gives the teacher the opportunity to analyze his activities, timely identify the shortcomings in the preparation for the next lesson and determine the ways of correcting the mistakes made by the students.

Control functions-evaluation function. Cover and reflect the different sides of the control as part of the pedagogical process. The evaluation function of control includes a great educational burden, in which there is motivation, under the influence of which not only the desire to learn, motivation, but also the desire to be good and not to be bad are formed in the students. The purpose of any evaluation is to stimulate the knowledge of the students. Positive assessment evokes interest in learning, evokes a sense of satisfaction from its activities, motivates a deeper study of a foreign language, negative - indicates the need to eliminate dysfunction, backwardness in reading.

Types of control - initial control. It is necessary to know the initial level of cognitive activity of the student, his understanding of the objectives of studying a foreign language, the individual personal characteristics that are important for him to master his speech activity in a foreign language for communication. The new material will be held before the presentation;

Types of control - current (tracking) control. It is one of the main types of verification of the formation of knowledge, skills and skills of students. The task of the current control is to

manage and regulate the educational activities of the students on a regular basis. It is carried out in the process of mastering a new educational material;

Types of control - tier (thematic, period) control. It allows students to determine the quality of learning of instructional material on specific topics. It, as a rule, provides for the verification of the possession of certain knowledge, skills and skills by students as a result of the study of a sufficiently large amount of material. It is carried out to verify the assimilation of a large part of the material under study (for example, subjects). Types of control - final control. The control is integrated, which allows you to evaluate the overall achievements of students. It is carried out after passing the training material. The skills and skills that must be formulated in the process of teaching foreign language to communication are objects of control.

Pedagogical management of the process of teaching a foreign language is mainly associated with the current control, which is recognized for regulating the process of mastering the qualifications and skills of language units acting in speech. For example, if we touch on receptive skills and abilities, then the reason for this is that the process of their formation is hidden from observation. In the practice of teaching receptive activity, only its result is available for observation - understanding, often does not correspond to the content of the information being investigated and read. The process of semantic processing of information, consisting in the transformation of lexical and grammatical units of different lengths into meaning, is hidden from the teacher himself.

In the process of control, functions such as stimulation and stimulation are also performed. Numerous observations made in foreign language lessons, the analysis of the educational activities of students and the pedagogical activity of the teacher indicate that the control is not indifferent to the students. For most of them, this is primarily the desire to be satisfied with the results of their educational work and to always succeed in their studies. The results of the control will be discontented, but at the same time hope to correct the situation. Students are mobilized, orderly, while waiting for the results of the control. This will keep the interest in learning. Therefore, many teachers attach more importance to the current control, which will enable them to achieve good learning outcomes in the final control.

Achieving complex communicative goals in the full motion of communication requires the communicative to formulate a level of communicative competence sufficient to achieve these goals, which implies the assimilation of the entire complex of complex communicative skills. In turn, these complex communication skills are formed on the basis of simpler personal skills, the assimilation of which occurs consecutively.

In conclusion, I note that students and I like these forms of knowledge control. They logically fit into the course process, without the fear of stress and error in the students, and they help me to monitor the quality of the process of mastering the training dose of the material and achieve an error-free result.

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