

Improvement of Indicators for Assessing the Quality of Foreign Language Teaching in Esp Classes

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Abstract

The article deals with the issue of formulating an assessment of the quality of teaching a foreign language in non-philological higher educational institutions. The author analyzed the research results and the opinions of researchers on the criteria for assessing and measuring the learning process, and presented them in this article.

Key words: non-linguistic education, assessment of the quality of teaching foreign languages, quality of education, education efficiency, assessment indicators, criteria.

I.Introduction

The quality of education in higher education institutions around the world, that is, the training of quality personnel, is of particular importance. The concept of international education until 2030, adopted by UNESCO, identifies "creating opportunities for quality education throughout life" as an urgent task. The denationalization of most higher education institutions in foreign countries and the expansion of their autonomy are creating a competitive environment among higher education institutions. In particular, the globalization of higher education is an important factor in improving the quality of education.

It is fair to say that the assessment of the quality of foreign language teaching in all areas of education in the world, the development of quality indicators has become one of the key issues in the field of education. Improving the efficiency of education, the level of knowledge, professional competence of future professionals studying in higher education, attention to the profession and the creation of the necessary conditions for them to become competitive professionals in the labor market, and at the same time assess the knowledge of staff exit and their implementation remains one of the most pressing issues.

During the experiment it was concluded that the quality of education in the formation of non-philological education students teaching foreign languages, their perfect command of English, the ability to express their speech - the results of education meet the normative requirements, social and personal needs.

II.Materials and Methods

As long as it is relevant the issue of assessing the quality of teaching in the system of higher education today, this process is also important for the by world scientists. Among them (M.P. Afanasev, I.K. Keyman, A.I.Sevruk, A.I.Subetto, V.A.Selezneva, Yu.P.Adler, V.Kachalov, A.M.Novikov, D.A.Novikov, T.V. Terenteva,M.N. Kulakova and others) and foreign scientists (K.P. Mohanan, P. Jacobson, L.Harvey, D. Timmerman, E.V. Balatsky, J. Bolton, F. Bukstein and others). The large-scale works were distinguished by their uniqueness. Each of them worked on assessing the quality of education, offering a little perspective on finding solution to this issue.

As K.P. Mohanan emphasized higher education consists the following characteristics: reading is the activity of teaching students, teaching is the process of informing students and getting to know their work and teach something. The process of

teaching and the process of transferring knowledge determine the mutual components of the learning process. However, how can it not be given if the teacher's activity does not lead to the transfer. Similarly, if the quality of teaching is not good, it will lead to failure in teaching.

So, in the formation of assessment indicators requirements of the quality of foreign language education in the field of non-philological education the state of foreign language education standards, as well as international standards in the field of foreign languages compliance with the requirements; psychological and pedagogical factors of the educational process, assessment of students' readiness; students' knowledge acquisition provide full control of ability; teaching foreign languages ensuring regular receipt of information at various stages; regular conducting inspections and assessing students' knowledge; curricula offer to make corrections, make necessary changes and, if necessary be carried out in accordance with the information obtained for identification; monitoring the duration of English language improvement stages; continuous the process of consistent learning of English in the language education system interdependence, etc. should be taken into consideration.

III. Results and Discussion

Compliance with the requirements of state standards of foreign language education, as well as the requirements of international standards in the field of foreign languages in the formation of indicators for assessing the quality of foreign language education in the field of non-philological education; assessment of psychological and pedagogical factors of the educational process, the level of preparation of students; ensuring full control over students' learning abilities; ensuring regular access to information on the various stages of English language teaching; conduct regular inspections and assess students' knowledge; curriculum revisions should be made in accordance with the information received to propose and clarify the necessary changes; monitoring the duration of English language improvement stages; in the system of continuing language education, the interdependence of the process of consistent acquisition of English, etc. must be taken into account.

While the effectiveness of education depends primarily on the pedagogical skills and professional knowledge of teachers who teach foreign languages to future professionals, educators in assessing the quality of foreign language education:

- Performance indicators;
- Methodological resources;
- Collective activity;
- Interaction in the process of assessment of students' knowledge during the academic year (intermediate, final assessment), fairness and transparency of the department, the objectivity of the assessment;
- Regular training courses, etc.

An important factor in this process is the provision of students with textbooks and teaching materials, the library fund, certificates, involvement in additional language clubs in their free time.

As mentioned above, a more successful formation of communicative competence in English requires a process of independent learning under the guidance of a teacher. In this regard, almost all principles use the concept of "acceptability" or related sentences:

1. The principle of optimal combination of classroom training with independent study.
2. The principle of ensuring the acceptability of individuality of students.
3. The principle of taking into account the different stages of language preparation of students.
4. The principle of accounting for the number of students in academic groups.
5. The principle of optimal correlation of the component of educational content with the structure of communicative competence of the English language.

Moreover, to meet the demands of contemporary society for fair qualitative assessment, it was necessary to raise awareness about the diversity of criteria, which characterize a qualitative ESP test. Laws, regulations and literature sources analysis enabled the development of test quality model, comprising seven quality criteria: clarity, adequacy, deep approach, attractiveness, originality and similarity, orientation towards student learning result and process, test scoring objectivity and subjectivity. Quality model reliability analysis confirmed that the developed model can be used as a reliable framework for evaluating ESP test quality. The inner consistency for evaluating the criteria of adequacy and clarity is high enough, but it is insufficient for evaluating the criteria of attractiveness. Therefore, in order to increase the reliability of the evaluation of test quality, there should be added more indicators that could characterize attractiveness

We must admit that the effectiveness of education is primarily up to the pedagogical skills and professional knowledge of foreign language teachers to train future professional learners directly. Depending on the quality of foreign language teaching, educators should take into account the followings criteria during their teaching foreign languages because of being connected with them: performance indicators; methodological resources; team activity; stages of assessment of students' knowledge during the academic year (intermediate, final mutual understanding in the process of evaluation), fairness of the department officials and openness, objectivity of assessment; regular training courses past tense.

Also with textbooks and teaching materials for learners provision, library fund, certificates, free time from classes the involvement of additional language circles is also important in this process as a factor. The topics of mutual understanding of the younger generation affects the interests and emotional aspects of students, i.e. the novelty and relevance of the sources provided, the vocabulary of modern English, the presentation of the source on behalf of the author, etc.

Language competence is a dynamic combination of professional, communicative and intercultural competences. Communicative competence implies an effective use of all four language skills which carry out a communicative function. Intercultural competence consists of communicative competence, the ability to act in intercultural communication contexts, and international working experience. Professional foreign language competence, developed in an ESP (English for Specific Purposes) course, is a combination of

communicative and intercultural competences, as well as professional competence, whose inseparable part constitutes professional experience.

Classical test qualities are valid, reliable and practical. Valid tests what they are designed to assess, and reliable tests do it in a systematic way. Contemporary ESP tests assess the use of language for specific purposes and competences in situations that should resemble real-life situations as close as possible. However the mentioned test quality indicators do not meet all the needs of contemporary assessment.

IV. Conclusion

In conclusion, English language skills create important and necessary conditions for better adaptation, self-awareness and effective communication in today's globalizing world. It can be said that the process of language teaching and its evaluation not just a simple activity to be done, but a serious consideration and a surface is a matter that needs to be resolved. Process evaluation At the same time, to train qualified personnel necessary for the future of our country and taking our rightful place in the world and keeping ourselves strong we can stand. So far, the assessment has given us the consistency of the learning process, activity and analysis of the results accordingly.

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