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# Holistic and Analytic Ways of Language Assessment in Foreign Language Teaching

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**Abstract:** Assessment is a classroom technique implemented by educators to assure the competence, comprehension, and abilities attained by learners. Teachers authorize assessments in a distinguishing of methods over time to permit them to monitor multiple tasks and to gather information about what learners or know, understand, and can accomplish. These assessments are syllabus-based tasks previously explained in class, to indicate out samples of manner that are constantly to be seen in the data, and in so doing to sort out something new about the nature of communicational behavior as stressed by the interplay of oral activities.

**Keywords:** self-evaluation, grade level, remediation, complexity, continuous assessment, holistic tools, analytic tools, ability.

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**Introduction.** Evaluation lets instructors to watch the impact of their lessons on learner understanding. Instructors can change their academic techniques to incorporate the building up of remediation drills for learners who are not working at the anticipated review level and the creation of improvement exercises for understudies who are working at or over the anticipated review level. In this way, the over and over appraisal prepare underpins a circular of self-evaluation and pupil-specific exercises by both understudies and instructors [1].

**Methodology.** Reflection on talk in could be a challenging matter in dialect educating since of the complexity of the nature of both the expertise and the assessment prepare. To overcome the issues, different sorts of evaluation containing all encompassing and expository apparatuses have been utilized for a long time. In any case, it is afterward seen that both sorts of evaluation instruments have different qualities and shortcomings, which driven to a wrangle about around surveying talking comprehensively and systematically. Moreover, it is very conceivable to consider that those different benefits and disadvantages of all encompassing and explanatory appraisal methods may moreover lead to changes among states of mind of dialect instructors, day by day clients of those appraisal procedures, towards all encompassing and explanatory appraisal of talking. However, exceptionally few researchers centered on dialect education states of mind towards explanatory and all encompassing evaluation of talking [2]. As a result, this ponders tends to reply three investigate questions:

1. What are the English educates demeanors towards all encompassing and explanatory appraisal of speaking?
  2. Is there a contrast with n the verbal exam scores checked by English educates utilizing all encompassing and expos it or appraisal tools?
  3. Do the talking exam scores obtained through all encompassing and explain at or evaluation vary with respect to the education history (age, sex, scholarly major and a long time of experience)? When one stresses that somebody articulates a dialect precisely, we all the time indicate that they have a tall review in all four abilities – tuning in, talking, perusing and composing.
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But, as any instructor knows, learners frequently have solid or powerless sides in legitimate achievements, and in a few circumstances can accomplish tall levels in, for case, perusing and composing, while not being able to talk or tune in at a differentiating level. For a few objectives – profoundly specialized occupations, for case – these uneven aptitudes may not matter exceptionally much [2]. In any case, English is such an basic expertise with in the world wide world, and required in so numerous diverse essences, that somebody without a great fitness in all four abilities will massively diminishes the openings open to them in education and proficient life-spam. Within the assessment of communicative dialect capacity it is basic that the student gets the chance to appear his/her "entire" capacity [3].

Within the case of talking, this does not as it were constitute lexical base, language structure, elocution / enunciation but also:

- fluency: keeping the conversation going marginally and official what is said both interior and over turns
- socio-cultural aptitudes: having a sense for the fore most suitable dialect for the situation
- Procedures: managing with clear places/possible mistaken assumptions due to dialect restrictions.
- Message/social deliberate: does this truly get across? Furthermore, it includes appearing that s/he can utilize the dialect for a few capacities and points: trading feelings/attitudes, besides dependable information, fulfilling things, and being outgoing/friendly (which is visit the essential prospect of dialect) [1].

This appraisal of entirety capacity curbs:

1. That we deliver a extend of homework that allow the learners an opportunity to apply this ability
2. That we depict the capacity in terms of its different aspects.

The fabric progressed in this venture are outlined to demonstrate entirety talking inclination [2]. In any case, it is up to the educator to guarantee that the errands given within the classroom are shifted within the ways below: - learners perform a run of different functions - they are anticipated to require portion in brief turn discussions conjointly to hold the floor` (e.g. in presentation) - they take on diverse parts/ in a assortment of circumstances, and utilizing distinctive mediums eg. phone (eg through role-play, or slight adjustments of assignments with a partner) - they are energized to handle errands where they don't necessarily have all the lexicon (as often happens in genuine life). If a talking exam is given, it can be superior to suita number of brief errands, to differ these variables, than one long one that will test a constrained extend of capacity. It can be a great thought to utilize pairs/groups so that more veritable communication can take part, with data crevices as well as executing few part play [2].The profile shape is well suited to portraying capacity in verbal test, but the observing shape may be speedier to suggest at the time, with the profile filled in afterward.

**Conclusion.** Common sense of the instrument, unwavering quality of the scores, ease of utilize and time were among the common subjects developed. It was too found that the scores relegated by all encompassing and expository evaluation devices did not contrast and but for a long time of involvement and talking exam scores gotten by all encompassing evaluation, there were. As the foremost troublesome ability to score and administer, talking evaluation within the classroom ought to be conducted in efficient ways such as making a few appraisal steps which in corporate distinguishing destinations of instruction, appraisal arranging and developing rubrics or score strategies[3].

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