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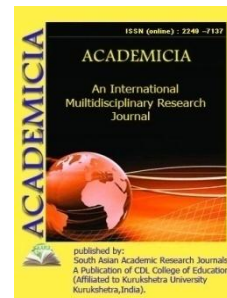
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## An International Multidisciplinary Research Journal

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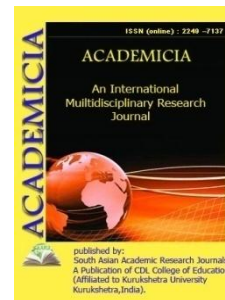
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## THEORETICAL FUNDAMENTALS OF MOTHER TONGUE LEVEL ASSESSMENT

**Abdiraimov Shokhrux Samadugli\***

\*Teacher,

Tashkent state university of Uzbek Language and Literature named after Alisher Navoi,  
UZBEKISTAN

Email id: shohrux.abduraimov@mail.ru

### ABSTRACT

*The article discusses the theoretical basis for assessing the proficiency level in the mother tongue. This article describes the author's scientific views on the mother tongue skills' assessment, i.e. to define the basic constructions of reading comprehension, listening comprehension skills, and speaking and writing skills indicator.*

**KEYWORDS:** *Assessment Theory, Speaking Skills, Domain, Construction, Test System, Indicator, Psycholinguistics, Testology.*

### INTRODUCTION

Research on pedagogical dimensions shows that “assessment is a bridge between learning goals and teaching” [1]. In fact, the better the assessment, the better the education quality. This is an important factor in educating a well-educated, open-minded, creative-minded, modern generation. Therefore, in developed countries, special attention is paid to the education assessment, to determine the students' knowledge level. Many developed countries have developed a special examination system for determining the students' knowledge level in general education and introduced certification.

These include the SAT (Scholastic Aptitude Test) in the United States, the GCSE (General Certificate of Secondary) in the United Kingdom, and the USE (Unified State Examination) in the Russian Federation. The special test systems introduction in Uzbekistan, such as SAT, A-levels, YeGE, is one of the education priorities. In the UK, the GCSE [2] examines graduates' native language speaking skills: *reading, writing and speaking*. In the United States, the SAT [3] tests students' *reading, writing, and linguistic skills* in their native language. In the Russian Federation, the USE [4] special examination system assesses students' *reading, writing and*

*linguistic skills* in their native language. In general, these exam systems focus on testing students' speaking skills.

### **Research Methodology and analysis and results**

It is known from testological research that before any evaluation measurements development, the measurements domains and constructions are determined, and test tasks are formed to evaluate and measure them. "A domain is a set of knowledge, skills, qualification and competencies"[5]. In our opinion, the domain should be defined based on the mother tongue teaching purpose. "The main purpose of the mother tongue teaching is perfection of the person who expresses one's thoughts orally and in writing correctly and fluently, forms reading culture, thinks independently and creatively, understands the others' opinions, develops communication and speech culture"[6]. Indeed, the main goal of mother tongue education is to bring up a generation with well-developed speaking skills, creative thinking, and the ability to understand the essence of events. At the same time, the language acquisition models mentioned in psycholinguistic research should be taken into account in the mother tongue assessment format development, because there is a specific language nature acquisition and use. Language acquisition is based on certain psychological laws. In particular, as noted by the American scientist Noun Chomsky, "language is learned through the coding and decoding process " [7].

Psycholinguistic research has shown that the coding and decoding processes underlie four speech skills. They are *listening comprehension, reading comprehension, writing and speaking* skills. The assessment should be based on the competencies characteristics in determining the construction. "Design is a property that needs to be measured"[5]. That is, the skills and abilities that reveal students' speaking skills level in their native language.

First of all, if we talk about reading comprehension skills, we see that the research provides complementary explanations. Psycholinguist I. Azimova explains *reading comprehension* skills as follows. "Reading comprehension is a complex psycholinguistic process that involves recognizing graphemes, reading a word, understanding the lexical meaning, contextual meaning of a word, correctly solving a syntactic structure (that is, the relationship between words, understanding which word represents the main concept in the sentence, which subordinate concepts), and understanding the interconnection of textual blocks"[8].

In a handbook written by A. Ismailov "The students' reading literacy assessment in international research" summarizes the concepts of "Reading", "Reading comprehension" and "Reading literacy" and calls it "Reading literacy" and defines it as follows: "Reading literacy is the ability of an individual to understand, use, reflect on, and respond to texts in order to develop his or her knowledge and potential and achieve his or her place in society".

... Reading literacy covers a range of mental activities and language competencies. These include understanding a particular word meaning, the grammatical and linguistic text structure, and relating the meaning of the text to his/her own world perceptions"[9].

Based on these definitions, we believe that the reading comprehension assessment should be based on the following constructs:

- understand the purpose of the text;
- understand the general meaning of the text;



- understand the occasional meanings of words in the text;
- understand the meaning of phrases, proverbs, sayings in the text;
- understand the information given in the drawings and diagrams in the text;
- understand contextual connections in text;
- understand the hidden meanings in the text;
- understand that the units in the text are used correctly.

Psycholinguistic research shows that a person learns language primarily through hearing. Over the years, the ability to hear and understand in communication and speaking situations develops. Therefore, we consider it appropriate to base the listening comprehension skills assessment on the following constructs:

- understand the purpose and idea of the audio text;
- be able to respond to audio text in writing or orally;
- understand the general meaning of audio text;
- understand the occasional meanings of words in an audio text;
- understand the meaning of phrases, proverbs, sayings in the audio text;
- understand semantic connections in audio text;
- understand the hidden meanings in the audio text;
- understand the correct use of units in the audio text;
- pay attention to the words pronunciation and spelling in the audio text.

Speaking skills begin to be formed in the early stages of a person's life due to the need for communication, and develop over the years through experience gained in speech situations, gaining a mastery level. Most importantly, a person actively uses oral speech throughout his life, as a relentless society representative, has become a participant in speech situations, expresses and explains his thoughts to others. Therefore, special emphasis should be emphasised on the students' oral speech development, which should include the special assignments development and their inclusion in general secondary textbooks. These tasks help students to “express their ideas correctly through linguistic means, use the available vocabulary wisely, speak without deviating from a topic, structure the speech correctly, i.e. enter the topic, state the main idea and summarize; skills such as the ability to anticipate how the speech will affect the listener and the ability to capture the listener's attention must be developed ”[8].

Therefore, we consider it appropriate to use the following indicators in the oral speech assessment:

- understand the questions asked in the communication process;
- answer questions in communication based on the speech situation;
- ability to use arguments in oral speech;

- speech ordering: introduction, main idea, and conclusion;
- word skills and vocabulary in oral speech;
- speech fluency;
- use meaningless units in oral speech;
- the presence of dialectal elements in oral speech;
- be able to control the excitement in oral speech;
- the ability to use nonverbal means in oral communication.

Writing is also a complex psychological process, and we believe that the following indicators' use to assess this skill in general will help to improve the education quality:

- be able to express a personal attitude in writing to a particular topic;
- written speech structure: introduction, main idea and conclusion
- creative approach and reasoning in the written text;
- make effective use of the vocabulary available in the written text;
- the ability to use words in a written text;
- the degree of grammatical tools use in the written text;
- spelling literacy in written speech;
- correct use of punctuation in written speech;
- calligraphy.

On the basis of these constructions it is possible to develop a test system format and test methodology for assessing the proficiency level in the mother tongue. It should also be noted that “an open-type test or use closed-loop test samples of various formats on the mother tongue for a comprehensive qualification assessment requirements for general secondary, secondary special and vocational education institutions graduates, defined in the State education standard assignments”[10].

## CONCLUSION

In conclusion, the test system for assessing mother tongue acquisition level in language education should be developed based on the mother tongue acquisition and testological laws psycholinguistic foundations. The test system should focus on the speaking skills assessment acquired in the mother tongue and the students' skills assessment aimed at developing their worldview. In short, the use of the test system format and tests, developed based on the above constructions, in the final state of general secondary education graduates certification will serve to improve the mother tongue education quality.

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