

**THE ROLE OF ASSESSMENT IN LEARNING ENGLISH
LANGUAGE IN MODULAR BASED SYSTEM EDUCATION**

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Annotation: *The credit-modul system of education has made positive changes in the process of teaching and assessing foreign languages in Uzbekistan. Writing tests by students (midterm, final), modular tests, exams aims not only to test the knowledge gained at each stage of training, but also allows the teacher to determine the level of student language proficiency, analyze the learning process and give recommendations for further independent work of students. In this article we will analyze the object-matter of tests of modular based system, as one of the types of checking the level of language proficiency among 1 and 2 year students.*

Key words: *modular assessment test, lexical minimum, terminological minimum, professional communication, language skills*

The study of a foreign language in educational institutions occupies a leading position, since it allows graduates of educational institutions to be competitive not only in the local, but also in the global labor market. Uzbekistan law schools annually graduate more than thousand of "lawyer" graduates. Therefore, the study of international experience in the training of these specialists is the most important task

for the national education system. And today we are exploring Uzbekistan experience in teaching students of law schools a foreign language - English. The goal of teaching English in higher law schools in Uzbekistan today is the practical mastery of a foreign language to the extent necessary for situational and professional communication. In the process of achieving this goal, students should obtain a sufficient level of communicative competence, which is made up of speech skills formed on the basis of language, communicative-cognitive and speech skills, including the skills of translating general legal texts, summarizing and annotating general legal texts, as well as preparing for further independent work with language material to ensure educational needs and a harmonious combination of the educational process with scientific activities. According to experts, in order to achieve this goal, we must perform the following tasks:

- to give a definition of a modular assessment test (hereinafter - MAT);
- determine the objects of assessment and give a description of each object of assessment;
- identify the main difficulties that students face when writing the MAT.

Modular assessment test should be a general juridical direction and consists of tasks, the implementation of which requires the ability to apply integrated knowledge of the program material. MAT covers the entire program material of the academic discipline and is carried out in order to assess knowledge. Based on the results of the modular test, students, together with the teacher, can draw conclusions about the level of knowledge and skills in a foreign language, diagnose and plan future educational activities. Thus, the modular assessment test is designed to perform not only an evaluation function, but primarily a diagnostic, educational and practical one.

The purpose of the modular assessment test is to check the lexical, grammatical, terminological minimum. Its main task is to determine whether the level of students' proficiency in general legal English meets the requirements of the working curriculum of credit modules. The task of modular assessment test is designed in such a way that they allow to check all types of written and speech activities. To obtain a positive result from the modular test, the student must be able to:

- read and listen to adapted legal texts;
- own the lexical minimum for reading and understanding adapted texts of a legal nature;
- find the necessary information in legal texts;
- recognize the terms of legal topics;
- recognize and understand various grammatical phenomena;
- correctly understand the structure of sentences in English;
- translate legal proposals from English into native language and vice versa;
- compose a written text of a legal direction with one of the proposed topics;
- to understand the main content of texts within legal topics;
- draft an oral communication of a legal nature.

The objects of control of the modular test is to test the skills of listening, reading and translating, writing and speaking, lexical and grammatical knowledge. In our article, we will consider the main goals and objectives of each object of assessment, its properties and difficulties that students encounter during the performance of assessment tasks. Each package of tasks of the modular test consists of 10 options containing 6 tasks (tasks for listening, reading comprehension, knowledge of general technical terminology and basic grammar, translating sentences from English into native language and vice versa, writing a concise legal text and oral communication). Each option has the same structure and equal difficulty. The performance of each control task provides for familiarization with the instructions, the implementation of the task itself and fixing the student's own answers.

Reading and listening tasks

The purpose of reading and listening assignments is to identify the level of formation of students' skills to perceive by ear, read and understand authentic texts of a legal nature independently in a certain period of time. Tasks for determining the level of formation of foreign language competence in listening and reading are focused on selective reading and listening to the text in order to search for individual facts. The tests assess the level of understanding of the text, the ability of students to generalize the content of what they have read or heard, highlight key words and

determine the meaning of unfamiliar words by context or word-formation elements.

The student must understand listened to and read authentic texts of a legal nature; find and analyze the necessary information, draw conclusions from what has been read (listened to), differentiate the main facts and secondary information; analyze and compare information, understand the logical connections between parts of the text. Control tasks for listening and reading contain texts of a legal nature, the content of which is consistent with the curriculum. Texts for selective reading and listening may contain up to 5% of unfamiliar words. The student guesses their meaning from the context by word-formation elements or by consonance with the native language (words-internationalisms).

The testing of the formation of lexical and grammatical skills in students of legal specialties includes not only knowledge of the lexical, grammatical and morphological features of legal literature, but also the possession of the skills of legal English in practical application. The formation of formal legal English should be carried out on the basis of communication, which is one of the leading areas of learning English. The formation of lexical and grammatical skills is considered one of the main components of the content of teaching English for formal communication.

The lexical minimum, prepared and offered by teachers for students in advance, will help to better prepare for the test tasks in vocabulary. The presence of a lexical minimum allows the student to more easily navigate in foreign formal legal literature and highlight the primary material for memorization. The lexical minimum corresponds to the content and goals of teaching English in accordance with the work and training programs. The lexical units included in the lexical minimum are selected by English teachers on the basis of semantic value and frequency of use. The lexical minimum in the methodology is usually divided into active and passive. The creation of an active lexical minimum consists in the careful selection of those professional lexical units that are most often used in foreign professional speech. Taking into account the peculiarities of professional English-speaking communication, the active lexical minimum mainly includes terms, professionalism and internationalism. The lexical units of the active lexical minimum help students not only understand foreign

speech by ear in such types of speech activities as listening and reading, but also use it to develop their own thoughts in speaking and writing.

Lexical units of the passive minimum are used only for understanding foreign speech in oral and written form. With the help of a passive lexical minimum, students do not have difficulties in understanding legal texts in accordance with the program. Lexical units of the passive minimum are found in reading and translation tests.

Checking the formation of grammatical competence

The formation of grammatical competence is carried out with the help of active and passive grammatical minimum. The active grammatical minimum includes grammatical structures, with the help of which the student can freely express himself in English on one of the proposed topics in the specialty, while passive grammatical constructions are used in reading and translation tests. The lexical and grammatical minimum will help students to better prepare for the modular test.

Writing assessment

Writing tasks are among the most difficult, because they contain tasks with a constructed expected response, namely, an answer in which the student can formulate and express his thoughts at the text level on one of the proposed technical topics and write his own written statement. Unlike previous control tasks with a selective answer, where you need to choose one correct option from several proposed alternatives, the control of written speech verification causes the greatest difficulties for students.

Consider the requirements for the level of written language proficiency in 1-2 courses. According to the Working Curriculum, students should be able to:

- annotate and abstract formal legal texts;
- to record the information received while reading the text;
- compose a written message that reflects the communicative intent;
- draw up and write down a plan;
- record in writing the information received during the reading and briefly formulate your attitude to what you have read;
- fill in the tables using the information received;

- make a written translation of an adapted formal text.

Conclusion

The problem of teaching English speech has gained particular importance in recent years, since specialists who speak English in the professional field are competitive not only in the local, but also in the global market. There is no doubt that the formation of students' skills and the development of skills contributes not only to improving the skills of future specialists, but also to bringing professional education to a higher level.

Thus, the assessment based on modular education system is the most important innovation of the credit-module system of education, and the analysis made in this article will help teachers and students to successfully prepare for forming a modular assessment test in English, as well as give recommendations on the specifics of performing all types of test assignments.

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