Выбор конкретных методов и их сочетание определяются уровнем речевого развития ребёнка, структурой дефекта, его индивидуально-психологическими особенностями и этапом коррекционной работы.

Заключение. Проведённый анализ теоретических и практических аспектов организации ранней коррекционной помощи детям с общим недоразвитием речи показывает, что наиболее эффективной моделью работы является комплексный, междисциплинарный подход, учитывающий полиэтиологическую и системную природу данного нарушения. Объединение усилий логопеда, психолога, невролога, дефектолога и семьи, построенное на единых теоретико-методологических принципах и согласованных требованиях, позволяет воздействовать не только на речевую функцию, но и на связанные с ней познавательные процессы и эмоционально-личностную сферу ребёнка. Поэтапное, дифференцированное по уровням речевого развития построение коррекционной работы, при менение разнообразных игровых и наглядно-практических методов, а также систематическая оценка динамики развития ребёнка обеспечивают устойчивость достигаемых результатов. Раннее начало комплексной коррекционной работы существенно повышает её результативность, снижает риск возникновения вторичных нарушений и создаёт благоприятные предпосылки для успешной подготовки ребёнка к школьному обучению и его полноценной социальной адаптации.

Список использованной литературы:

(1). Постановление Президента Республики Узбекистан от 13 октября 2020 года № ПП-4860 «О мерах по дальнейшему совершенствованию системы образования и воспитания детей с особыми образовательными потребностями». Ташкент, 2020.

(2). Аюпова М.Ю. Логопедия. Учебник. 2-е изд. Ташкент, издательство «Ўзбекистон файласуфлари миллий жамияти», 2011, 560 с.

(3). Филичева Т.Б., Чиркина Г.В. Устранение общего недоразвития речи у детей дошкольного возраста: практическое пособие. М., "Айрис-пресс", 2004.

(4). Филичева Т.Б., Туманова Т.В., Чиркина Г.В. Воспитание и обучение детей дошкольного возраста с общим недоразвитием речи: программно-методические рекомендации. М., "Дрофа", 2009.

(5). Волкова Л.С., Шаховская С.Н. Логопедия: учебник для студентов дефектологических факультетов педагогических вузов. М., "Владос", 2003.

(6). Ткаченко Т.А. Учим говорить правильно. Система коррекции общего недоразвития речи у детей. М., "Гном и Д", 2005.

(7). Российская Е.Н. Методика формирования самостоятельной письменной речи у детей. М., "Айрис-пресс", 2005.

(8). Нищева Н.В. Комплексная образовательная программа дошкольного образования для детей с тяжёлыми нарушениями речи (общим недоразвитием речи). СПб., "Детство-Пресс", 2016.

Azimova Maxfuza Abdusamatovna (senior teacher of Tashkent University for Applied;
azimovamakhfuza19@gmail.com)

MAIN STRATEGIES IN ASSESSING SPEAKING SKILLS IN TEACHING FOREIGN LANGUAGES

Annotation. *The primary methods for evaluating speaking abilities in foreign language instruction are examined in this article. Speaking is emphasized as a crucial communicative skill, and it covers efficient evaluation techniques such role-plays, interviews, conversations, oral presentations, storytelling, and information-gap exercises. The study examines the fundamental standards for evaluating speech, including interaction, vocabulary, grammar, pronunciation, accuracy, and fluency. Additionally, it contrasts analytical and holistic rubrics, highlighting the benefits and drawbacks of each for assessing students' oral performance. The study identifies the assessment procedures frequently used by English language instructors as well as the difficulties they face during the evaluation process using both qualitative and quantitative research methods.*

Key words*: analytical rubric, holistic rubric, English language teaching (ELT), language evaluation, communicative competence, oral communication, assessment strategies, fluency, accuracy, pronunciation.*

Azimova Maxfuza Abdusamatovna (Toshkent Amaliy fanlar universiteti katta o'qituvchisi;
azimovamakhfuza19@gmail.com)

CHET TILLARINI O'QITISHDA GAPIRISH KO'NIKMALARINI BAHOLASHNING ASOSIY STRATEGIYALARI

Annotatsiya. *Ushbu maqolada chet tilini o'qitishda nutq qobiliyatlarini baholashning asosiy usullari ko'rib chiqiladi. Nutq muhim kommunikativ ko'nikma sifatida ta'kidlangan va u rol o'yinlari, intervyular,*

suhbatlar, og'zaki taqdimotlar, hikoya qilish va axborot bo'shlig'i mashqlari kabi samarali baholash usullarini qamrab oladi. Tadqiqot nutqni baholashning asosiy standartlarini, jumladan, o'zaro ta'sir, lug'at, grammatika, talaffuz, aniqlik va ravonlikni o'rganadi. Bundan tashqari, u analitik va yaxlit rubrikalarni taqqoslaydi, talabalarning og'zaki nutqini baholash uchun har birining afzalliklari va kamchiliklarini ta'kidlaydi. Tadqiqot ingliz tili o'qituvchilari tomonidan tez-tez qo'llaniladigan baholash protseduralarini, shuningdek, ular baholash jarayonida ham sifat, ham miqdoriy tadqiqot usullaridan foydalangan holda duch keladigan qiyinchiliklarni aniqlaydi.

Kalit so'zlar: *analitik rubrika, yaxlit rubrika, ingliz tilini o'qitish (ELT), tilni baholash, kommunikativ kompetensiya, og'zaki muloqot, baholash strategiyalari, ravonlik, aniqlik, talaffuz.*

Азимова Махфуза Абдусаматовна (старший преподаватель Ташкентского университета прикладных наук; azimovamakhfuza19@gmail.com)

ОСНОВНЫЕ СТРАТЕГИИ ОЦЕНКИ НАВЫКОВ УСТНОЙ РЕЧИ ПРИ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация. *В данной статье рассматриваются основные методы оценки навыков устной речи при обучении иностранному языку. Подчеркивается, что устная речь является важнейшим коммуникативным навыком, а также описываются эффективные методы ее оценки, такие как ролевые игры, интервью, беседы, устные презентации, пересказ историй и упражнения типа «восполнение недостающей информации» (information-gap). В работе анализируются ключевые критерии оценки речи, включая интеракцию, лексику, грамматику, произношение, точность и беглость. Кроме того, проводится сравнение аналитических и целостных (холистических) критериев оценки, при этом выделяются преимущества и недостатки каждого подхода применительно к оценке устной речи учащихся. На основе качественных и количественных методов исследования в статье определяются процедуры оценки, часто используемые преподавателями английского языка, а также трудности, с которыми они сталкиваются в процессе оценивания.*

Ключевые слова: *аналитическая шкала оценки, целостная (холистическая) шкала оценки, преподавание английского языка (ELT), языковое оценивание, коммуникативная компетенция, устная коммуникация, стратегии оценивания, беглость, точность, произношение.*

I.Introduction. English language learners must acquire four key competencies. They are speaking, writing, listening, and reading. While all of these abilities are crucial, speaking is regarded as the most crucial skill when learning English. Students share their thoughts and viewpoints with others. Teachers put a lot of effort into improving the way they teach speaking, and they concentrate on activities and strategies that help students become more proficient communicators. Speaking is a useful skill since it involves the production of words, phrases, sentences, and paragraphs. Harmer says "if students want to speak English fluently, they need to be able to pronounce phonemes correctly, use appropriated stress and intonation patterns and speak in connected speech" but he added that it is not only that , students should be able to maintain a conversation in a daily life expressing what they want. The most challenging part is failing to eliminate intonation, rhythm, and stress. However, in order to engage with at least one other speaker, reply to what they say [1;103 p.].

Speaking is the process of creating and communicating meaning in a range of situations by using both verbal and nonverbal cues. Teaching speaking in an EFL classroom encompasses a variety of activities:

- ✦ generate the patterns and sounds of English speaking.
- ✦ Make advantage of intonation patterns, word and sentence stress, and language rhythm.
- ✦ Choose words and sentences that are appropriate for the context, audience, social setting, and topic matter.
- ✦ arrange ideas in a logical and significant order.
- ✦ expressing opinions and ideals.
- ✦ speaking fluently, swiftly, and confidently with little awkward pauses.

II. Literature review. According to Royani (2022), "speaking is the ability to orally construct intelligible phrases and sentences in conveying messages, ideas, self-expressions, and identity to other persons, when asking and responding questions giving statements in forms of conversations upon particular topic(s)" [2;14 p.].

Speaking is therefore a useful ability that allows people to use oral language to communicate successfully in a variety of situations. It entails having the capacity to communicate one's thoughts and

opinions to others. Developing the capacity to speak clearly and smoothly is one of the hardest things for any language learner. According to Shastri (2010), "The objective of teaching the skill of speaking English is to develop the ability to express oneself intelligibly, reasonably accurately, and fluently" [3:71 p.]. Nunan, referenced in Solvoca (2011), explained the process of teaching speaking. He claims that training foreign language learners to talk entails teaching them a number of crucial elements. These include learning the rhythm of the second language, employing suitable intonation, using acceptable word and phrase stress patterns, and producing adequate English speech sounds and patterns [4;11 p.].

The two primary components that must be considered while teaching speaking to EFL students in order to enhance their communicative skills are fluency and accuracy. In order to enhance students' language proficiency, teachers may need to implement various tactics and methods, such as classroom engagement. According to Nunan (2015), "assisting students in developing their speaking skills is one of the most important tasks in language teaching" [5;206 p.].

Assessment is the process of using tests to evaluate and generate a judgment on a person's knowledge, skill, and aptitude. According to Brown, evaluation is "an ongoing process that encompasses a much wider domain." The teacher unconsciously evaluates each student's performance whenever they answer a question, make a comment, or experiment with a new term or structure [6:4 p.]. Assessments of foreign language instruction and learning are carried out for a variety of reasons, according to Tosuncuoglu (2019). It shows how many students have met their learning goals in a foreign language, who is having trouble learning, and which teaching strategies are effective [7;163 p.].

III. Research methodology. A key element of teaching languages is speaking assessment, which is used to gauge students' proficiency in the target language. It involves assessing a student's capacity to comprehend, create, and employ spoken language structures to successfully communicate meaning. Instructors can evaluate each student's progress and pinpoint areas for growth by using oral assessments in language acquisition.

Language instructors employ a variety of methods to evaluate speaking such as; interview, discussion, role play, information gap activities, storytelling, oral presentation, survey and etc.

The following are a few of the most popular methods:

According to Ur (1996), the most popular evaluation task is interviewing. Instructors ask pupils to respond to a series of pre-planned questions. The duration of the interview is between five and eight minutes. Additionally, it may go on for 10 to fifteen minutes. Teachers shouldn't constantly interrupt their students because it can make them uncomfortable or make them worry that they are doing something incorrectly. During the test, they become quite anxious [8;95 p.].

Teachers provide scenarios to students and give them some directions. Students can be taught how to complain, for instance. They practice past tense, passive voice, and questioning. Students might also engage in role-plays to lessen their anxiety. In order to encourage students to voice their viewpoints and employ persuasive language, teachers can assign a topic for discussion or debate. There are back-and-forth exchanges. According to Thornbury , "many teachers would agree that the best discussions in class are those that arise spontaneously either because a learner reports something personal or because a topic or a text in the course book triggers some debate" [9;102 p.].

IV. Analysis and results. According to Brown (2003), creating suitable assessment activities with objective criteria is necessary for a successful speaking evaluation. The following standards for speaking proficiency were proposed by Nunan.

1. Grammar.The ability of students to produce grammatically sound phrases is evaluated. It is important for students to understand the principles governing language use in particular contexts.

2. Vocabulary. Pupils should possess a variety of vocabulary words that they can use to convey particular meanings in various contexts.

3. Fluency.The ability to produce speech effectively throughout a discussion is referred to as fluency. When engaging in communication with others, fluent students don't hesitate.

4. Pronunciation mistakes are rare among proficient speakers. Communication breakdowns are caused by these mistakes.

Assessment Criteria Breakdown

Criterion	High Level (Excellent)	Low Level (Beginning)
Fluency & Coherence	Smooth flow, natural pacing, and logical links.	Halting speech, very slow with long pauses.

Vocabulary & Grammar	Wide range of words and correct structures used easily.	Very limited words and frequent errors that stop communication.
Pronunciation	Clear sounds, natural stress, and easy to understand.	Unclear sounds and frequent errors that hide meaning.
Interaction / Communication	Listens well, starts talks, and keeps the chat going.	Struggles to reply or keep any simple chat going.

Both qualitative and quantitative techniques were used to assess the information obtained from surveys and interviews. Related themes were used to classify the data. These categories were examined and compiled. The findings showed that English teachers employed a variety of speaking evaluation methods, including role-playing, oral presentations, and discussions, and they focused more on proper grammar and pronunciation. Teachers also considered the two additional language components of vocabulary and fluency.

Rubrics can be used to assess students' speaking ability. In addition to measuring students' achievement, rubrics support consistency in the evaluation process and assist students hone their higher order thinking abilities. According to (Stevens & Levi, 2005), "a rubric is a scoring tool that lays out the specific expectations for an assignment." Rubrics break down an assignment into its constituent elements and give a thorough explanation of what makes acceptable or undesirable performance levels for each of those sections. A wide range of tasks and assignments can be graded using rubrics [10:3 p.].

Speaking assessments can be scored using either an analytical or holistic rubric.

The Analytical Rubric. An analytical approach focuses on aggregating scores on the several subscales to get an overall speaking score, with the goal of separating out the performance components and rating each one separately.

Holistic rubric. A single score is given in a holistic assessment based on an overall impression (Thornbury, 2005). By applying all of the criteria at once, holistic rubrics describe an overall assessment of the output's quality (Brookhart, 2013). Since the teacher does not have to concentrate on individual components, holistic evaluation takes less time than analytical assessment (Brown, 2004). Furthermore, there are certain drawbacks to the holistic rubric. The most obvious one is to reflect the entire presentation with a single score. According to Fulcher (2003), a holistic evaluation "does not take into consideration the constructions that make up speaking, but merely "speaking." Furthermore, "speaking" is more related to a theory than a construct if speaking is composed of constructions.

V. Conclusion. This article focuses on the thorough examination of the information obtained from participants using both qualitative and quantitative research techniques. This analysis's main goal is to provide a thorough discussion of the study's findings. By carefully examining the participants' responses, the study offers insightful information about the research issues. The goal of the study is to identify the linguistic elements that teachers typically concentrate on when conducting assessments. The study also seeks to determine the difficulties teachers have when including speech assessments into their lessons. The study advances knowledge of spoken English as a second language instruction and evaluation by evaluating and interpreting these results.

References:

(1). Harmer J. (2007). The practice of English Language Teaching (4rd ed). Logman.

(2). Royani E. (2022). The students' speaking skill. samarinda: 17 Agustus 1945, University.

(3). Shastri P.D. (2010). Communicative Approach to the Teaching of English as a Second Language. Himalaya Publishing House.

(4). Solvoca P. (2011). Teaching Speaking Skills [Master's Diploma Thesis]. Masaryk University Faculty of Arts.

(5). Nunan D. (2015). Teaching English to speakers of other languages: An introduction. Routledge.

(6). Brown. (2004). language assessment principles and classroom practices. Longman.

(7). Tosuncuoglu, I. (2019). Journal of Education and Training Studies. Edfame Publishing, 6(9),163.

(8). Ur P. (1996). A Course in Language Teaching Practice and Theory. Cambridge University Press, Cambridge.

(9). Thornbury S. (1998). How to Teach Speaking. Longman.

(10). Stevens D.D., Levi A. (2005). INTRODUCTION TO RUBRICS An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning. Stylus Publishing. Testing: Reliability, Validity and Practicality (2023, January 23). https://englishpost.org/reliability-validity-and-practicality/