

DEVELOPING PRODUCTIVE SKILLS ASSESSMENT TASKS

Gulrukh Gafurova Bakhtiyarovna
Senior teacher, JSPI
gulruh8586@mail.ru
Umida Matmuratova
Student, JSPI

Key words: *speaking, writing, assessment, integrated skills, technology, grammar, pronunciation, vocabulary*

Abstract: In this article is highlighted a number of questions that might arise as develop our productive skills assessment tasks. We begin by suggesting a number of task types that might be useful in classroom.

The importance of communication skills for success in the professional life of the students have been stressed over the years. There is an urgent need for teachers of English working in institutions offering professional degree programs to train their students in such a way that they are ready to be employed in an industry. The learners at the tertiary level professional program would be required to communicate with their superiors, peers and subordinates either through the spoken or the written mode when they are on the job in an industry. In the present day, context reading and writing skills matter more than ever. Literacy remains the open sesame to our rights, our full membership of society, often to employment, the best use of savings and all sorts of other things. Technologies are to support productive skills. For younger learner's effective classroom strategies have traditionally involved use of songs, rhymes and traditional stories with repeated language structures. The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. These tools can also help to support teachers who don't feel as confident with their own language skills. Technology also affords children the opportunity to record themselves for playback at a later time. Learners report that the ability to listen and play back recordings helps

identification of grammatical errors and inaccuracy in pronunciation, encouraging self-improvement. Young children can use Flip, or other video cameras to record their mouth movements to develop phonetic accuracy; recordings can subsequently be compared with standard models sourced from the internet. Learning resources, such as songs and poems, can be downloaded from the internet and practiced as a whole class via an interactive whiteboard prior to a live performance that can be filmed for posterity. Taking a karaoke-style approach, children are able to digitally Emerging technologies, emerging minds picture rhymes and songs through freeze-frame photography, artwork and text-based legends that can be synchronised to the words. Audio recorders like talking tins, pegs or cards can be used to reinforce the learning of traditional rhymes or to record the singing of popular songs. Talking photo albums have been successfully used to create stories or non-fiction texts with an oral narrative. Photos and text can be inserted into each page of the album and the user can subsequently record a corresponding narration. Recording devices like these are cheap, portable and simple enough to be used by even the youngest learner, where being able to overwrite recordings multiple times is essential to allow learners to achieve relative success in their oral work. Audio recorders have also been used to encourage reticent speakers to use oral language more openly in the classroom; a child makes a recording in isolation and plays this back in the classroom, validating their voice to their partners.

What we have said so far in our discussion of the needs of young language learners suggests that they need to be offered opportunities to practice target language in as many ways as possible. What is missing for them in many EFL contexts is access to other language users with whom they can practise. Technology has the potential to overcome this limitation and provide learners with the opportunity to communicate with others, often native speakers of the language they are learning, or other learners studying the same language, but who don't share the same home language, so they are forced to make use of English to communicate. In order to assess learners' productive skills, you will need to develop assessment tasks

that allow learners to demonstrate real-world speaking and writing skills – that will be useful in their interactions outside of the classroom.

We should pay attention to choose a Task Type (TT). We have as many options for task types as there are speaking and writing opportunities in the real world.

1. Role play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation! Role-play can be a lot of fun. If you still feel reluctant to use it in the class, I suggest you begin to integrate it slowly.
2. Story-telling describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values.
3. Small group discussion allows presenters to announce a topic or idea for group discussion among participants. A small-group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon.

Productive language skills, speaking and writing, are important because they are the observable evidence of language acquisition. The more the speaker or the writer produces appropriate and coherent language the more we have proof of the progress in the learner's language system. Teaching productive skills is also important because written and spoken communication are basic life skills. In real life, people generally may need to inform, convince or share ideas. They are also sometimes required to take notes, fill in forms, and write emails, letters, reports or stories.

Unlike the receptive skills lesson plan, in addition to understanding and interpreting the discourse, a productive skills lesson aims at helping learners produce appropriate and coherent messages either in spoken or written forms. It is true that making sense of, and being able to process, the input is important, but what is

essentially involved in the productive skills is the ability to convey information, convince or share ideas and feelings.

The productive skills lesson plan should take into consideration the following points:

1. The lesson aims at helping the learners communicate.
2. It is unhelpful to provide a topic and ask the learners to speak or write.
3. Some preparation is needed before setting the task.
4. Generally, we cannot talk or write about something we know nothing about.
5. The choice of the topic is important. The learners should be familiar with it.
6. Before asking the learners to produce language, we have to equip them with techniques and strategies to facilitate their efforts to speak or write effectively.
7. Communication break downs may happen.
8. When difficulties arise, learners have to be able to use specific communication strategies.

Since the aim of teaching receptive skills is to produce language that makes sense to the listener or reader, the lesson should be designed systematically to include stages that prepare the learners for the main activity (i.e. speaking or writing), activities that help them to actually produce appropriate messages and finally some sort of feedback that is either peer or teacher regulated.

In order to get there though, and to give your students a fair chance at succeeding, there are a series of activities that we should complete along the way. It is a big mistake, for example, to just assume that your students will be able to write freely and at length once they have mastered the target language—there is a lot more to consider. Also, we should avoid just presenting the students with explanations of grammar or definitions of words and expecting them to then be able to use them communicatively. It is to avoid precisely these mistakes and others that I am writing this post. With regard to introducing the language that you want your students to produce by the end of the lesson, you'll notice above that the first stage of the process is input. In order to produce anything, learners first require some input. This is true whatever the learning objective, from riding a bike or playing piano to scientific

research. It is unreasonable to expect somebody to produce something that he has no model for in the first place. Therefore, the first thing we need to do as teachers is provide that model.

We show these examples before we tell the learners anything about the language goals. There are two reasons for this: first of all, we want them to get a holistic feel for the text. Whether it's written or spoken production, we want them to begin by experiencing the whole finished product; if you draw their attention to specific language features first, for example, they will focus on these and lose sight of the complete text-wood for the trees, etc. The second reason we do this is because it is more effective to allow the learners identify the features themselves without being told, which brings us to the next step.

To sum up, I have always found it hard to meet the requirements of being a student. Ever since my years of high school, I really have no idea what professors are looking for to give good grades. When we choose to develop a productive skill, either Speaking or Writing, what we need to see from our students is effective production of the lesson's target language. This will usually include accurate use of the vocabulary or grammar being taught, effective communication of meaning and practical application to a real-life situation. If the student can perform well in all of these regards by the end of the lesson, then we can say that the learning process has been successful.

References

1. Holmes, T. (2005). *Integrating CLB assessment into your ESL classroom*. Centre for Canadian Language Benchmarks: Ottawa, ON.
2. Jabbarova, A. (2020). MODERN APPROACHES IN TEACHING SPEAKING. *Архив Научных Публикаций JSPI*, 1-5.

