- тип поведения, проявляющийся в речи;

- совокупность конвенциональных (осуществляемых по собственному произволу) речевых поступков, совершаемых индивидом или группой индивидом;

Речевое поведение - это мало-осознанная активность, проявляющаяся в образцах и стереотипах действий, усвоенных человеком либо на основе подражания чужим образцам и стереотипам, либо на основе собственного опыта.

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SIGNIFICANT POINTS ON ASSESSMENT PROCEDURE

Niyatova Maftuna
Jizzakh branch of National University of Uzbekistan,
Foreign languages Department, teacher

Annotation: The article deals with the importance of the methodology and assessment, crucial components of the assessment points and giving feedback to the students in teaching and learning the English language. This paper provides detailed suggestions with illustrations, background of previous researches, foundations, results of them and so on. The authors and researchers with all level may use in practical and theoretical researches with the help of data in the article.

Key words: components of assessment, feedback, EFL, post-assessing process, system parallel, intention, motivation, knowledge, reference level.

In a contemporary world, we have sufficient number of sources that supply instructors how to design assess and how to organize post-assessing procedure (giving feedback). As a consequence, instructors can create assess, which regarded the most useful way in determining pupils' knowledge. At the same time, they are able to establish post-assessing procedure, which is regarded as significant part of assessing the pupils' knowledge with the help of that very sources and materials. However, the research worker found out that materials and sources regarding the second issue (post-assessing procedure) are not enough. So, every single instructor should create and work out his/her own method of building this procedure. This qualification paper is focused on managing both assessing and post-assessing procedures, the ways of using target procedures in EFL classes. It should be highlighted that a great amount of the research work literature around assessment points to the significance of feedback to pupils as part of the learning procedure. Ellis, R (1997. p. 98) argues that formative assessment is "specifically intended to provide feedback on performance to improve and accelerate learning." Proving a pupil with a grade or mark in response to a piece of assessable work is not, except in the broadest sense, giving feedback. Similarly, making comments on pupil work is not, of itself, providing feedback. Feedback is a term that requires careful definition for it to represent a useful contribution to learning. In addition, Freeman, D. L (2000. p. 50) precisely, however not particularly usefully, defines feedback as 'data about the gap between the actual level and the reference level of a system parameter which is applied to alter the gap in some way. It is also essential to say that in the context of assessment for learning, the 'system parameter' is the intended learning outcomes from a course, topic or (most often) a particular assessment task, the 'actual level' is each pupil's achievement in response to the assessment task, while the 'reference

level' is the agreed standard of performance expected for successful completion of the task. So in this context, feedback is data provided to pupils that is applied by them to alter the gap between their current performance and the view(i.e. data that helps the pupil learn). If comments are not or cannot be applied by pupils to alter the gap, then those comments do not constitute feedback! It is essential to believe in this point that as Walker (2009, 68) notes "a necessary precondition for a pupil to act on a gap is that he/he is given a comment that enables her/him to do so: the comments must be usable by the pupil." Consequently "it is the quality, not just the quantity, of feedback that merits our closest attention".

At this point it is important to note that a great amount of the research work on feedback has focused on the feature of written comments on pupil tasks, although some (Hismanoglu, M,2000. p. 12-15) have addressed wider feedback practices that can help pupils build self-assessment and self-regulation skills in relation to their thinking, motivation and behavior during learning. This perspective moves the feedback procedure away from being an 'after the assessment event' transmission of data from instructor to pupil and towards an ongoing dialogue to help build pupils' knowledge, skills, confidence and perception about themselves as learners. Grant Wiggins, the President of Authentic Education in Hopewell, New Jersey has identified that feedback is applied so as to describe all types of comments, including mainly advice, praise and evaluation as well. However, he has added that none of these is feedback indeed. Grant Wiggins has noted that data given as a feedback should not be just judgment or recommendation on how to improve, however also should be related to aim. Instructor should not solely recommend, judge or recommend; feedback should include itself aim of learner indeed. Moreover, he has noticed that decades of education research work support the view that by teaching less and providing more feedback, we can produce greater learning. All his views he has summed up in one formula: less teaching + more feedback = better results. We also need to mention, another great scholar Harris, D (1969) has argued that feedback has variety of forms. He has regarded that most useful feedback provides the data, which learners really desire and ready hear from the instructor. Basically, feedback can be ignored in that case, if it gives too little data or vice versa. If the learner does not demonstrate his interest toward lesson and is not interested in improving, any type of feedback will be ignored. So, a very large difficulty for the instructors is knowing how a great amount of feedback to give and knowing the right time to give it. Another difficulty is giving enough feedback quickly enough to help learners, however not so a great amount of or so quickly that the instructor cannot do any other part of his or her job. In addition, Harris, D points out that walking around the classroom and giving oral comments to pupils who are working individually or in groups should also be applied by instructors. It can be interchanged with written form of comment. Instructors will know areas, which needs further improvement and note what pupils doing well. He argues that instructors should not just put a grade, because grade does not tell the learner what was right and what was wrong, so it is not useful in guiding learners to improve. He argues that it is the least useful form of feedback. So as to avoid any learner to be single out for correction, Harris, D recommends managing and decorating a task that includes itself major errors taken from everyone in the class. This type of task gives a chance to talk about mistakes that most learners made. It is essential to say that Professor Nunan, D. has defined feedback as a significant issue; pupils desire and need to know how they are doing as they learn. The main rationale is that the knowledge that they are gaining gives pupils a sense of improvement, which motivates them to learn more and more. Similarly, feedback gives chance to pupils gets to know when they have made a mistake so that they will correct and learn from it, and take corrective measures. So, it is undoubtedly essential for instructor to regulate pupils' learning and give them feedback. Feedback can be given in the following forms: to individuals, to a group of them or to the whole class. Instructor should know which from can be more suitable and efficient in different situations. Professor Nunan, D.has argued that it would be more useful if the whole class can share in the monitoring procedure and the feedback. We want to note that moreover, Professor Nunan, D. has analyzed the right time to give feedback and duration of it. He noticed that a significant dimension of feedback is its immediacy. The longer

the time gap between the completion of the work and its feedback, the less efficient the feedback becomes. Basically, feedback should be provided within minutes after the completion of a task (e.g. immediately after a pupil asks or answers a question). Feedback should also be given to pupils as frequently as possible. Ideally, a pupil should receive feedback for each and every assigned task in the procedure of acquiring proficiency with new material. Instructors should try to give feedback in a positive manner, as positive feedback not solely provides more data than negative ones, however it also helps to strengthen a pupil's motivation and self-esteem. A positive approach should also be accepted when providing pupils with feedback on their mistakes.

Another factor that may impact the effectiveness of feedback is whether it is provided continuously or differentially. When continuous feedback is employed, pupils receive feedback each time they perform a given task, whereas differential feedback is solely provided when a pupil performs better on the task. One advantage that differential feedback offers over continuous feedback is that it emphasizes improvement rather than a pupil's absolute level of achievement. Hence, all pupils have a near equal chance of obtaining recognition. When feedback is geared to the absolute level of performance, recognition is solely given to the best pupils. So, it is generally good to give pupils feedback when they demonstrate improvement. In addition, he has pointed out using non-verbal language can be useful in a classroom condition. Instructors can use non-verbal gestures to indicate their intention; they can nod their heads, use facial expressions or hand gestures to prompt the pupil to continue, or adopt a physical stance that signals their readiness to move on. Instructors should vary their reactions to pupils' answers; they can restate what the pupil has noted to support the point, ask for clarification, invite the pupil to elaborate, acknowledge the pupil's contribution however ask for another view, or nod their heads however remain silent. In addition, Professor Nunan, D. has noted that instructors should give credit to pupils for correct answers, however be aware that most pupils will stop thinking about a question once the facilitator has indicated that someone's response is correct. However, instructors should correct wrong answers and urge the pupil to rephrase or revise the answer. If a pupil needs help in answering a question, instructors should look to other pupils to provide help rather than providing it themselves.

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ФОРМИРОВАНИЕ КОНКУРЕНТНЫХ ПРЕИМУЩЕСТВ КОМПАНИИ

Норбеков Хурсандмурод Уктам угли
Джизакский филиал НУУ стажёр-преподавател