MODEL OF DEVELOPMENT OF STUDENTS' SELF-ASSESSMENT SKILLS THROUGH SPEAKING AND WRITING COMPETENCIES IN FOREIGN LANGUAGE TEACHING

Sh. Rustamova [1]

Abstract:
This article explores a model for developing students' self-assessment skills through speaking and writing competencies in foreign language education. The model is grounded in the principles of learner autonomy, metacognition, and feedback mechanisms. The practical implications of this model are demonstrated through classroom application, with emphasis on how self-assessment can lead to more independent and reflective language learners. The article will also present theoretical foundations and practical tools to enhance students' ability to evaluate their speaking and writing proficiency.

Key words: self-assessment, skills, competences, assessment criteria, evaluating, development of speaking, writing competencies, feedback.

Introduction

Background and Rationale. In foreign language teaching, developing students' ability to self-assess their progress in speaking and writing is essential for fostering independent learning. Self-assessment promotes reflection, self-awareness, and responsibility, which are key in mastering communicative competence. This article presents a model that integrates self-assessment into the development of speaking and writing competencies, discussing the principles that support effective self-assessment and the mechanisms through which it can be implemented in educational practice.

Principles of Self-Assessment in Foreign Language Learning

Learner Autonomy: Encourages students to take ownership of their learning by evaluating their performance against set criteria.

Metacognition: Involves students' ability to reflect on their own cognitive processes during speaking and writing tasks.

Formative Assessment and Feedback: Self-assessment complements external feedback from teachers and peers, allowing learners to recognize their strengths and weaknesses.

Mechanisms of Self-Assessment in Speaking and Writing Skills

Rubrics and Scoring Guides: Structured frameworks that help students objectively measure their speaking and writing performances.

---

[1] *Rustamova Shahnoza Aripovna, Senior Lecturer of SamSIFL*

Checklists and Journals: Tools for continuous reflection on specific aspects of language production, such as fluency, accuracy, coherence, and pronunciation in speaking or grammar, structure, and coherence in writing.

Peer Feedback Integration: Leveraging peer interaction to enhance self-assessment accuracy through collaborative evaluation.

Model of Self-Assessment in Speaking and Writing Competencies

1. Speaking Competency; Developing Criteria for Assessment

In speaking, key criteria include pronunciation, fluency, grammar usage, and communicative effectiveness. Students must first be introduced to these criteria and provided with concrete examples.

Developing Criteria for Self-Assessment in Speaking and Writing Competencies at the B2+ Level

1. Speaking Competency at B2+ Level

At the B2+ level, learners are expected to demonstrate greater fluency, spontaneity, and accuracy in their spoken interactions. Thus, the criteria for self-assessment need to address both the performance of language functions and the quality of language use.

Key Criteria for Self-Assessment in Speaking

Fluency and Coherence:	Fluency: Students at B2+ should assess their ability to speak with relatively little hesitation or searching for words, handling extended speech and linking ideas smoothly. In self-assessment, learners could rate how natural their speech flow is and how effectively they can express ideas without significant pauses. Coherence: This refers to how well the speaker organizes their thoughts, ensuring logical flow and the use of appropriate discourse markers to guide listeners. Students can evaluate their ability to stay on topic and ensure clear communication.
Range of Vocabulary:	Students should assess their use of varied and precise vocabulary, appropriate to the topic and level of formality. B2+ learners are expected to demonstrate a wide range of vocabulary that allows them to express themselves in complex situations, avoiding unnecessary repetition.
Grammatical Accuracy:	Learners should focus on their ability to maintain control of complex grammatical structures, such as perfect tenses, conditionals, and subordinate clauses. Self-assessment would involve recognizing common grammatical errors and analyzing how these might affect clarity or accuracy.
Pronunciation and Intonation:	At the B2+ level, pronunciation should not only be clear but also include more subtle aspects like stress, intonation, and rhythm. Learners can assess how well they use intonation to convey meaning, as well as whether their pronunciation issues cause misunderstandings.

	Self-assessment could involve recording speech and identifying specific areas for improvement in terms of accent, stress patterns, or intonation.
Interactive Communication:	This criterion involves assessing the ability to interact effectively with others, respond appropriately in conversations, and initiate topics or manage turn-taking. B2+ speakers should be able to maintain conversations naturally, even on unfamiliar topics. Learners should reflect on their participation in discussions, focusing on how well they listen and respond to their interlocutors.

Practical Application of Criteria for Speaking

Recording and Reviewing: After a speaking task, learners can record themselves and use the above criteria to self-assess each aspect, paying attention to their fluency, vocabulary range, and grammatical accuracy. Learners should be encouraged to listen critically to their own recordings, using rubrics or checklists to identify strengths and areas for improvement.

Peer Feedback Sessions: As part of self-assessment, learners can exchange recorded tasks with peers for constructive feedback based on the same criteria. This allows for a comparison between self-perception and external evaluation, sharpening self-awareness.

2. Writing Competency at B2+ Level

In writing, B2+ learners should demonstrate the ability to produce clear, well-structured texts on complex topics, showing good control of structure and coherence. The criteria for writing self-assessment need to address both the content and form of the written language.

Key Criteria for Self-Assessment in Writing

Content and Task Achievement:	Students should assess whether their writing fully addresses the given task or topic. This includes staying relevant, fulfilling the required writing genre (e.g., essay, report, letter), and presenting well-supported arguments or narratives. Learners should evaluate how clearly and convincingly they can express their ideas.
Organization and Cohesion:	Writing at the B2+ level requires well-organized content with clear paragraphing and logical progression of ideas. Learners should assess how effectively they use linking devices (e.g., however, in addition, consequently) and transitions to guide the reader through their arguments or narratives. They should also evaluate the structure of their writing in terms of introduction, body, and conclusion, ensuring that each part supports a coherent argument or narrative flow.

Range of Vocabulary and Formality:	The use of a wide range of vocabulary is critical, with a focus on choosing appropriate words for the context and task. Learners should assess their ability to use synonyms, avoid repetition, and apply topic-specific vocabulary. Students must also evaluate the level of formality in their writing, ensuring that their choice of words and style matches the purpose (e.g., formal reports vs. informal emails).
Grammatical Range and Accuracy:	Learners should assess their control over a wide range of grammatical structures, such as complex sentences, passive voice, and modal verbs. A key aspect of self-assessment is identifying recurring grammatical mistakes and how these might impact the clarity or tone of the writing. Students can use error logs to track their progress in addressing specific grammatical weaknesses over time.
Punctuation and Mechanics:	This criterion focuses on the accurate use of punctuation (e.g., commas, periods, colons) and mechanics (e.g., spelling, capitalization). Learners should evaluate whether their punctuation supports readability and clarity in their writing.

Practical Application of Criteria for Writing

Checklists and Rubrics: After completing a written task, students can use detailed checklists or rubrics based on the criteria to self-assess each aspect of their writing. This helps them focus on specific areas such as content relevance, grammar, and vocabulary range.

Peer Review Process: Like in speaking, peer review can be an integral part of the writing self-assessment process. Students exchange drafts with classmates and provide feedback using the same rubric. This allows them to see how others perceive their writing, and compare it to their self-assessment.

Writing Journals: A reflective journal could help learners document their thoughts on each writing task, noting where they feel successful and where they need improvement. This reflective practice supports metacognition and self-regulation in learning.

Refinement and Reflection

Self-Correction and Revisions: After self-assessment, students should be encouraged to revise their speaking or writing tasks based on the criteria they identified. In writing, this could mean reworking the structure of an essay or fine-tuning vocabulary. In speaking, learners might practice pronunciation or reformulate complex grammatical structures.

Goal Setting: Finally, as part of the self-assessment model, learners should set specific goals for future tasks. For instance, a student might focus on increasing fluency by speaking more spontaneously, or improving grammatical range by using more complex sentence structures in writing.

Conclusion

This article has presented a comprehensive model for developing students' self-assessment skills through speaking and writing competencies in foreign language education. By establishing clear assessment criteria for both speaking and writing tasks, the model offers a structured approach that encourages students to take an active role in evaluating their own language progress. This self-assessment framework not only enhances students' awareness of their linguistic abilities but also fosters greater autonomy and responsibility in their learning process. The integration of self-assessment into foreign language education holds significant potential for improving learners' motivation and proficiency, as it enables them to set realistic goals, monitor their development, and make informed adjustments to their learning strategies. Future research should focus on the long-term impact of this model on students' overall language competency and explore its adaptability to different educational contexts and language levels.

References:

[1].   *Crucial Specific Features of Self-Assessment and Self-Regulation in English Language Teaching Classes Rustamova Shahnoza Aripovna Pindus Journal of Culture, Literature, and ELT ISSN: 2792 – 1883 | Volume 3 No.11 http://eprints.umsida.ac.id/13018/1/835-Article%20Text-1747-1-10-20231117.pdf*

[2].   *Rustamova, S. A., & Juraeva , S. D. qizi. (2023). Technology's impact on the education process. Educational Research in Universal Sciences, 2(11), 130–134. Retrieved from http://erus.uz/index.php/er/article/view/4821*

[3].   *Aripovna, R. S. (2023). Crucial Specific Features of Self-Assessment and Self-Regulation in English Language Teaching Classes. Pindus Journal of Culture, Literature, and ELT, 3(11), 1–4. Retrieved from https://literature.academicjournal.io/index.php/literature/article/view/835*

[4].   *Asadova Chekhrangiz. (2023). Preservation of Originality in the Translation of Emotional Sentences in the Speech of the Hero of the Work of Art. Central Asian Journal of Literature, Philosophy and Culture, 4(11), 93-98. Retrieved from https://cajlpc.centralasianstudies.org/index.php/CAJLPC/article/view/1054*

[5].   *Модификации фразеологического значения как дискуссионная проблема современной лингвистики, Амриддинова Назира Шамсиддиновна Самаркандский государственный институт иностранных языков https://journals.uz/wp-content/uploads/2020/08/conf_19_2020/7.Filologiya_fanlarini_rivojlantirish_yulidagi_tadkikotlar_1_qism.pdf#page=123*

[6].   *Issues of implementation of self-assessment technology in the english language teaching Vol. 14 No. 1 (2023): "Modern scientific research: topical issues, achievements and innovations". Published 2024-02-20 https://www.intereuroconf.com/index.php/MSRTIAI/article/view/3401/2623*