

Formation of Self-assessment Competence of Primary School Students in Foreign Language Teaching

Shahnoza Aripovna Rustamova,
English Teacher of Samarkand State Institute of Foreign Languages.
E-mail: rustamova-s@samdchti.uz

Abstract--- This article examines the analysis of the problem of developing self-assessment competence of Uzbek students in English language classes in the primary school. The relevance of the research refers in the fact that in recent years communicative English teaching has been initiated in Uzbekistan and number of innovations have been established in this regard, due to the given issue this article shows the importance of researching to study and practice the activities of self-assessment of a person in his own development at primary school.

Keywords--- Self-assessment Competence, Independent Decision-making, Core Skills, Foreign Language Teaching, Primary Education, Young Learners, Self-awareness, Self-expression, Self-management, Autonomy, Critical Thinking.

I. Introduction

Today, the main basis of individuality in the educational system is the self-assessment of a person, which mainly determines the whole system of evaluating a person's life views and needs. Various studies in our home country and foreign psychological-pedagogical resources are devoted to the development of the problem of self-assessment. These studies were carried out in several directions, among which are: the study of self-awareness in general theoretical and methodological aspects (A.T. Fatullaeva, L.I. Bojovich, B.G. Ananiev, L.S. Vygotsky, L.S. Vygotsky's 'Existence and Development of Personality" philosophical problem'). It is known that the terminology "self" (in particular, self- assessment, self-awareness, self-expression, self-management, we can see works on the subject of self-management). Among them: on the topics of self-determination, self-realization (I.F. Isaev, M.I. Sitnikova, A.V. Belyaeva, I.S. Yakimanskaya, A.I. Kochetov, etc.), despite its importance and relevance, Since the decree of the first president 'Further improvement of the system of learning foreign languages' No. PQ-1875 in 2012 English in primary grades was established although, the problem of forming student's self-assessment competence in language classes has been hardly sufficiently developed as an independent research area. The policy of the President of Uzbekistan Sh.M. Mirsiyoyev confidently and dynamically moving towards its main goal - joining the number of developed democracies (Altbach& Levy, 2005; Silova, 2011). The main mechanism of this aspiration is the education system, built on the processes of systematization, creative processing and use of the experience of previous generations. Especially, we can see it in public education and the primary school is scaffolding issue to make progress and valuable. There was given a task to the specialist to study and do researches on this sphere. Specifically, the first stage of child formation, is a period of intensive formation of self- assessment, which is associated with the inclusion of new socially significant and valuable activities. By the end of the primary school period, the child should become a person with self- assessment, autonomy, critical thinking, and the ability to correctly assess various situations, and the educational process is relatively easy and productive expected to be.

- The formation of self-assessment of younger students is successful if the pedagogical-methodical direction is based, which ensures the achievement of self-awareness, autonomous learner, self- assessment of each student and this, in turn, can facilitate the development of self-assessment skills in foreign language learning.
- The effective functioning of the pedagogical system of forming self-evaluation at the primary school age is ensured by a complex of psychological and pedagogical conditions, which causes their desire to systematically analyze and evaluate their achievements.

Thus, S.L. Rubinstein attaches particular importance to the problem of assessment in the pedagogical process, emphasizing that the relationship between the teacher and students is "saturated with moments of assessment" and "assessment is carried out based on the results of activity. Its outcomes, achievement - failures, advantages and disadvantages, should not be the goal of the activity, but the result. The essence of evaluating the student's educational success, according to L.S. Vygotsky, "every action should return to the child in the form of an impression of his behavior on others".


This allows us to define the skill of self- assessment not only as a structural and functional phenomenon of the psyche, but also to further change, growth, learning, individual forms and actions of the process of self- assessment.

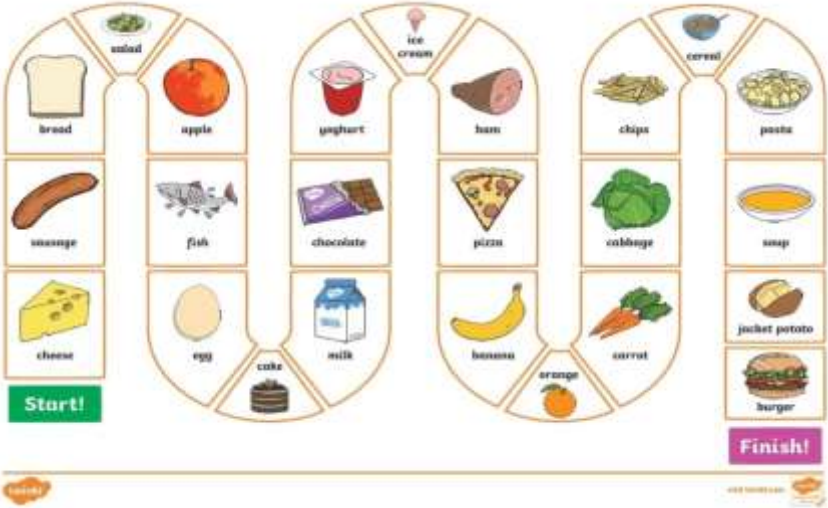
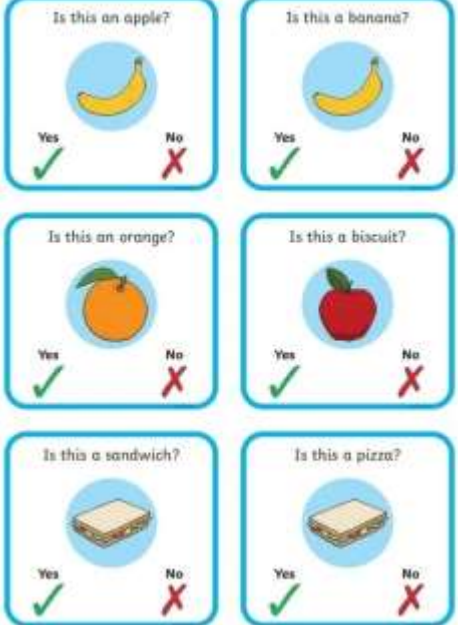
Our formation of self- assessment in foreign language classes is especially appropriate. Experts pay great attention to the study of the influence of the level of self- assessment on human behavior and activities. In particular, people with low self-esteem perform less effectively in stressful situations; in the case of failures, they do not fully understand their strengths, often have difficulties in interpersonal relationships, and at the same time show the result of slow acquisition in the process of learning a foreign language. High self-esteem is equated with a person's high internal regulation and has been shown to lead to effective social functioning, self-confidence in language classes, and peer support.


II. Methods

To achieve the goal of the research, the following tasks were considered: 1. Theoretical and practical study and analysis of the situation of the problem of self-assessment in English language classes in primary grades, self-awareness of younger students how to develop the skill of revealing important features through self-evaluation. 2. To study the dynamics of the development of self-assessment in the process of foreign language teaching of subjective qualities in primary school students. 3. To determine the general and methodological features of the development of self-assessment in foreign language classes of children of primary school age in Uzbekistan. 4. Provide a theoretical basis for the pedagogical system of forming self-assessment of young students during foreign language classes and educational activities.

Lesson Plan

| | | |
|---|--------------------------|---|
| 1 | Activity title: | Preparation for A1 Starters |
| 2 | Skill(s): | Reading, writing |
| 3 | Level(s): | A1 (Pre-Intermediate) |
| 4 | Exam part: | Reading and writing |
| 5 | Aim(s): | Teach to show if sentence is true or false, to write words by unscrambling the letters, choose and copy missing words, answer the questions, work individually, peer-work, group work |
| 6 | Materials needed: | Cards with materials |
| 7 | Preparation: | Print a cards |
| 8 | | <p>Procedure: Step 1. True /False activity. Reading and Writing Part 1: Look and read. Put a tick (✓) or a cross (X) in the box.</p> <p>This is water. This is bagel. This is cheese. This is an olive. This is air. This is hen. This is honey. This is jam. This is sausage. This is salami. This is fruit. This is chicken. This is vegetable. This is chips. This is juice. This is sandwich. This is tea. This is soup. This is popcorn</p>  |

| | |
|----|---|
| 9 | <p>Step 2. “Board game”, Using dice turn by turn, they have to work in team. This game can be played in a small group using these patterns: "I like, I really like / I don't like, I really don't like"</p>  |
| 10 | <p>Step 3. Reading and Answer Yes/No Questions</p>  |
| 11 | <p>Step 4. Reading and Writing: Part 4. Read this. Choose a word from the box. Write the correct word next to numbers 1-5.</p> <p>My favourite food. I always eat an (1) _____ on breakfast. On lunch I like to eat (2)._____ (3)_____ and (4)_____ I enjoy to eat on dinner. This is my (5)_____ favourite food eggs and sandwiches soup chicken rise</p> |

| | | |
|----|---------------------|---|
| 12 | | <p>Step 5. Read and speak about yourself</p>  |
| 13 | Variation(s) | These tasks can be used with different interaction patterns (for example: Self-assessment and peer assessment, group work). |
| 14 | Reflections | Very useful for learning the topic "Food and drinks". |

Specification with tasks that develop self-assessment skills in the process of passing a foreign language as a second language in the elementary school <https://urok.1sept.ru/articles/690247> lesson plan from the given link development was taken as an example, completed and analyzed. 1. The development of self- assessment is related to the formation of subjective qualities in educational activities and interpersonal interaction: goal setting, initiative, independent decision-making. We can see that the formation of self-assessment skills in English language classes in interpersonal relationships with peers depends to a large extent on the characteristics of the emotional and personal sphere. In this period, emotional skills such as self-assessment, determined by the formation of subjectivity, naturally develop the feelings of reality awareness, awareness, reasonableness, and critical thinking in the student. 2. At primary school age, self-awareness is related to the features of the emotional and personal sphere: in this, the student develops patience, self-confidence, and a sense of peer-assessment. At the initial stage of education, students are taught to be tolerant of others in the characteristics related to the socially desirable way. With age, self-assessment changes from an emotional superiority to a real activity, such as a critical thinker, listening to the opinions of others, to a correct understanding of the situation. 3. The range of topics is not limited in the English language classes especially for children in primary grades, they can take lessons on various topics, along with learning a foreign language and increasing their self- assessment, ‘selfbeing’ able to make a correct assessment increases the sense of self-confidence. We can see that a number of tasks given as shown in the lesson plan complement individually and are different from each other. There are 5 types of assignments, each of which is not only developmental, but also based on objectives such as self-assessment, peer-assessment, and team work, depending on the nature of interpersonal interaction and the age of the relationship. Characteristics of personal changes: depending on age, self-assessment skills are being developed, which determine the status of the child in the community. There are correlations between stable knowledge, self-confidence and self-evaluations in foreign language learning of primary school graduates, and this self-evaluation is an environmental evaluation. is formed as a learner who knows his freedom from influence, that is, his potential. 4. Currently, in Uzbekistan, as a continuous education system, the system of teaching a foreign language based on communication from the 1st grade has been hosted and it is contained in the textbooks and this procedure is reflected. As a matter of now, the issue of developing more additional literature in order to make learners of this system as self-evaluators and become authentic learners in the future remains relevant. 5. The pedagogical system of forming self- assessment of young students consists of the following interrelated components: targeted, it is aimed at achieving self- assessment of schoolchildren; it is considered important to include meaningful, including methodological, recommendations on the organization of the control process using various types, forms, and control exercises; Methods of organizing and

forming self-assessment (analysis, reflection, self-assessment) and systematic (differential, group control, self- self-assessment), types of supervision (control, self-supervision, mutual supervision), supervision methods (verbal, written, graphic, practical, programmed), forms of supervision (individual, group, collective, frontal); diagnostics, through which the level of self- assessment of schoolchildren is determined at each stage of learning.

According to the theoretical situation of the research problem, individuality appears as the pedagogical and psychological basis of its formation, its central core is the self- assessment of the individual, which in turn determines the life position of the person, his claims determines the level, the entire evaluation system. Being able to self-assess - to assess a person's own actions, level of knowledge, critical thinking, motives, knowledge and moral qualities; the moral self-awareness of a person and the acquisition of core skills develop the student's ability to make a correct assessment of the environment. The ability to self-evaluate a person's ability to set goals and future plans is formed in the process of education, because he consciously assimilates the principles developed by society and naturally present in human qualities, as well as based on the evaluations given to them, reveals his personal attitude to his actions. The ability to self-assess significantly affects the effectiveness of human activity and the level of manifestation of the desire for personal growth. Acquiring self-assessment skills includes a qualitative assessment of one's knowledge, skills, abilities, strengths and weaknesses in general, rational construction of one's educational activities allows. Actually, when the concept of "self-evaluation" is considered from a philosophical, psychological, pedagogical, and methodological point of view, teachers define the "concept of self-evaluation" as:

1. Emotionally high assessment of oneself as a person, one's capabilities, level of knowledge, moral qualities and actions;
2. A developing child as an important regulator of behavior, a methodological principle of development used in the analysis of self-consciousness, recognition of the continuous change of self-consciousness based on a person's relationship with the social environment, it also allows for the study of self-awareness as an evolving process.

Moreover, this article analyzes the complete self-development of a person in an English class, which cannot be ensured in the conditions of externally motivated activities. The organization of training based on internal motivation is necessarily related to ensuring self-regulation in the process of personal development based on self-assessment. In order to understand the mechanism of self-regulation, first of all, it is necessary to understand the terminology: to distinguish the concepts of "control", "assessment", "mark" defined in pedagogy and school courses. It is defined as a procedure for obtaining information about control activities and their results, that is, for providing feedback. Evaluation is the process of relating actual results to planned goals. Whereas the sign is the result of this process, its conditionally formal expression. Evaluation and identification of the mark is equivalent to identifying the problem-solving process with its result. Self-assessment, as one of the components of activity, is not related to self-assessment, but to the assessment procedure. It is mainly related to the features of the task performance process, its pros and cons, and most importantly, the score. The main meaning of self-assessment is the student's self-management, his self-control, self-examination of his performance and self-motivation. The main functions of self-assessment are: determination - on the basis of self-control (learners can ask themselves the following question or teacher makes them think in that way from the studied material: what do I know well? what is not enough?); from the point of view of mobilization-motivation (learns to think critical thoughts that 'what I have achieved?' 'have I achieved a lot of success in my work?', or I have not fully understood this issue); design (skills such as I have to repeat in order not to face difficulties in the next job are formed).

The importance of self-assessment in foreign language classes is not only that it allows a person to see the strengths and weaknesses of his work, but also that he has the opportunity to fill in his lacks based on the understanding of these results. Also, learning a foreign language as a second language for younger students is a factor that affects the development of self- assessment - the component of self-awareness, such as self-esteem. the most favorable age for formation, which includes evaluating oneself, one's activity, one's direction. In the process of learning a foreign language, the child learns to express his opinion in the team, to analyze his attitude towards other members. Teacher should be aware how to treat a child, depending on his attitude to himself, by providing challenging but manageable assignments in English lessons, using fairy tales, writing compositions, continue stories and others. We can see that the level of self- assessment and respect depends on the activity of a person, his desire to educate himself, and his participation in team activities. Self- assessment or self-esteem is formed, first of all, under the influence of the results of educational activities, and the evaluation of the results is usually given by the surrounding adults - parents, teachers. Therefore, it is their assessment that elementary school students learn to self-assess. The development of the ability to respond to oneself from the perspective of others in communication with adults and peers and in collective activities is expected to be effective in the future. When school-aged children encounter a foreign language for the first time, they may have less motivation in advance, so this skill is especially

important to reduce stress in foreign language classes, as well as self-assessment can evaluate, it is during this period that a qualitative leap occurs in the change of the child's attitude towards himself. If the self-assessment of a preschool child is holistic, the child distinguishes himself as a subject of activity and as a person. In that case self-assessment of young students differs from the already objective, reasonable, reflective one. The use of this effective approach as a methodical way in foreign language teaching lessons from primary school has a great impact on the student's self-assessment and development with the ability to evaluate. The inclusion of foreign language classes in primary education gives students the opportunity to gradually learn a second language, helps the child prepare for life from a young age, which primarily evaluates the growth in his class, essentially, in general, it determines the assessment of the individual and the social status of the child. The teacher has to be able to correctly design activities in foreign language classes, it should be an example of an inspiration to a learner to develop a sense of competence, create a psychological comfort and support environment in the classroom. Teachers with high professional skills show that they should strive not only to meaningfully evaluate the work of students, but also to convey their positive expectations to each student, to create a positive emotional environment for any, even low grades.

III. Results

All types of self-assessment are observed in junior schoolchildren: adequate stable, overestimated stable, inaccurate or underestimated unstable. The teacher, as the correct guide of this evaluation, ensures that the ability of correct self-evaluation increases from class to class along with foreign language teaching, and at the same time, the student may develop the tendency to overestimate oneself decreases. By nature, children's self-assessment skills are stable. Low self-esteem is very rare. All this, the self-esteem of a young student is dynamic and prone to stability, gradually moving to the internal position of a person, becoming a motive for behavior and influencing the formation of personal characteristics. The teacher introduces foreign language science not as an insurmountable problem for children, but as a natural and necessary device, and in the course of his work, he uses the pedagogical possibilities of correct formation in the self-evaluation of students which considers the problem of the student's place in the educational process and guides them correctly. Previously, Soviet pedagogy considered the relations of the participants of the educational process as subject-object relations, while modern pedagogy changes these relations to subject-subject. The problem of subjectivity in pedagogy has recently received rapid development - these are expert scientists of the countries of the former Soviet Union the well-known studies of V.I. Zagvyazinsky, G.Yu. Ksenzova, A.I. Lipkina, L.A. Rybak and others. This problem has been considered by psychologists in the aspect of personality as an object of social research in recent decades (K.A. Abulkhanova-Slavskaya, V.A. Petrovsky, I.S. Yakimanskaya, etc.). Such relations are aimed at regulating mutual relations and developing personality in the child. From this point of view, the inclusion of a foreign language teaching as a second language in the program from primary education is primarily a child's self-assessment - awareness of oneself as a person, awareness of one's actions, one's own the effects of learning a foreign language can be seen with the development of the ability to manage one's activities, life, and self-understanding in relationships with others.

Modern researchers describe it, in the other way and call the pedagogical assessment related to the child's subjectivity "hidden assessment". In order to form the self-assessment of the student in psychological-pedagogy, it is necessary to use the following system of categories: methods of mental activity (analysis, thinking, self-report); types of control (control, self-control, mutual control), control methods (verbal, written, etc.), control forms (individual, group, collective, frontal). We can see the importance of the use of questioning, observation, differentiated control, and group control methods to study the student's self-assessment from the example of lesson development presented above. Considering the control, evaluation process, the concept of "self-esteem", its functions, it is analyzed the important stages of the development of the child's personality, the points of the implementation of the pedagogical system of self-evaluation.

Based on the experience of our local and foreign experts, we can divide into self-assessment process into five stages: 1) directed, 2) motivational, 3) situational, 4) exhortation and 5) reflexive, each of which is explained by the formation of a specific level of the formed person. This analysis showed that the success of forming student self-evaluations is carried out within the framework of educational systems of developing, problem-based, conscious and conscientious approach, and this is supported by student-centered, activity-based support. The formation of student appreciation with the most favorable conditions for self-evaluation is relevant from the point of view of the modern pedagogical view, which determines the student's position in learning as a subject of activity. The formation of self-assessment in educational activities (in particular, during the control process) helps to correctly assess the educational activities, abilities, opportunities, advantages and disadvantages of students and improves educational activities which help self-regulation and foreign language acquisition.

Thus, an attempt was made to determine how much a child can show his personal independence in an unusual situation for him without the help of adults. T.A. Repina studied the problem of studying the development of self-assessment features of personal and educational qualities of junior schoolchildren with the help of modification of the methodology.

Table 1: The Photos of Master-class which was Held at School #7 in Samarkand Region

| | | |
|---|---|---|
|  |  |  |
| The process of the Master-class | Filling in the survey | The administration of the school and English teachers |

A Master-class lesson was held using this methodology to study the features of self-assessment of children of primary school age in the English language class. In this regard, in accordance with the tasks of our research, as a result of cooperation with the 7th comprehensive school of Jomboy district of Samarkand region, a Master-class lesson was held with the students of the 4th grade, and the children were asked to fill out a survey based on the tasks completed in the lesson and later we discussed about their answers. In the lesson, the work was carried out on 5 types of tasks, and a survey was conducted for students to self-assess how active they were in relation to each task, whether they understood the essence of the task, and whether they were able to complete it. (Questionnaire is included in Appendix 2). In this sub-project, children independently analyzed the emotional and cognitive components of self-evaluation and self-expression in English class. According to the questionnaire survey among the children, which of the 5 tasks indicated in the lesson development was fruitful and productive, or which one, in their opinion, made them think and develop was asked. They were given the following tasks: 1. True/False activity, 2. Board Game, 3. Yes/No questions, 4. Fill in the Gaps activity, 5. Speak about yourself.

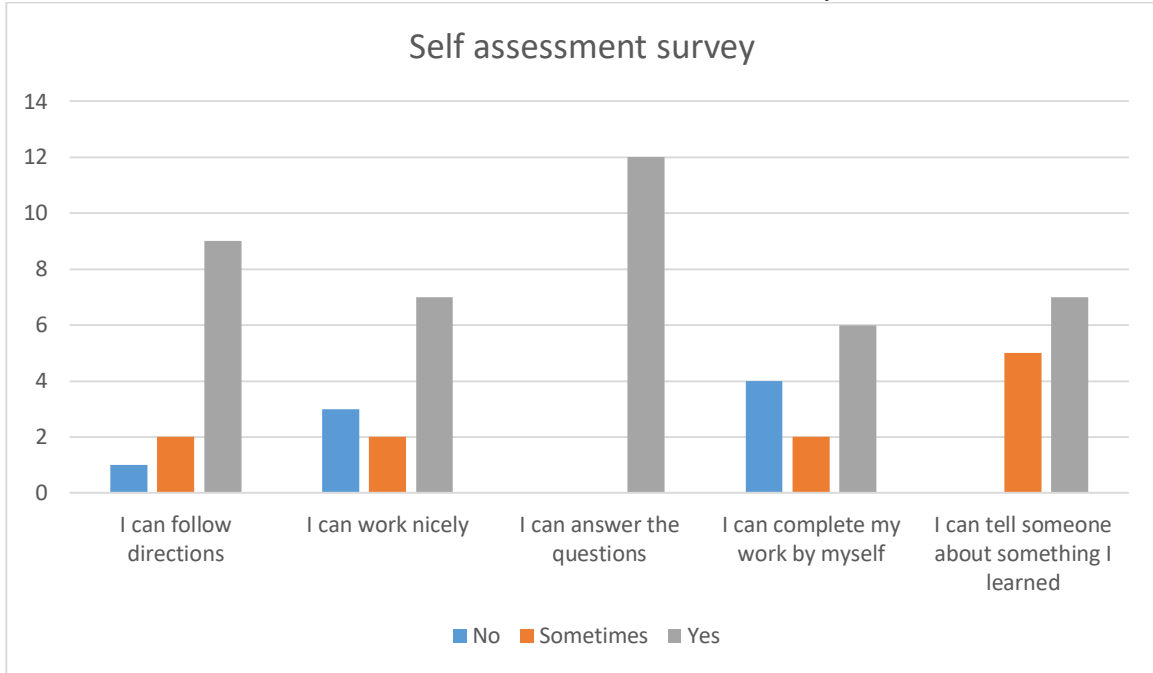
Table 2

Self-assessment –survey

| | | No | Sometimes | Yes |
|----|--|----|-----------|-----|
| 1. | I can follow directions | | | |
| 2. | I can work nicely with others | | | |
| 3. | I can answer the questions easily | | | |
| 4. | I can complete my work by myself | | | |
| 5. | I can tell someone about something I learned | | | |

12 students participated in the master class lesson, a self-assessment questionnaire was filled out after the lesson, and an interview was conducted with the students. The survey consists of 5 questions, including: I can follow directions, I can work nicely with others, I can answer the questions easily, I can complete my work by myself, I can tell someone about something I learned; Students were asked to answer: No, Sometimes, Yes. The purpose of the survey was to assess how well the students were able to complete each given assignment, and to evaluate their performance in the lesson.

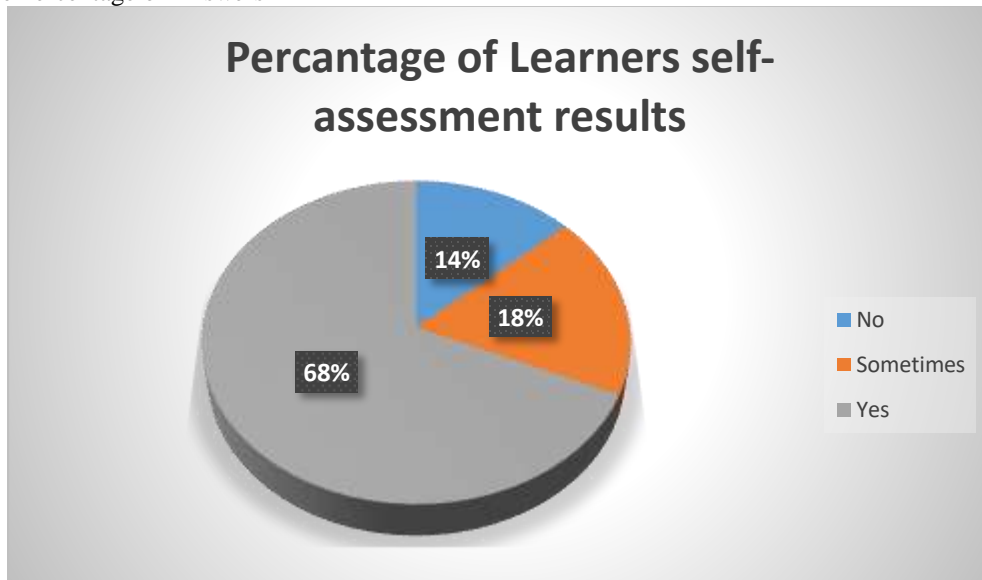
Table 3: The Results of Self-assessment Survey



The table compares the percentage of answers in English lesson and how they think they participated on each activity. They were provided 5 questions, students self-assessed themselves by choosing answers: No, Sometimes, Yes.

Overall, the three sectors followed the same trends, with showing almost equal percentage, the learners chose all three answers. However, to the 3rd and 5th questions learners did not indicate No answer, there is evidence that all 12 students understood the 3rd task as it shows the highest level.

Table 4: The Percentage of Answers



In this lesson, the students learned the procedure of self-evaluation, and during the discussion, the students gave their opinions about whether the students should be more active or pay attention to the given task instructions. Thus, in this Master Class lesson, we can observe activities such as the future plans of self-assessment of schoolchildren, aimed at encouraging, forming different goals for personal development. In the Results section of this article, we test students' self-assessment skills in different forms of English classroom activities: cognitive and emotional, real and expected, personal and general self-assessment. we said The cognitive component of self-assessment skills includes awareness, validity, differentiation, realism and is mainly studied using various questionnaires.

IV. Discussion

Self-assessment of students in language classes is diverse in terms of form and content, relationships with peers expand the field of self-assessment, help to distinguish its importance. Factor analysis can be organized in the form of tests in the form of various charts, questionnaires, quizzes in the framework of the methodology of self-assessment in foreign language classes from the primary grade, according to the age of the child, compatibility should also be considered the subject of the lesson. Thus, by the end of primary school age, self-assessment as a cognitive component appears: more generalization, abstraction of the definitions used, from the topic given in the children's foreign language class, they begin to give it more adequate content. In the course of learning a foreign language in the first grades, the ability to make friends, physical well-being, and emotional skills, which are manifested in the features related to mental potential, stand out as the basis of self-evaluation. With age, there is a tendency to increase "intelligence" and its other characteristics. The sense of self-esteem is lower in the first and second grades than in the rest of the grades, only by the third grade it becomes more conscious because now it is embedded as a skill. This shows that the formation of subjectivity in the field of communication at this age is a more "productive" process than in educational activities. In the early stages of learning, it is difficult for the child to take the place of the subject: he is taught, controlled, evaluated, although the real situation of the child is more the object of learning, the organization of educational activities is important. plays a role. For a student learning a foreign language, the structure of the control questions in a light, colorful way ensures that he will be more productive, of course, this is done when assessing the child's intellectual qualities, ability to make friends, as well as physical abilities. In cases where subjective qualities are poorly formed, the level of compliance with social, predetermined norms may not be emotionally stable. For children with unformed subjective qualities, such skills as "obedience, responsibility, self-reliance" create problems in a student with weak skills, and as a result, anxiety increases. The formation of subjectivity in educational activities is determined by the characteristics of the emotional and personal sphere. The ability to evaluate oneself in foreign language classes, anxiety, the feeling of working on oneself leads to the formation of subjective qualities in primary school age, gradually develops and significantly affects the results of child education has a growing effect. The more he has the ability to plan, the higher the demands of the child's educational activities, self-assessment, individual awareness, and the ability of the student to grow independently. The most sensitive when moving to the next grade is to assess a person's ability to gain mental potential.

At the same time, the main condition and means of scientific organization of the process of formation of adequate self-evaluation of the educational activities of junior schoolchildren is education aimed at the formation of self- assessment of the child's educational activities. is to build a system under pedagogical control in the process. Control means self-monitoring, evaluation, self- assessment and specific characteristics of evaluation activities, the interrelationship of the formation of self-evaluation activities depending on various forms. should be developed on the basis of a systematic scheme of independence and interdependence. Control methods and methods, the pedagogical system of forming self-assessment of young students in the course of educational activities includes the following components: purposeful, meaningful, procedural, diagnostic, self-assessment helps to form enough confidence in class.

The effectiveness of the formation of adequate self- assessment of the educational activities of young students is ensured by the following set of pedagogical conditions: a) In foreign language classes, the teacher evaluates the students in the analysis and assessment of the students' achievements, involves a systematic and consistent process of cooperation, providing them with knowledge and skills on using the criteria of assessment activities of classmates and in their own educational activities;b) The teacher relies on the traditions of humanitarian education, maintains a positive emotional state in students during self-assessment of educational activities by providing timely help (advice, support, etc.).

The program for the formation of adequate self-assessment of educational activities of younger students reflects the relationship between the appropriate pedagogical conditions and the level of self-assessment formed. It can consist of the following stages: adaptive-directive, reproductive-evaluative, reflective-evaluative. During the educational process, the set of psychological and pedagogical conditions determined to ensure the organization of

these controls and the reflection of the subjects of activity in foreign language classes provides the formation based on the age of young students and the content of the lesson.

V. Conclusion

The implementation of language classes in primary school requires the teacher to have specific knowledge. The interests and needs of a young student lie in different areas, the components of his psyche are still in the stage of formation, motivation has other sources. The grading system is especially important in the system of working with young students, because at that age children are just familiar with the point system of school education, so the teacher has a great responsibility to teach children to use various systems as an effective tool. At the same time, the problem of incorrect use of the evaluation system by the teacher himself is that he may be inclined to evaluate the work of children in the form of grades, but without verbal comments, which increases motivation and further educational direction.

In conclusion, in order to help the child to behave properly, it is necessary to find a middle ground between his needs, dreams and the rights of others. One clear and an effective way is to explain that other people have rights, and it is important to teach the child to respect these rights as far as possible. Current approaches to self-assessment of a young student show that, despite the great interest in it, many issues have not been resolved. The theoretical problem of the formation of self-assessment skills in foreign language lessons in primary school-age children's foreign language classes has not been sufficiently developed. In this regard, it is necessary to study the problem of self-evaluation of junior students in a general education school.

The relevance of this article is that in modern conditions, when learning a foreign language is included in the primary school curriculum, it is necessary to find effective methods of evaluating the child's learning and include it in the lessons, which will increase his motivation to learn. When working with elementary school students in foreign language classes, expanding the specific features and special opportunities of assessment activities has a special place.

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