

**CRITERION BASED ASSESSMENT FOR ASSESSING PROJECT WORK OF  
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**ABSTRACT**

In accordance with the personality-oriented and competence-activity approaches, the author proposes criteria and scales for assessing the results and the process of project practice itself, which foreign undergraduate philologists undergo in order to obtain primary professional skills and prepare for teaching practice. Projects developed and carried out by students, which are, as a rule, individual, contribute to the development of intercultural communication. In this regard, it becomes especially important for the teacher to understand the design technology and take into account a number of factors (socio-cultural, linguistic, etc.), the knowledge of which allows not only to provide assistance to the trainee, but also to adequately assess the results of his activities. The project practice is based on the project method, according to which at each stage of work on the problem posed, certain skills are formed (reflexive, search, presentation, organizational, communicative, etc.) and the skills of collective and individual work of undergraduates. Therefore, the choice of assessment tools proposed in the article (report, project passport, event outline, essay, etc.) is justified taking into account not only the goals and objectives of project practice, types of activities, specific aspects of assessment (project implementation process, its design, protection), but also the list of formed competencies, among which communicative, intercultural and informational ones are of the greatest importance. When determining the criteria and indicators of some assessment tools, regulatory documents play an important role (the state educational standard in English as a foreign language and the Educational Standard of Higher Education in the direction of preparation 04.04.01 "Philology"). On the basis of the methodological significance of a particular assessment tool, the number of criteria and points is determined. There is a table showing the estimated means and the maximum number of points that a student can score when completing a particular task. Possible variants of the received number of points are converted into a five-point scale, which can be convenient when setting the final grade.

**Key words:** *project practice, evaluation criterion, professional competence, evaluative tool, evaluation scale.*

Project activities are an integral component of the training of foreign specialists, mastering the educational program in the direction of training 45.04.01 "Philology", and is implemented within a number of disciplines and practices. It may include the development and implementation of scientific and educational projects, as well as projects in the field of promoting philological knowledge, intercultural communication ... book publishing projects ... translation support for various forms of meetings ... the editing process ... and others. Thus, in accordance with the focus of the educational program of the master's degree, first-year foreign students-philologists of Uzbek State University of World Languages in the course of project practice are invited to develop and implement in educational and cultural institutions (as a rule, in schools) educational projects in the field of intercultural communication, interethnic speech communication. Most often, these projects are individual, which is explained by the multinational composition of the groups in which undergraduates are trained.

At the initial stage of practice, the teacher, who is the head of the practice, takes into account a number of factors that affect the definition of the topic, goal, project objectives, criteria and scales for assessing work

results. For example, he needs to know about the country from which the student came (including language and culture); the duration of residence in the English; on previous education (direction of training); about the level of professional training (knowledge of English as a foreign language, information technology, knowledge of English culture, etc.); about the goals of training and plans for the future; about interests and hobbies; about the student's creative abilities, etc. These factors correspond to the list of formed general cultural and professional competencies, among which we can distinguish intercultural, informational, communicative, pedagogical, sociocultural, etc. linguistic means, compositional structure and form [2, p. 26]) and intercultural competence (students should know about the culture of the country of the target language, understand traditions, customs, navigate in various socio-cultural situations, etc.).

The implementation of project activities involves not only solving problematic tasks (including in the course of group interaction), but also taking into account the individual psychological characteristics of each project participant, his interests, etc. ability, as well as the independence of students, the most appropriate is the use of criteria-based assessment technology, which allows you to analyze the educational process, make it transparent and open, objectively assess the knowledge of students in accordance with the selected criteria, develop self-assessment skills, provide feedback between the teacher and the student, determine the level of formation of specific competencies of each student at a certain stage of training and adjust the individual trajectory of development. As you know, "criteria-based assessment is understood as the process of assessment based on comparing the educational achievements of students with clearly defined, collectively developed, previously known to all participants in the educational process criteria that correspond to the goals and content of education, contributing to the formation of educational and cognitive competence of students" [3, p.11]. Since the criterion is based on the requirements for the assessment of expected results formulated in educational standards [4, p. 124], then each assessment tool is assigned a certain set of criteria (and each criterion - a number of indicators). An evaluation tool is understood as "pedagogical tools (evaluation materials, pedagogical tests, control tasks, questionnaires, competence-oriented tasks, questionnaires, rating scales, sets of indicators and quality assessment criteria)" [5, p. 13]. For example, to assess reflexive activity, some researchers suggest using questionnaires, questionnaires, reflective maps, denotational graphs, as well as techniques such as "hourglass", essays, reading diaries, didactic poems (syncwine, diamond, contrast, etc.) [6, p. 160].

Further, when evaluating the results, there arises the need to define the scale as a means "Fixing the results of evaluating the properties and characteristics of objects by ordering them into a certain numerical system" [5, p. 15]. The scale as a tool for expert assessment of the results of project activities is designed primarily to determine the degree of manifestation of a particular indicator. For example, for the ease of assessing a number of assessment tools (synopsis, report and others), the following scale can be proposed: 2 points - the indicator is clearly manifested; 1 point - the indicator appears partially; 0 points - the indicator does not appear. A prerequisite for the application of the criterion-based assessment technology is the differentiation of the significance of the assessments received for the performance of various types of activities. For example, more points can be awarded for solving more significant tasks aimed at developing key competencies. In addition, the student can be rewarded and receive additional points (for example, for the high-quality performance of the assignment ahead of the deadline).

Thus, the assessment based on the criteria allows students to show their organizational, creative abilities, demonstrate their achievements in the field of intercultural communication, group interaction, learn to objectively evaluate both their successes and failures, and other project participants. The criteria allow the international student to focus on the ideal performance of the assignment, and the grading in the form of a scale helps to get closer to the goal. Moreover, both the criteria and the assessment scale should be known and understood by everyone: both the teacher and the students, so that the learning and assessment process is open and transparent. Criteria-based assessment technology means not only the teacher's analysis of the achievements of students and the summation of the points they received, but also the discussion of the results by the trainees themselves in order to objectify the assessment and the possibility of subsequent correction. Thus, reflexive activity becomes an integral part of project practice, which encourages inventiveness, building one's own path of education and is conditioned by both external and internal factors (the former include goals, content, technologies, pedagogical and methodological tasks, means of educational activity, and the second is the need to be competitive, the search for personal meanings of activity and one's life, interest in the profession [7]). With the help of introspection, at least three aspects of the activities of the subjects of learning are comprehended: practical (results), technological (stages, algorithms of activity, etc.) and ideological (correspondence of the results obtained to the set goals, etc.) [6, p.160].

It should be noted that project practice precedes pedagogical, it should be built in such a way as to further facilitate the development of pedagogical activities, therefore, when choosing evaluative tools, one should rely on the basic principles of communicatively oriented learning ("speech orientation through communication, functionality, situational awareness, role-based organization educational process, novelty, personal orientation of communication, modeling" [8, p. 113]) and take into account the following requirements: "a complete and accessible description of the types of work that are assessed; a small number of criteria; the opportunity for students to check the correctness of the calculation of the number of points; accounting for all types of student activity; game element and competition" [9, p. 87]. So, the following can be proposed as the evaluation tools used in the course of project practice: 1) report on the project implementation; 2) attachments to the report: project passport, outline of the event held during the project, presentation, photo and video materials; 3) an essay; 4) feedback on the student's work (drawn up by the head from the profile organization and the head from the university, that is, by the teacher of the department). Also, training and conversation can be used as evaluative tools. Let us consider in more detail the criteria for evaluating all reporting documents.

At the beginning of the practice, students provide the manager with a project passport - an assessment tool that allows you to assess the ability of a master's student to plan an educational project, the ability to formulate a project topic and the name of a master class, and collect information about the organization and the planned audience. When assessing it, one should take into account: 1) the ability to independently formulate the topic, goal, objectives of the project, as well as the name of the master class, to collect information about the organization and the planned audience; 2) compliance of the text of the passport with the sample and the norms of the English language, provision in printed and electronic versions. At the main stage of practice, a synopsis is used - an evaluative tool that allows you to check and evaluate the ability of the student to design educational activities, select didactic material adequate to the set methodological goals and psychological characteristics of the audience, write down the content and course of the educational event, predict the results of the project. The

following criteria can be distinguished: 1) compliance with requirements and samples, provision in printed and electronic versions; 2) logical presentation of the material; 3) compliance of educational and methodological materials with the topic, goals and objectives of the educational event, as well as the age and psychological characteristics of the audience to which the project is directed; the presence in the main part of the outline of game and competitive moments, dialogues that contribute to the involvement in intercultural communication; 4) compliance of the text with the lexicogrammatical norms of the English language; 5) an accurate, consistent, accessible description of the practical part (for example, a master class).

After the submission of all reporting documents, a final meeting is held, at which the results of project practice, the merits and demerits of certain projects are discussed, recommendations are given on conducting specific educational sessions, opinions, impressions are exchanged, etc. Thus, a conversation is used - an evaluative tool, involving a joint discussion of the head of the practice with the student (students) of the problems of preparation, development and implementation of an educational project. In the course of such a discussion, the level of the trainees' proficiency in English as a foreign language and in educational material is checked. The evaluation criteria are as follows: 1) the ability to conduct a dialogue, formulate questions and answer them, listen to the interlocutor; 2) compliance of speech with the norms of the English literary language, the correct choice of linguistic units, accuracy in expressing thoughts, intentions, the use of formulas of speech etiquette; 3) argumentation of the point of view, logical and consistent building of the statement; 4) an objective assessment of the merits and demerits of the activities carried out both by the trainee himself and by his fellow students.

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