ASSESSING PRODUCTIVE SKILLS: MODERN METHODS AND GLOBAL STANDARDS

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Annotation. This article analyzes modern methods and international standards for assessing productive language skills - that is, speaking and writing. In the global education system, the assessment of productive skills should be aimed not only at determining grammatical correctness, but also at determining content, fluency, coherence, speech strategies and communicative effectiveness. The article compares the criteria of international assessment systems such as CEFR, IELTS, TOEFL, and shows their advantages in accurately measuring students' language competence. The role of formative assessment, rubrics, portfolios, multi-stage written assignments, evaluator-interviews, real-world context-based tasks, and digital assessment tools is also highlighted. According to the research results, an integrated and communicative approach is the most effective method for objectively assessing productive skills. The article is of practical importance for teachers, methodologists, and language testing specialists.

Keywords: productive skills, assessment, CEFR, speaking, writing, rubric, global standards, formative assessment.

Modern language teaching methodology requires assessing students' competencies not only through their level of knowledge, but also based on their

readiness for real communicative activity. Therefore, productive skills — oral and written speech — are one of the most important components of language teaching. This article examines the current issues of assessing productive skills, effective methods, and global standards. The principles of measuring the quality of students' speech are analyzed based on the criteria used in international systems such as CEFR, IELTS and TOEFL.[1]

Productive skills include:

Speaking - conveying thoughts orally in a coherent, clear and communicative manner;

Writing - expressing thoughts in writing in a logical, grammatically correct and structurally clear way.

Both skills are considered an integral part of language competence. The assessment process takes into account not only language tools, but also content and communicative effectiveness.

The main tasks of assessing productive skills are:

to determine how well the student can use the language in real situations;

to assess fluency, accuracy, vocabulary, grammatical correctness, coherence;

to enable the teacher to correctly direct the educational process.

The current methodology uses the principle of "grammatical correctness + communicative effectiveness" in assessing productive skills. That is:

speech must be logical,

suitable for the task,

satisfy the audience's needs,

serve a realistic purpose.

The main requirements for assessment are:

1. Validity – the test must assess exactly what it is supposed to assess.

2. Reliability – the assessment results must be the same in repeated measurements.

3. Practicality – easy to use in practical conditions.

CEFR (Common European Framework of Reference for Languages) is the main assessment system used all over the world. The criteria for productive skills in it are:

compositional coherence,

fluency,

grammatical range and accuracy,

lexical richness,

pronunciation (for speaking),

logical structure (for writing).

The advantage of CEFR is that it clearly and step-by-step describes all language levels (A1–C2).

IELTS speaking assesses:

fluency & coherence,

vocabulary resource,

grammatical range,

pronunciation.

The Writing module assesses:

task achievement,

coherence & cohesion,

lexical resource,

grammar & accuracy.[2]

TOEFL assesses productive skills in an integrated manner. That is, writing and speaking tasks are often given together with listening and reading. This is a real-life approach.

A rubric is an assessment table based on clear criteria and levels. It:

increases objectivity,

gives the student clear direction,

ensures unbiased assessment.[3]

Rubrics assess content, structural coherence, correct use of language, creativity, and audience relevance.

This type of assessment controls the process, not the product (result). Formative assessment:

is carried out through feedback,

observation,

micro-tasks,

reflection.[4]

The student realizes his own mistakes - this accelerates learning.

This method is considered one of the most effective methods for assessing oral speech. Interviews can be

semi-structured,

in the form of free dialogue,

based on real-life situations.

A portfolio is a collection of all the student's written work and speech samples.

Its advantages:

shows development step by step,

teach the student to self-assess.[5]

Modern technologies have made it much easier to assess productive skills

For example:

Speaking test bots

Automatic analysis of written work

Online advertising tasks

Video presentations

They allow students to demonstrate their skills in a free environment.

The main problems encountered in assessment:

1. Subjectivity - the human factor can affect the assessment.

2. Time constraints - assessing each student individually takes a lot of time.

3. Lack of clarity in language levels.

4. Insufficient training of teachers in global criteria.

Rubrics, technological tools and tests based on the CEFR help to overcome

these problems.[6]

In conclusion, the assessment of productive skills is one of the most important areas of modern language education. The assessment process should measure not only grammatical correctness, but also content, fluency, logic, and communicative competence. Systems such as CEFR, IELTS and TOEFL offer an effective set of criteria. The integrated use of rubrics, formative assessment, interviews, portfolios and technological tools provides the most objective assessment. The results of the article show that an integrated approach is the most correct way to assess productive skills.

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