

solving, and information analysis. Technological advancements present opportunities and challenges for transforming evaluation methods and information in the future. The dichotomies like quantitative versus qualitative; formative versus summative; norm-referenced versus criterion/standards-referenced; tests versus assessments; internal versus external; continuous versus terminal; measurement versus judgement; assessment of learning versus assessment for learning became default basis for conceptualizing and describing the field of assessment.

Question Bank Systems. In this system a large number of questions from each topic or unit of the syllabus are prepared in advance and require number of questions from each topic or unit of the syllabus at the time of examination or test are taken out from the pool. They are separately printed and test is conducted, with the help of these questions. Making question bank is a regular process in the sense that different varieties of questions of definite number are regularly constructed by experts and added to the bank. All these questions are standardized by adopting systematic procedure of item analysis and total reliability and validity of the test can also be calculated before administering it to the examinees. If question bank is stored in a system then we can give programme to the computer to bring out the required number of items from each topic. We can also get items of required difficulty value by using computer programme and computer can also calculate the reliability or validity of the test which consists of those items.

Conclusion. Assessment must be conducted with considerable caution and vigilance because it is such an important part of the educational process. Educational practitioners must be extremely vigilant about the issues associated in classroom assessment techniques and take steps to continuously enhance and modernize the process. The assessment or test is administered online, with responses provided via mouse clicks, typing, special "pen" touch, or voice recognition technologies. Online assessments can be used to submit portfolios of student performance or completed assignments for teacher evaluation.

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UDC 373.3:811.161.1

USING ILLUSTRATIVE TEXTS TO INCREASE STUDENTS' VOCABULARY

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Annotatsiya. Ushbu maqolada o'quvchilarning lug'at boyligini oshirishda tasviriy matnlardan foydalanishning ahamiyati haqida so'z boradi. Maqolada tasviriy matnlarni yaratishda uni qismlarga bo'lib yozdirish usuli ko'rib chiqildi. O'quvchilarning passiv lug'atini ularning faol lug'atiga tasviriy matnlar yordamida o'tkazish masalasi o'rganildi. Tadqiqot natijasida o'quvchilarning so'z boyligini rivojlantirishda bu usulning samarali ekanligi yoritiladi.

Kalit so'zlar: lug'at boyligi, matn, tasviriy matn, kontekst, muhokama matni, hikoya matni, aktiv lug'at, passiv lug'at.

Аннотация. В данной статье рассматривается использование иллюстрированных текстов для расширения словарного запаса учащихся. В статье рассмотрен метод написания описательных текстов по частям при их создании. Изучался вопрос перевода пассивного словарного запаса учащихся в активный с помощью иллюстративных текстов.

Исследование подчеркивает важность этого метода в развитии словарного запаса учащихся.

Ключевые слова: *словарный запас, текст, описательный текст, контекст, дискуссионный текст, повествовательный текст, активный словарный запас, пассивный словарный запас.*

Abstract. *This article discusses the use of descriptive texts to increase pupils' vocabulary. The article examines the method of writing descriptive texts into parts. The issue of transferring students' passive vocabulary to their active vocabulary using illustrative texts was studied. The research highlights the importance of this method in developing pupils' vocabulary.*

Keywords: *vocabulary, text, descriptive text, context, discussion text, narrative text, active vocabulary, passive vocabulary*

Introduction. It is required that the student acquire sufficient knowledge to be able to use language material and tools in speech, to be able to convey a specific message or information in various forms, to study artistic and scientific works and correctly express his/her opinion about them in oral and written forms. In native language lessons, attention is paid to increasing vocabulary and meaningful delivery of ideas. At the same time, developing the skill of creating descriptive texts also plays an important role in increasing their vocabulary. Various research studies are being carried out by methodologists to develop students' vocabulary. D.R.Babayeva's "Theory and Methodology of Speech Development", T.Yusupova's "Linguo-methodological Foundations of Developing Students' Speech in the Process of Studying the Main Parts of Speech" (dissertation), X.A.Ahmedova and E.M.Razbayeva's "Methodology of Speech Development", N.Alavutdinova's "Methodology of Forming Creative Thinking Skills in Native Language Textbooks" (on the Example of Grade 5, dissertation), Saidov M. "Learning Tasks Developing Thinking in the Process of Native Language Education in Grade 5 of Uzbek Schools and Methods of Their Use" (dissertation), T.Ziyodova's "Increasing Students' Vocabulary in the Process of Native Language Education" (dissertation).

Analysis of the literature on the topic. Various research works are also being carried out on the development of the skill of creating a descriptive text. In particular, S. Boymirzayeva's "Categories that shape the communicative-pragmatic content of the text in the Uzbek language" (dissertation), K. Mavlonova's "Improving the methodology of teaching the science of the mother tongue by integrating literature with the science of fiction through a literary text" (dissertation), T. Ziyodova's "Technology of text creation". Among foreign methodologists, Shane Mac Donnchaidh's "How to write a descriptive text" ("How to write a descriptive text"), Tian Lestari, Sudarsona, Zainal Arifin "Teaching writing a descriptive text by using guided writing strategy" ("Teaching writing a descriptive text by using guided writing strategy"). According to M.R. Lvov, the tasks of developing children's speech initially occur in the process of their mastering the literary language norm at school. Later, at school, students master reading and writing skills, and with them the features of oral and written speech. Improving speech culture is the final stage of speech development. Etiquette teaches children to respect and honor other people, to fulfill traditional moral normative requirements. It is also distinguished by the fact that it reveals the good sides of a person. Its brightest, most meaningful and most expressive manifestation occurs through words and speech. The ability to speak and listen, the culture of conversation are important aspects of communication. Therefore, etiquette manifests itself, first of all, in such moral norms as politeness, modesty, restraint, and good humor. G.I. Kipshidze notes that when teaching students to compose a text, it is necessary to solve tasks related to language phenomena, in particular, to develop students' skills in expressing thoughts through words, word combinations, sentences, and to teach them to place them in a certain sequence. [1: 62] It is much more effective if the student uses this method to express his thoughts orally or in writing sequentially. Because, first of all, he finds the necessary words related to the topic given to him, and on their basis he can create a coherent text by forming word combinations and sentences. This is also effective in directly determining their vocabulary. R.A., Yuldoshev defines a descriptive text as "The appearance of events and phenomena, the related expression of subject signs are called a description." Description-texts can be of two types depending on the object of the description. If the natural

environment is described, it is divided into landscape texts, and if a person is described, it is divided into portrait texts or descriptive texts [5: 9]. Some students also have the view that when a descriptive text is called, only a person is described. This may cause students to confuse landscape texts with narrative texts. It is known that students' text creation skills are formed in their native language lessons. In school textbooks, descriptive texts and related topics are found in some textbooks. In particular, the 6th grade "Motherland" textbook provides the following information about text types: "The text is composed for various purposes. For example: to report on a specific subject or event, to tell a story, to describe them, that is, to describe them, to discuss them, that is, to reason. Accordingly, the following types of texts are distinguished:

1. Narrative text.
2. Descriptive text.
3. Discussion text." [2: 20]

This information on the topic of descriptive text in the school textbook does not sufficiently explain the concept of descriptive text. However, the practical tasks given in the textbook, although somewhat limited, help develop the skill of creating descriptive text.

Research methodology. The descriptive text itself is divided into several types: a description of a person, a description of an object, a description of a place, a description of a process, a description of a picture, a description of nature, a description of an animal, and a description of a specific event. Tasks for creating descriptive texts can be effectively used to develop students' vocabulary. Sometimes the tasks given to the student seem boring and simple. In descriptive text writing tasks, it is effective to choose a topic that is interesting to the student, as well as to write a text on a topic that they have knowledge about. If the student writes something on a topic that he does not have knowledge about, he may encounter difficulties. At the same time, the student begins to get bored and his enthusiasm for writing fades. When choosing a topic for a descriptive text, it is also advisable to choose a topic that is interesting to the student and that they want to write about. When creating a descriptive text, students often encounter situations where their vocabulary is limited and they cannot use it effectively, and they use words incorrectly. Insufficient vocabulary creates difficulties for them when describing something, and they make mistakes in choosing words. Students' vocabulary is important in order to cover all the features of the object they are given the task to describe. However, students are not able to cover all its features when describing a particular object. As a result, there is a lot of repetition. Also, students often fail to use the same word in different contexts, especially when using words inappropriately. In general, students' insufficient vocabulary and lack of skills in using them create difficulties in creating a descriptive text.

Analysis and results. A descriptive text should serve to describe a person, thing, place, etc. However, in some cases, the content of the descriptive text created by students serves not to describe something, but to provide information about it. For example, when students are given the task of describing a person, in most cases they write their attitude towards this person. To prevent such mistakes, it is effective to teach students to write descriptive text in parts (i.e., the structure is introduction, main part, conclusion). In our small study, the following task regarding the description of a person was given to students.

Task. Create a text describing your close friend.

- Write each part in a separate paragraph;
- Do not use inappropriate (rude) words when describing the person's negative habits;
- In the conclusion, write your attitude towards your friend.

Before the assignment was given, adjectives used to describe a person's appearance were identified and formulated as a guideline together with the students:

Tana tuzilishi: ozg'in, do'mpoq, baland bo'yli, oriq, baquvvat, pakana, nozik...

Soch: jingalak, uzun, tekis, kal, to'lqinsimon, qalin, kalta...

Yuz: istarali, sepkilli, qoramtir, oqish, oppoq, qizargan...

Peshona: keng, ajinli, kichik...

Qosh: qalin, ingichka, siyrak...

Ko'z: katta, kichkina, qora, dumaloq, ko'k...

Burun: qirrali, puchug, kichkina, katta...

Lab: ingichka, kichik, qalin...

The first students had some difficulty finding words to describe people. This was directly related to their vocabulary. This was due to the lack of vocabulary and not much communication in the literary language. In the process of completing the second task, the students were able to easily create a descriptive text. The fact that the necessary words were found in the previous conversation did not make it difficult for the students to create a connected text. Through these tasks, some of the words in the students' passive vocabulary were transformed into their active vocabulary. All 10 students who participated in the experiment were able to create a descriptive text. In this way, a dictionary of words that can be used in the process of writing a descriptive text was formed, and then the task was completed. In creating a descriptive text, along with the theoretical knowledge of students, there is a great need for their life knowledge. Because when describing a certain thing, they are required to have information and knowledge about it. If the student does not have sufficient information about the thing being described, he cannot create a descriptive text.

Conclusion. In general, the fact that an ideographic dictionary of the Uzbek language was not created during the research made the work somewhat difficult. When creating other types of descriptive texts, it will be possible to determine and develop the student's vocabulary if students are taught through the structure of a descriptive text. In developing students' vocabulary, it is necessary to take into account the time given in the tasks related to creating a descriptive text and to monitor the constant implementation of such practical exercises. In conclusion, developing the skill of creating descriptive texts serves not only to increase the vocabulary of students, but also to develop their coherent speech.

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UDC 004.8

AI REVOLUTION IN EDUCATION

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Annotatsiya. Maqolada sun'iy intellektning zamonaviy ta'lim tizimlariga transformativ ta'siri o'rganiladi. Aqlli repetitorlik tizimlari, shaxsiylashtirilgan o'quv platformalari va avtomatlashtirilgan baholash vositalari kabi sun'iy intellektga asoslangan texnologiyalar o'qitish usullari va o'rganish tajribasini qanday o'zgartirayotgani ta'kidlanadi. Maqolada sun'iy intellektning talabalarning faolligini oshirish, individuallashtirilgan o'qitishni qo'llab-quvvatlash va ma'muriy samaradorlikni oshirishdagi afzalliklari ko'rib chiqiladi.

Kalit so'zlar: sun'iy intellekt, aqlli repetitorlik tizimlari, shaxsiylashtirilgan ta'lim, avtomatlashtirilgan baho, o'quvchilarning faolligi, individuallashtirilgan ta'lim, ta'lim texnologiyasi, ma'muriy samaradorlik.

Аннотация. В статье рассматривается преобразующее влияние искусственного интеллекта на современные образовательные системы. В ней подчеркивается, как технологии на основе ИИ, такие как интеллектуальные системы обучения, платформы персонализированного обучения и автоматизированные инструменты оценки, меняют методы обучения и опыт обучения. В статье рассматриваются преимущества ИИ в