

CONTENT AND CRITERIA FOR ASSESSING STUDENTS' NARRATIVE TEXT WRITING SKILLS

Mavlonova Klaraxon Maxmutovna,
Professor at Tashkent State University of Uzbek Language and Literature named
after Alisher Navoi,
Doctor of Pedagogical Sciences (DSc)
Baynazarova Jamila Jolmirzayevna,
Assistant Lecturer at Nukus State Pedagogical Institute named after Ajiniyaz

Abstract. This article explores the content, criteria, and methodological foundations for assessing students' narrative text writing skills. The process of text creation is interpreted as a complex speech activity that occurs through the integration of pedagogical, psycholinguistic, and linguistic factors. The study substantiates the importance of considering international experience, principles of formative assessment, and students' individual cognitive abilities when evaluating narrative texts. Additionally, a system of criteria for assessing narrative texts is proposed, based on components such as content and logical coherence, organizational and technical structure, vocabulary richness, and grammatical accuracy. It is explained that these criteria not only ensure objectivity and transparency in the assessment process but also contribute to the development of students' written communication skills.

Keywords: narrative text, written speech, text creation skills, assessment criteria, formative assessment, communicative competence, vocabulary richness, grammatical accuracy, logical coherence, writing strategies, cognitive development, teaching methodology.

Assessment is one of the most important stages in the process of forming and developing educational objectives. The issue of evaluating speech activity has been widely studied within the fields of pedagogy, psycholinguistics, and text linguistics. In particular, when assessing text creation, it is not sufficient to

consider it only as a pedagogical or linguistic phenomenon. This is because text production is a complex process that embodies psychophysiological, cognitive, and socio-cultural factors. Therefore, taking a number of principles into account when assessing this skill determines the correctness, effectiveness, and purposefulness of the process.

From a pedagogical point of view, it can be said that the level of difficulty of the tasks assigned is important in assessing students' text creation skills. In other words, during the process of text creation, the student should gradually move from simple tasks to more complex ones. According to Lev Vygotsky, in order to move from their current level to the next stage, a learner always requires social and pedagogical support. Adhering to this principle in text creation ensures consistency in the development of students' speech skills. From a psychological perspective, it also has a positive effect in reducing students' fear and internal anxiety related to text production. This principle can be implemented in practice by first encouraging students to construct simple sentences, express ideas based on clear instructions, and use supportive tools (such as pictures, completing partially given texts, or providing a writing outline/map).

When discussing the pedagogical and psychological factors in assessing narrative text creation, it is important to emphasize the unique nature of this process—namely, that each text reflects the author's individual style and spirit, and that students are valued for their ability to express their personal attitude and emotional tone in the text. In today's era of artificial intelligence, it is also important to take into account its involvement in the text creation process. Therefore, it is essential that a text is written not by a “robot,” but by a “person” capable of expressing emotions. This, in turn, requires the assessor to remain constantly attentive, to be able to determine the real state of a student's cognitive abilities, and to anticipate their existing skills. To prevent such issues, the Oxford system often employs the concept of Holistic scoring. In this approach, the evaluator does not assess the text in separate parts, but rather evaluates it based on the overall impression (for example, whether the text has an impact on the reader).

By considering this approach, it becomes possible to focus not only on the informative function of a narrative text but also on its other functions, and to teach students what requirements a text should meet in order to provide a sense of reading enjoyment.

International research also supports focusing on staged processes when assessing narrative text writing skills. In particular, according to studies by writing instruction specialist Deborah Dean, the main emphasis in organizing writing lessons should be placed not on the final product (such as a creative composition, story, or narrative text), but on the process itself. In her research, she refers to this process as the “umbrella framework.”

This approach is aimed at helping students consciously master each stage of writing, and its successful implementation largely depends on timely encouragement of learners. D. Dean’s main idea is to teach students not just the act of writing, but writing strategies. This approach helps students not only achieve good results in school subjects but also develop effective writing skills for lifelong use. Therefore, the writing process of students should include purposeful and conscious actions. These are reflected in the following:

1. Organizing regular revision during the writing process.

It is very important to pay special attention to critically analyzing the completed text, editing it, and preparing it for presentation.

2. Conducting short seminars during lessons.

This involves emphasizing that students are equal participants in the seminar and collaboratively developing various writing strategies. In this case, the teacher’s main task is to take into account each student’s individual abilities and recommend appropriate writing techniques.

3. Assessing through written work rather than tests.

According to the author, tests negatively affect the development of students’ creative abilities, whereas written assignments allow students to express personal attitudes and apply writing strategies in practice.

The purpose of assessment should not be limited to determining a student's knowledge, skills, and competencies; rather, it should also be used as a tool for student development. On the one hand, this allows for tracking the stages of development of a student's specific skills, and on the other hand, it serves as a guide for identifying existing shortcomings, working on them, and eliminating them. The use of formative assessment systems, which are widely implemented in practice today, is directly related to this goal. Paul Black and Dylan Wiliam demonstrated that formative assessment has a positive impact on students' active learning and skill development. By continuously analyzing the process, students can identify their mistakes not only at the end of a term but during the learning process itself. This, in turn, helps teachers make informed decisions regarding their instructional methods and strategies. It is also recommended to maintain a set of indicators (a rubric or checklist) when developing narrative texts. Presenting and jointly analyzing these indicators with students increases effectiveness.

Another important factor in assessing speech skills related to text creation is considering the integration of skills. When students begin writing a text, they do not merely demonstrate their knowledge of grammar and spelling rules. The process also requires expressing ideas and thoughts, ensuring their coherence and logical connection, and paying attention to both the technical and content-related aspects of text creation. In international practice, the assessment of speech skills in text creation is generally based on the following four main aspects:

1. Relevance to the topic and cognitive aspect.

This criterion evaluates how well the text corresponds to the topic and its logical coherence. It focuses on whether the written text includes an introduction, development of events, climax, and resolution, as well as how effectively the inner world and emotions of the characters are revealed. It also considers the author's cognitive ability, particularly their capacity to use creativity (an individual style) in retelling events.

2. Organizational and technical aspects of the text.

This involves the ability to divide the text into parts, structure each part according to its intended purpose, and ensure coherence and connection between the parts.

3. Vocabulary richness.

The author's word choice and vocabulary range are among the most important skills in text creation. This is considered a key factor underlying all writing skills. Whether the author aims to express ideas creatively, ensure coherence, or establish connections between parts of the text, all of these require the selection of appropriate words and lexical units. Assessing this skill also aims to develop students' sensitivity to word choice, stylistic adaptability, and expressive power.

4. Grammatical accuracy and style.

This criterion goes beyond simply knowing grammatical rules; it includes the ability to apply them appropriately according to the context, use simple, compound, and complex sentences effectively, and employ punctuation purposefully.

Based on the conducted research and analysis, it is recommended to develop the assessment criteria for narrative text creation as follows:

5 ball	4 ball	3 ball	2 ball	1 ball
Matnning mazmuni va mantiqiy izchillik				
Voqealar o'ta izchil, mantiqiy bog'liqlikda bayon etilgan. Joy, vaqt va qahramon portreti mahorat bilan ta'riflangan. Muallifning o'ziga xos ifoda uslubi yaqqol seziladi. Shaxsiy tajriba yoki xotiralar voqealar rivojiga tabiiy singdirilgan.	Voqealar bayoni izchil. Joy, vaqt va qahramon ta'rifida aniqlik bor. Muallifning shaxsiy munosabati seziladi, xotira yoki tajribalar keltirilgan, biroq ifoda uslubida ayrim takrorlar yoki bir xillik kuzatilishi mumkin.	Voqealar izchilligi qisman saqlangan. Joy yoki qahramon haqida umumiy tasavvur berilgan, lekin batafsil ta'rif berilmagan. Shaxsiy tajribalar haqida so'z yuritilgan bo'lsa-da, ularning asosiy mazmun bilan bog'liqligi to'la ta'minlanmagan.	Voqealar bayonida mantiqiy uzilishlar bor. Qahramon, joy yoki vaziyat tasviri deyarli mavjud emas. Muallifning shaxsiy munosabati sezilmaydi.	Matn mazmuni tushunarsiz, voqealar o'rtasida mantiqiy bog'liqlik yo'q. Ba'zi o'rinlarda asosiy voqeadan chetlashish holati uchraydi.
Matnning tashkiliy-texnik tuzilishi				
Matnning barcha qismlari (kirish, asosiy qism va xulosa) mavjud va mantiqan bir-birini to'ldiradi. Abzatslar o'rtasidagi bog'liqlik ta'minlangan, kompozitsion yaxlitlikka erishilgan.	Matnning barcha qismlari (kirish, asosiy qism, xulosa) bor, ammo ular o'rtasidagi mantiqiy bog'liqlik ba'zi o'rinlarda buzilgan yoki tegishli vositalar (bog'lovchilar, ko'makchili qurilmalar) to'g'ri tanlangan.	Matnning ayrim qismlari mavjud. Voqealar rivoji bayon qilingan, lekin qismlar o'rtasidagi bog'liqlik ta'minlanmagan.	Matn qismlarga ajratilmagan, voqealar rivojida mantiqiy izchillik sezilmaydi.	Matn qismlarga ajratilmagan, fikrlar uzoq-yuluq, matn yaxlit kompozitsion yaxlitlikka ega emas
Lug'at boyligi				
So'zlar aniq va o'rinli tanlangan. Matnda sifatlashlar (masalan, zumrad bahor), o'xshatishlar va ko'chma ma'nodagi so'zlardan foydalanilgan. Takrorlardan qochish maqsadida sinonimlardan unumli foydalanilgan.	Hikoya mazmuniga mos so'zlar tanlangan. Matnda kamida 2-3 ta badiiy tasvir vositasi (sifatlash/o'xshatish) mavjud. So'z takrorlari deyarli uchramaydi.	Kundalik hayotda ko'p ishlatiladigan (so'zlashuv uslubiga xos) so'zlardan foydalanilgan. Badiiy tasvir vositalari deyarli yo'q. Matnda "dedi", "bordi", "keldi" kabi harakatni bildiruvchi so'zlarning	So'z boyligi juda kam. Fikrni ifodalashda bir xil so'zlardan ko'p foydalanilgan. So'zlar ma'no jihatdan noto'g'ri qo'llangan o'rinlar ham mavjud.	So'zlar o'zaro bog'lanmagan, gaplar mantiqsiz. o'quvchi mavzuni yoritish uchun kerakli so'zlardan foydalana olmagan Matn mazmuni

In conclusion, it can be stated that the process of assessing narrative text writing skills is not merely a means of determining existing knowledge, skills, and competencies, but a complex process that serves to define and manage the quality of education and to support the development of the student's personality. Therefore, for this process to meet these objectives, it is recommended that it be organized with consideration of the following aspects:

- when assessing narrative texts, use an integrated approach that includes components such as text content, organizational and technical structure, vocabulary richness, and grammatical and punctuation norms;
- make assessment an integral part of the learning process in order to correct students' mistakes in a timely manner and to develop their self-assessment and analytical skills;
- focus not on the final product, but on the conscious mastery of writing strategies, with the aim of enabling students to develop effective written communication skills for their future lives;
- take into account each student's cognitive abilities and individual pace of development, and recognize that the use of digital tools can help ensure fairness in assessment and increase students' motivation for learning.

Reference

1. Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development 2.<https://scispace.com/pdf/a-procedure-for-writing-assessment-and-holistic-scoring>
2. D. Dean. Strategic writing. The writing process and beyond in the secondary english classroom. 2017.
3. P. Black, D. Wiliam. *Inside the Black Box*. 1998.
4. IELTS academic writing simple tasks. 2018. 8–25 p.
- 5.<https://scispace.com/pdf/a-procedure-for-writing-assessment-and-holistic-scoring>