Theoretical and Methodological Basis of Assessment of Reading Comprehension in Mother Tongue Education

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A B S T R A C T

This article examines the process of assessing students' knowledge, skills and abilities from a pedagogical and methodological point of view, analyzes the psychophysiological and psycholinguistic bases of assessing students' reading comprehension in their native language, and analyzes the current state of assessment of students' reading comprehension in general secondary education. Theoretical and methodological views on the content, criteria and methods of assessment of students' ability to read and understand texts in their native language are also presented. These scientific and methodological recommendations have been tested. The results of the experiments were analyzed on the basis of mathematical and statistical methods, and scientific conclusions were made on improving the theoretical and methodological basis for assessing students' ability to read and understand texts in their native language.

In the second half of the twentieth century, language teaching in the world began as a means of communication between people, with a focus on the assessment of practical and life skills in language teaching. Cognitive-pragmatic approaches have also been used in mother tongue education to develop students' oral and written communication skills, listening comprehension, reading comprehension, and written and oral expression. Based on this approach, the priority is not from theory to practice, but from practice to theory: to prepare students for real-life situations, to take into account the individual characteristics of the participants, to teach them how to use language units effectively in speech, to understand oral and written language possibilities and   leads to the formation of expressive skills. For this purpose, the content, methodology and criteria of assessment in language education have been developed.

The content and methodology of mother tongue education based on a communicative approach to teaching the Uzbek language has been introduced in the works of a number of scientists and scholars, such as H. Nematov, A. Nurmonov, Sh. Yusupova, R. Safarova. However, this approach has not been continued or developed. In accordance with the requirements of the time (the requirement of a closed test-based assessment system), the teaching of grammatical structures and language levels in mother tongue education has again become a priority. Nevertheless, as a result of the introduction of world experience in mother tongue education, in recent years, mother tongue education based on a cognitive-pragmatic approach has been organized in our country, and nationwide curricula have been redesigned. In recent years, the scientific community has studied the work of scientists and scholars such as M.R Hazratkulov, K.M Mavlonova, G. H Khamroyev and F. Sharopova on the development of oral and written speech in mother tongue education. However, no research has been conducted on Uzbek language teaching methods to develop mechanisms for

assessing speech skills. This suggests that there is a need to improve the scientific and methodological framework for assessing reading comprehension.

It is known that in world pedagogy there is a concept of "educational triangle", which is the three main components of the educational process. Several scholars have commented on this. For example, the English scholar John Orlando [Shihab Jimaa, 2011] stated that "curriculum (Educational Standard of State (ESS), curriculum - Sh.A.), teaching and evaluation are the three main components of education." Another British scholar, Dylan Viliam [Dylan Viliam, 2013], states that "assessment is a bridge between teaching and learning objectives". In other words, assessment is a measure of the suitability of teaching for educational purposes. Indeed, assessment is an important component of the educational process. The exam is usually taken orally or through written assignments or test assignments. This is determined by the purpose of the exam. It should also be borne in mind when using test assignments in the assessment process that the assignment methodology appropriate to the content of the question should be used. This is especially important in assessing reading comprehension skills related to the human psyche.

Since the subject of our work is the assessment of reading comprehension skills of general secondary school graduates, before developing assessment mechanisms, we must take into account the psychophysiological characteristics of the graduating class, which are specific to their age. According to psychological sources, students between the ages of 17 and 18 are considered to be in their teens. Adolescent students develop thinking faster. During this period, students' mental abilities are characterized by the following features: *the content of thinking; breadth of thinking; independence of thought; the initiative of the mind; maturity of mind; speed of thinking.* This is important to determine the content of the assessment.

The stages of text comprehension in psycholinguistics should also be taken into account in determining the content of the assessment. The stages of understanding the text are graded differently by scholars.

In world linguistics a group of scholars, led by T.A. Apollonskaya, conducted experiments on the level of text comprehension and identified three main levels of text comprehension: ***verbal-syntagmatic; designative degree; dinatative degree.*** In Uzbek linguistics, I.Azimova also conducted an experiment on the comprehension of the text heard with the participation of a group of students, noting five levels of text acceptance: ***associative level; lexical-morphological degree; contextual degree; structural degree; text level***.

It should be noted that these steps do not apply to everyone who reads the text. Therefore, we see that students who read the same text in the same way have different understandings. This may depend on its physiological and psychological aspects, such as its ability to perceive or its mental or physical condition. There are also other factors that affect reading comprehension. In particular, the factors influencing the comprehension of a given text in the assessment of reading comprehension are explained in the recommendations of the PISA international assessment system as follows: *factors related to the text; factors related to the reader; task-related factors.* Thus, the **TEXT-STUDENT-ASSIGNMENT** trinity should not be overlooked in determining the content of reading comprehension assessment.

In general secondary education, we analyze the summative tests that assess students' and graduates' competencies and perform the function of sorting and summarizing. We have two testing systems that differ from each other in content and methodology, which check the level of compliance of general secondary education graduates with the qualification requirements set out in the ESS. They are:
1. **Final state attestation examinations for general secondary education.**
2. **Entrance examinations for higher education institutions.**

First of all, let's talk about the Final State Attestation [https://lex.uz/docs/-1331874], in this test system, graduates write a statement or essay on a specific topic. Written works are evaluated in terms of content and literacy. The final state attestation of general secondary education assesses a graduate's writing (through an essay) or listening comprehension and writing (through an essay) skills. Reading comprehension and speaking skills are not tested.

In the entrance exams to higher education institutions, which have a high level of motivation and incentives for admission to further education, the BKM and competencies of applicants for higher education in their mother tongue and literature are assessed using closed-ended test items. The State Testing Center (STC) organizes the examination process, determines the content and methodology of assignments.

If we analyze the standard test assignments on the subject of mother tongue and literature published on the official website of the STC [https://dtm.uz/upload/file/pdf/nt/Ona_tili.pdf], each of them contains a total of 30 assignments, of which 17 from native language, 13 from literature. In the native language assignments, 77% of the assignments focus on pure theoretical analysis in phonetics, lexicology, morphemics, word formation, morphology and syntax. Very few places are devoted to spelling, punctuation, and style tasks that serve writing literacy - only 23 percent. There are a number of reasons why STC uses such assignments in entrance exams to higher education institutions. Test assignments are based on the current ESS, curriculum, and textbooks. There are also subjective factors associated with creating test assignments. In addition, we will analyze some of the test items included in the sample test items in Mother Tongue and Literature.

In which sentence can the base of a simple compound word be formed with a word belonging to the category of noun?

[https://dtm.uz/upload/file/pdf/nt/Ona_tili.pdf]

A) Dehqonlar ish qurollarini soʻzladilar.

B) Senga qondosh elning hurmatini oʻrniga qoʻyishing kerak.

D) Karima xola bolalarining yozlik koʻylaklarini yigʻishtirib olib qoʻydi.

E) Oʻylamay qilingan ish − boshga keltirar tashvish.

To complete this test, the student is required to have a thorough knowledge of word formation and theoretical rules of morphemics, morphology, and lexicology. This test assesses the student's pure linguistic knowledge and theoretical skills.

In general, in general secondary education, the mother tongue subject is assessed mainly as a secondary skill - the ability to analyze a text linguistically or only written literacy; types and methods of assessment do not differ; the method of formative assessment is used instead of the summative assessment format; the evaluation process is not designed; The format and specifications of the tasks used in the assessment may not be reviewed. Therefore, in mother tongue education, the focus is on developing students' linguistic analysis skills. Therefore, it is necessary to change the approach to language teaching, to set clear requirements for the development of speaking, writing, listening comprehension, reading comprehension skills in STC and curricula, and to make specific recommendations on their assessment mechanisms.

It is known that the development of any assessment measures is carried out in a certain order. Therefore, in developing the criteria and methodology for assessing reading comprehension, the following should be considered: defining the purpose of the assessment; identify domains, subdomains and constructors (indicators) of assessment based on the age characteristics of the student; substantiation of the theoretical basis of evaluation criteria and development of evaluation procedures; creating a format of test assignments; determine the types and methods of test assignments in accordance with the content; determining the level of difficulty of test tasks; pay attention to the characteristics of the texts for which the assignment is made; examination of tests; testing test assignments; assess the validity and reliability of the tests.

The patterns of language acquisition reported in psycholinguistic research should also be taken into account when determining the content of reading comprehension assessments, as language acquisition has a specific nature. Language acquisition is based on certain psychological laws.
Summarizing the theoretical views expressed in psycholinguistics and pedagogical dimensions, we can say that the understanding, comprehension and mastery of the text takes place in the following sequence. (Figure 1) However, not all stages are orderly.

Figure 1. Stages of reading comprehension

*(Explanation of the **Figure 1.**)*
Grefemalarni tanish - Identifying grapheme.
So'zni o'qish - Read the word
So'z ma'nosini anglash- Understand the meaning of the word
Vizual ifodalangan ma'lumotlarni tushunish - Understand visual information
Matn qismlari va ular o'rtasidagi bog'liqlikni idrok qilish - Understand parts of text and the connections between them
Matnning umumiy va yashirin ma'nolarini idrok etish - Understand the general and hidden meanings of the text.
Matnning g'oyasini va maqsadini anglash - Understand the idea and purpose of the text
Matnga baho bera olish - Be able to evaluate the text
Matnda ifodalangan mazmunni real hayotda qo'llay olish - Be able to apply the content of the text in real life

In our opinion, we can divide the process of reading comprehension into four levels.
Understanding word-level information - recognizing graphemes and graphic images, reading diagrams, translating them into content, understanding the literal and figurative meanings of words, understanding the function and meaning of grammatical forms.
Comprehension of sentence-level information - understanding the function and content of sentences and sentences in the text, understanding overt and covert information.
Understand text-level information - understand paragraphs and the general content of the text, understand the grammatical structure of the text, integrate information in the text, understand basic and additional information in the text, divide the text into content blocks.
Comprehension is the ability to understand the idea of a text, to evaluate the point of view of the author of the text, to apply the information in the text to real life situations.
J. Charles Alderson in his handbook "Assessment of reading comprehension" compares the criteria for assessing the level of language proficiency of international organizations and notes that the assessment structures are divided into two groups [J. Charles Alderson, 2000.]:
1. General constructions.
2. Analytical constructions.

Research on Uzbek language teaching methods also focuses on the content, methods, and criteria for assessing students' knowledge, skills, competencies, and competencies. In particular, in the doctoral dissertation of Doctor of Pedagogical Sciences, Professor RG Safarova, it is noted that the level of students' speaking skills in mother tongue education is effective on a 100-point scale based on the following three parameters [Safarova R.G., 1998.]:

a) reading techniques;

b) the level of understanding of the opinions of others and the content of the text;

d) the degree to which the idea is expressed in writing.

Summarizing the existing theoretical views, based on our research, we consider it appropriate to base the assessment of reading comprehension skills in mother tongue education on the following indicators - constructions:

find and understand information clearly expressed in the text;

understand the meaning of lexical units in the text;

understand the content and function of grammatical units in the text;

understand the grammatical structure of the text;

understand the information clearly expressed in the text;

understand the information hidden in the text;

read visual information in drawings and diagrams in the text;

understand the connections between verbal and visual information in a text;

comprehension of semantic connections in the text;

understand the general meaning of parts of a text;

divide the text into content blocks;

identify the author's purpose in the text;

comprehension of the idea of the text;

be able to understand and interpret the content of the text;

be able to assess the accuracy of the ideas in the text and the views of the author;

a certain degree of integration of the student's pre-existing knowledge and information from the text;

be able to put into practice the knowledge and concepts derived from the text.

These constructs prove that reading comprehension is a metacognitive process, and they also differ according to the subject, type, and method of the texts used to evaluate them.

As a result of our research and experiments, it became clear that if there is no deviation from the construct, that is, without understanding the classical word or dialect, the task of reading the text is easier and faster for the student **to understand word-level information**. In particular, about 90% of students answered the following text-based task correctly.

Write the names of brothers in the story "Haqqush"

Answer: _____

With the help of these tasks, the student's ability to find clearly expressed information in the text, to understand clearly expressed information is tested. That is the comprehension of information related to the word and the specific concept within the read text is assessed.

The following are tasks to test your ability to understand information at the **text level.**

Find and match the main and auxiliary information based on the main idea of the story "Haqqush".

a) main information;	*1. Mountain image.*
	2. The story of two brothers.
b) auxiliary information.	*3. Image of the river.*
	4. An image of motherly kindness.

A) *a-1,4; b-2,3;* B) *a-2,4; b-1,3;* D) *a-4; b-1,2,3;* E) *a-2; b-1,3,4*

This task examines the cognitive processes involved in understanding parts of a text and dividing the text into content blocks. To complete the test, the student must understand the text as a whole and understand the parts of the text. In the first experiment, most students were not able to solve this task correctly. It shows that we can test our intermediate level of cognition with the help of such tasks.

We considered a high level of reading comprehension as a stage of ***comprehension***. Because at this stage there are a number of natural processes that take place in a short time, related to the reception of the text from the human psyche, as well as a metacognitive process associated with the student's life experience, living environment, ability to control emotions. At the same time, the processes of creation and application are observed. Below we analyze one of the similar assignments.

1. *(The text is given in Appendix 1.) The child was born. His parents agreed to call him Yusuf. He liked the name. He was twelve years old. Once in the neighborhood area another boy called Yusuf who is a drug-addicted, mentally retarded, hooligan appeared.   Then the parents changed their boy's name. Is that right?*

A. Right   B. Wrong

This assignment also tests your ability to apply the content of the text in real life. To answer this task, you need to understand the following passage from the text and apply it to a similar life situation.

Changing the name or surname of a child who has reached the age of ten is allowed only with his consent.

We recommend the distribution of points for the tasks used in the test of reading comprehension, taking into account the skills they are testing, cognitive levels: We recommend that *word-level comprehension tasks be graded with **1** point*, sentence and *text-level comprehension tasks with **2** points*, and *comprehension-level tasks with **3** points*. These criteria may also differ according to the methodology of the test assignments.

Tests used to assess reading comprehension are based on specific texts on a variety of topics. Contextual assignments are used to test a student's understanding of a given text. We recommend the following types of assignment methods used to assess reading comprehension:

- *binary test task;*
- *Alternative test with one correct answer;*
- *Alternative test with several correct answers;*
- *test task that requires adjustment;*
- *a test task that requires a short answer;*
- *a test task that requires filling in the blanks;*
- *test task that requires an extended answer;*
- *Picture test task;*
- *Drawing test task;*
- *Error correction tests.*

We explain the specifics of the test tasks in this method.

Binary test assignments. This test is a closed test. In it, the student's knowledge and skills are tested and developed through two answer options. Below we analyze examples from such assignments.

Determine whether the following statements are true or false based on the content of the text.

Birth rates in 1991 were much higher than they are today.

A. True B. False

These test items assess skills related to comprehension of explicit information in the text, reading of visual information in drawings and diagrams in the text, understanding of the connections between verbal and visual information in the text, and understanding of semantic connections in the text. In our first experiments, when we tested students' ability to read visual information using tests of the same method, the test takers could not find the correct answer. We saw that this skill was well developed in the students who participated in our experiment.

An alternative answer test task with one correct answer. This is also one of the closed tests. This is followed by a question and several (mostly four or five) answer options. The correct answer is one.

What is the meaning of the unit "<u>also</u>" in the text?

A. The previous thought is the conclusion of the next thought.

B. The next point expresses the proof of the previous point.

D. The previous idea is a confirmation of the next idea.

E.. The next idea is a continuation of the previous idea.

The task tests the meaning of the means of connecting parts of the text and their function in the text, understanding the grammatical structure of the text, understanding the semantic connections in the text, understanding the general meaning of parts of the text, dividing the text into content blocks. When using test items in this method to check the student's understanding of the meaning of lexical units used in the text, *the following should be taken into account*: distractors - alternative answer options are close to each other in content, equal in size, and when reading comprehension of the text in the native language is checked, it is expedient to ask the occasional meaning of lexical units in the context.

Below, we analyze a different style sample of one correct answer alternative answer test task.

Determine inappropriate words from the words highlighted in the following passage. If everything is used correctly, select option D.

1.	Xalqimizning eng **noyob**[A] fazilatlaridan biri **uni** [B] bir tan, bir jon bo'lib yashashida **ko'zga tashlanadi**[E]. One of the most **unique** [A] qualities of our people **is seen[E]** in the fact that **it** [B] lives as one body, one soul.	**D – no inappropriate word**

This task tests the ability to understand the meanings of words and to distinguish grammatical forms, and to use them correctly in speech. The use of such assignments in mother tongue education develops students' ability to use words correctly.

An alternative answer test task with multiple correct answers. These tests are also included in the series of closed tests. It provides a question and several (five or more) answer options. And there will be two or more correct answers. Below, we analyze the specificity of which constructs are effective for testing in the process of assessing reading comprehension skills.

Identify the factors that have affected the growth of the population of Uzbekistan. *NOTE. There may be more than one correct answer.*

A. Migration of large numbers of people from abroad to Uzbekistan.
B. Rising living standards.
D. Stabilization of life expectancy.
E.. Reforms in medicine.
F. The influx of many investors into our country.

Understand the general meaning of parts of text using this task; comprehension of semantic connections in the text; skills such as comprehension are tested. When we first used this test in practice, most students marked a single answer, although the task included a note that "there may be more than one correct answer". This suggests the use of only one-answer tests in the context of education.

A test task that requires adjustment. Tests in this methodology can be given in closed or open form. In this case, the concepts and judgments are adapted to the terms of the assignment. Tasks in this method allow you to test the higher cognitive processes in the process of reading and understanding the text. Below we analyze the tasks in this methodology.

Match the information provided and the visual information associated with it. Tests in this methodology can be given in closed or open form. In this case, the concepts and judgments are mutually adapted according to the terms of the assignment. Tasks in this method allow you to check the high cognitive levels in the process of reading and understanding the text. Below we analyze the tasks in this methodology.

NOTE! There are extra answer option.

Verbal information	*Visual information*
1. The average life expectancy of men in 2000 was _____ 2. The average life expectancy of women in 2000 was _____	*A.73.2 years* *B. 70.8 years old* *D. 68.4 years old*

An open test that requires assignment customization. It is used to check the ability to read visually expressed information in a graphic image. In our first test, most students did not answer this test correctly. Because it would not be a mistake to say that this is the first time they have been tested in this style.

A test assignment that requires a short answer. This open-ended test requires a clear, concise answer based on the content of the text. The possibilities of such tests are extremely wide, it is possible to test all the skills that require a concise answer.

According to 2018 data, what is the rate of Uzbekistan in the world in terms of population?
Answer: _____

When such tasks are used to develop the student's reading comprehension skills, they form the ability to search for and find the information they need in the information.

A test assignment that requires filling in the blanks left open. This is also one of the open tests. With the help of test assignments in this style, the comprehension of word-level information is tested. Below we review and analyze some of the similar tests.

Put the most appropriate of the words given below in terms of content and grammar in the place highlighted in the text.

DRIVING CERTIFICATE

The first car appeared on the streets of Germany,   but due to _____ **[1]** drivers frequent accidents began to occur. Then one of the _____ **[2]** magazines in Germany makes such an offer. According to him, before the police issue a license to the owner of the car, they will have to check whether he knows how to drive a car and only then issue a license. The world's first driver's license was thus introduced in Germany in 1910.

unprepared, incompetent, inexperienced, awkward, published, written, presented, given

This task tests your ability to understand word meanings and solve grammatical forms, using them correctly. In general, the lexical and grammatically correct solution of a text, the units used in it, is evaluated.

A test task that requires an extended answer is also among the open tests. With the help of test tasks in this style, *comprehension and understanding* **of** *text-level information* is tested. Test assignments in this style are particularly important as they serve to check the metacognitive level. Below we introduce and analyze one of the similar tests.

Who does the author mean by "Uzbek simplicity" in the story? Is it simplicity?
<u>*NOTE*</u>. *Express your thoughts clearly and concisely, no more than 20 words.*
Answer: _____

Understand the student's idea of the text through this test task; to some extent the integration of the student's existing knowledge and information from the text; be able to use their own ideas and experiences when working with text; be able to analyze the information in the text by connecting it with external data; connecting the meaning derived from the text with his own notions of existence; to be able to read and understand the text and solve life problems, to find solutions to it; assesses skills such as being able to read and comprehend text and apply it in real life situations. The results of the experiment showed that the use of tasks that require such a long answer in a summative assessment involving thousands of applicants leads to a lot of time spent checking students' answers.

In addition, we recommend the use of the following style test assignments, which are effective in developing and assessing students 'reading comprehension skills.
1.Picture test assignments. They test students 'understanding of the reality they see through images that carry a certain philosophical content. The use of such assignments develops skills in the student to understand the realities of life, to act in accordance with the situation.

Take a look at this picture and write down what you understand in summery.

Answer: _____

In this assignment, the student should integrate life experiences and understanding in order to understand the content of the image he or she sees. The use of such tasks leads to the expansion of the student's imagination, an increase in the level of thinking.

2. Error correction tests. They are asked to correct erroneous sentences and phrases in the passage.

Correct the grammatically incorrectly formed sentence from the content highlighted in the following passage.

This year, a number of measures have been taken to develop public transport, and legal procedures for the introduction of taxi services have been established. It should be noted *__that the carriage of passengers without a license is illegal.__* (*__лицензиясиз йўловчиларнинг ташиш қонунга хилоф.__*)

Answer: _____

Such assignments test the student's understanding of the grammatical structure of the text. The use of such tasks also develops in the student the skills of sentence construction, feeling the text as a grammatical and semantic integrity.

3. Drawing test assignments. In them, the basic concepts that represent the semantic blocks of the text are given in numbered diagrams. You will be asked to place these basic concepts in sequence in accordance with the content of the text.

Arrange the concepts in the story **"White, moonlit nights"** in order of their place in the content of the work.

Such assignments test the student's understanding of the grammatical structure of the text. The use of such tasks also develops in the student the skills of sentence construction, feeling the text as a grammatical and semantic integrity.

Answer: ▢ ▢ ▢ ▢ ▢

Through such assignments, the student's ability to divide the text into content blocks is tested. The use of such tests develops in the student the ability to understand the place of each unit in the text, to divide the text into parts, to understand it as a semantic whole.

In general, special attention should be paid to the content and methodology of the tasks used to assess students' reading comprehension in their mother tongue. Choosing an appropriate task methodology allows for the correct diagnosis and assessment of the student's cognitive level.

Experimental work in the 2019/2020 academic year at school No. 33 in the city of Fergana, Fergana region; At School No. 1 in Chust, Namangan region; In the 21st school of Gurlan district of Khorezm region; It was held in school No. 25 of Balikchi district of Andijan city, school No. 48 of Jalal-Abad district and school No. 46 of Payarik district of Samarkand region.

Experimental goals and objectives were set, and questionnaires and questions were used. The procedure for organizing pilot classes was explained to teachers. Assessment classes are designed to develop students' reading comprehension skills in the following groups:

I. Lessons to develop reading comprehension.

II. Lessons in developing reading comprehension of a journalistic text.

III. Lessons in reading and understanding formal texts.

IV. Lessons in reading comprehension.

In general, unexplored aspects of the development of reading comprehension skills were identified through the assessment of the reading comprehension skills of the graduating classes, and methodological recommendations were provided for their formation.

To make the calculation easier, the test results were reviewed with 274 students, taking one class from each school that represented the experiment. Among of them, 147 students participated in the experimental group and 127 students in the control group.

The following table shows the effectiveness indicators of the level of formation of reading comprehension skills in graduate students at the beginning and end of the experiment:

Effectiveness indicators at the beginning and end of the experiment in the level of formation of reading comprehension skills in graduating students

Table 1

		The number of pupils	Levels of learning			
			"excellent" (5)	"good" (4)	"satisfactory" (3)	"unsatisfactory „ (2)
At the beginning of the experiment	Experimental group	147	16	44	53	33
	Control group	127	14	38	45	29
At the end of the experiment	Experimental group	147	32	62	40	14
	Control group	127	14	39	47	27

The diagram corresponding to these selections looks like this:
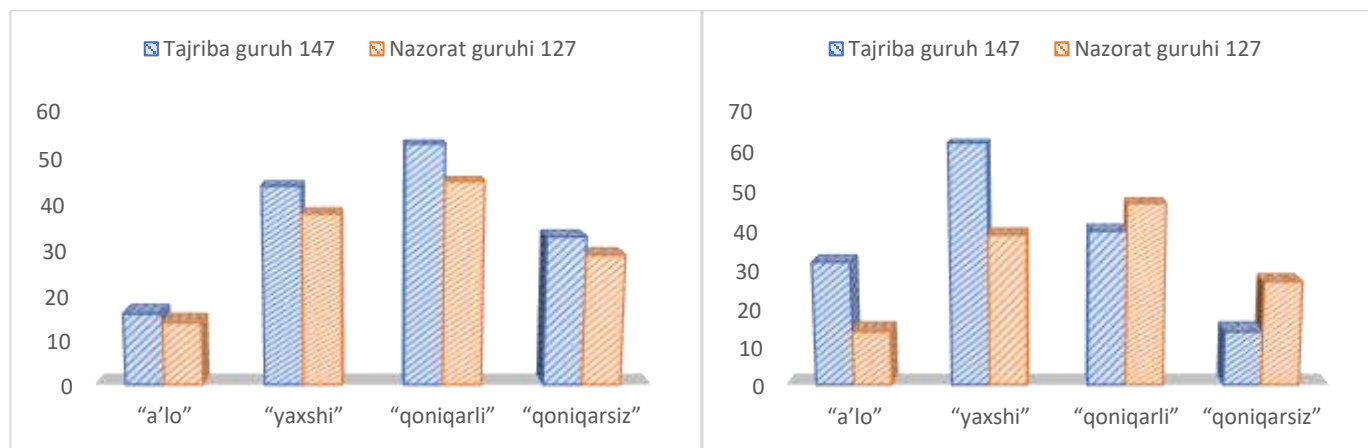
Praph 2 – At the beginning of the experiment	**Graph-3** – At the end of the experiment

We record the results in tabular form. Table-2

Groups/ criteria	Experimental group (H_T=148)	Control group (H_X=127)
Medium arithmetic values of the marks	$X_T^* = 3{,}76$	$X_H^* = 3{,}31$
Efficiency coefficient	$\eta = 1{,}13$	

Selective variance	0,53	0,59
Medium value standard errors	$C_T=0,81$	$C_X=0,86$
reliability ranges of X^*	$3,62 < a_x < 3,90$	$3,15 < a_y < 3,47$
Variation indicators	23,89%	29%
Student statistics	T=4	
Statistical degree of freedom	K=273	
Criteria summary	When T=4>1,96, X_1 accepted	

We now see that the teaching style in the experimental and control groups contradicts our assumption that they are different.

$K_0 : \Phi_x = \Phi_y$

In this case, the distribution of the two main set distributions coincides with each other.

At a given value level a N1: - to test the hypothesis that the population is normally distributed, we first calculate the theoretical frequencies and then Pearson's criterion of conformity - on the basis of the Xi-square systems (1) and (2) according to the following formula:

$$X_{n,m}^2 = \frac{1}{n \cdot m} \sum_{i=1}^{4} \frac{(nm_i - mn_i)^2}{m_i + n_i} = \sum_{i=1}^{4} \frac{(m_i - n_i)^2}{m_i + n_i}.$$

Based on the formula $X_{n,m}^2$ is equal $\approx 15,45$.

According to this criterion, the degrees of freedom are n = 4 - 1 = 3, we find a critical point on the table of X_i-square distribution. Reliability probability for   r = 0.95

$T_{0,95}(B) = T_{0,95}(3) = 7,815$.

We construct a right-sided critical area because the one-sided criterion rejects the null hypothesis "more resolutely" than the two-sided criterion. The right-hand critical area is as follows.

$X_{n,m}^2 = 15,45 > 7,815 = T_{0,95}(3)$

From this, the zero hypothesis was rejected because the X_i-square distribution was greater than the critical point.

During the experiments, we made a comparative analysis of the level of development of reading comprehension skills of students in the experimental and control groups. The analysis of the results shows that at the end of the experiments, the reading skills of the students in the experimental group improved compared to the control group. According to the statistics, the mean values differed in each group, the efficiency increased by an average of 1.13 times, and the confidence intervals of the mean values did not overlap.
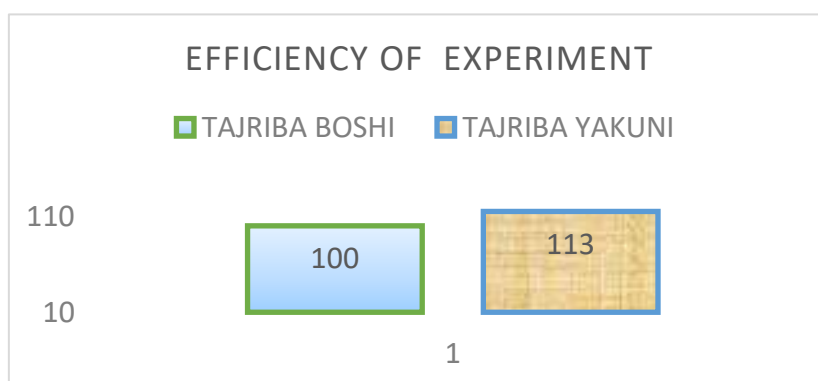
4-rasm. Baholash samaradorligi ko'rsatkichi.

According to this diagram and the above calculations, the results of the research conducted in the experimental groups proved to be 13% higher than the results sin the control groups. This shows that the post-experimental situation is very different from the initial observation. Therefore, it has been argued that it is effective to implement reading comprehension skills in the experimental process using the assessment mechanisms we recommend.

Based on our research on the development of scientific and methodological bases for the assessment of reading comprehension skills of graduates of general secondary education in the native language, we have come to the following scientific conclusions:

1. The education system is a "golden triangle". ESS, teaching process and assessment. Evaluation is a pedagogical measure of the achievement of educational goals. If criteria for assessing each speech skill are developed in mother tongue education, teaching will naturally conform to these criteria, and students will develop communication skills, comprehension and interpretation skills on their own.

2. There is a need to change the minimum requirements for graduates to read and understand texts in their mother tongue in the ESS and curricula, as the established standards are not sufficient. Therefore, in the new generation of ESS and curricula, it is necessary to establish clear norms and criteria for the development of students' reading and comprehension of texts in their native language.

3. Theoretical examination of test items designed to assess the ability to read and understand texts in the native language will improve the quality of assignments.

4. The content of reading comprehension assessment in the native language of graduate students is based on the laws of text comprehension. Therefore, in assessing the level of reading comprehension in the native language, it is useful to define the content of the tasks as follows: mainly for comprehension of sentence and text level information and comprehension tasks, as well as partial word comprehension tasks.

5. In determining the criteria for assessing reading comprehension, assignments should be assessed based on which cognitive level they are testing. Therefore, we recommend the evaluation criteria as follows:

1 point for word comprehension tasks; Tasks for comprehension of information at the level of sentences and texts with 2 points; comprehension level assignments should be evaluated with 3 points.

6. The choice of assignment methodology in accordance with the content of the tasks used in the process of assessing the reading comprehension of texts in the native language of graduate students allows to correctly diagnose and assess the cognitive level of the student.

7. In mother tongue education, students are not language learners, but translators, and if the assignment method is not chosen correctly, it can backfire - reading the text can be tedious and very simple. This has a negative impact on education.

8. Based on the results of the experiment, it is recommended to introduce an assessment of students' reading comprehension in the entrance exams to higher education institutions, which have a significant impact on the education system of the country. Because it leads to the development of students' comprehension skills.

9. Effective use of new methodologies in assessing students 'reading comprehension in their mother tongue, and developing students' reading comprehension skills in general secondary education. The ability to correctly understand the purpose of the author, the ability to apply philosophical laws such as "cause and effect", "balance of form and content", "denial", "comparison", "consistency" in life, the ability to accurately assess the situation and information develops the ability to correctly understand texts on various topics in the field, to evaluate objectively.

Our research on assessing the reading comprehension skills of graduating students in mother tongue education has provided the basis for the development of the following recommendations:

1. In order to assess the reading comprehension skills of the graduating class, the texts on which the assignments are made should be structurally complete, incomplete or mixed.

2. The task used to assess the reading comprehension skills of the graduating class should not require special knowledge from the student (mathematical operations, chemical reactions, solving physical problems, etc.), but should check the level of understanding.

3. The constructs for assessing reading comprehension in the mother tongue and the methodology of test assignments should be as follows: "search for clearly expressed information in the text", "comprehension of explicit information in the text" indicators, "*open test task with short answer*", " "Understanding the function and meaning of language units in the text", "Understanding the semantic connections in the text", "Understanding the hidden information in the text", "Ability to apply knowledge and concepts from the text", *"Alternative test with one or more correct answers", Using the "test task to fill in the blanks" and the "binary test task"* to "understand the connections between verbal and visual information in a text", "understand the general meaning of parts of a text", and "divide text into content blocks" indicators test task "," *alternative*

test task with one or more correct answers ",“ graphic test task ", and“ error correction tests ",“ determination of the author's purpose in the text ",“ understanding the idea of the text ",“ understanding the content of the text and be able to interpret ",“ assess the accuracy of ideas and the author's point of view in the text "and“ be able to apply knowledge and concepts from the text *"using“ open test tasks that require extended answers "and“ pictorial test tasks "* will be effective and confident.

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