

METHODS OF USING COMPUTER TECHNOLOGIES IN THE EVALUATION OF WRITING COMPENSATIONS OF NON-PHILOLOGY STUDENTS.

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Annotation: *Non-philology students, writing skills are essential for academic success, professional communication, and expressing ideas effectively in their respective fields. Incorporating computer technologies can enhance their writing experience by providing tools for grammar and style checks, feedback mechanisms, collaborative platforms, and access to digital resources for research and writing support.*

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INTRODUCTION

Assessing writing compositions for non-philology students involves a unique set of challenges and considerations. Non-philology students, who may come from diverse backgrounds and academic disciplines, often approach writing tasks with varying levels of proficiency and familiarity with linguistic conventions. As a result, assessing their writing requires a nuanced approach that takes into account their individual strengths, weaknesses, and learning goals. One key aspect of assessing writing compositions for non-philology students is understanding the purpose and audience of their writing. Unlike traditional academic writing in the field of philology, which may prioritize linguistic analysis and theoretical frameworks, non-philology students may be tasked with writing for practical purposes such as professional communication, technical documentation, or creative expression. Therefore, evaluators must consider how well students have achieved the specific goals and objectives outlined for their writing assignments. Another important consideration is providing clear and constructive feedback that supports students' growth and development as writers. This feedback should be tailored to address areas where students can improve, such as grammar and syntax, organization and coherence, use of evidence and argumentation, and adherence to genre conventions. Additionally, feedback should encourage students to reflect on their writing process, identify areas for improvement, and implement strategies for future writing tasks. Technology

can also play a valuable role in assessing writing compositions for non-philology students. Automated writing evaluation tools can provide instant feedback on aspects such as spelling and grammar errors, sentence structure, and vocabulary usage. However, it's essential to complement automated tools with human evaluation to provide meaningful feedback on higher-order writing skills such as critical thinking, creativity, and audience awareness.

Assessing writing compositions for non-philology students involves a variety of methods tailored to their needs and learning goals. Here are some effective methods for assessing their writing:

1. Rubrics: Develop detailed rubrics that outline the criteria for evaluating writing compositions. Include categories such as content, organization, language use, mechanics, and overall effectiveness. Rubrics provide clear guidelines for students and ensure consistent assessment standards.

2. Peer Review: Incorporate peer review sessions where students exchange drafts and provide feedback to each other. Peer review not only encourages collaboration and a sense of community but also helps students learn from each other's strengths and weaknesses.

3. Portfolio Assessment: Implement portfolio assessment, where students compile a collection of their writing samples over time. Portfolios showcase students' progress, allow for self-reflection, and provide a comprehensive view of their writing abilities.

4. Holistic Scoring: Use holistic scoring methods to evaluate overall writing quality rather than focusing solely on individual elements. This approach considers the coherence, cohesion, and impact of the entire composition.

5. Process-Based Assessment: Assess students' writing processes, including prewriting, drafting, revising, and editing. This method focuses on students' decision-making, revision strategies, and awareness of audience and purpose.

6. Feedback Sessions: Schedule one-on-one feedback sessions with students to discuss their writing strengths, areas for improvement, and goals. Provide constructive feedback that emphasizes specific examples and actionable suggestions for enhancement.

7. Integrated Tasks: Design integrated writing tasks that align with students' disciplinary interests and real-world contexts. For example, ask students to write reports, proposals, or case studies relevant to their field of study or future careers.

8. Technology-Assisted Assessment: Utilize technology tools for assessing writing, such as automated writing evaluation software. These tools can assist in identifying grammatical errors, vocabulary usage, and sentence structure, complementing human evaluation.

9. Self-Assessment and Reflection: Encourage students to engage in self-assessment and reflection on their writing progress. Provide prompts and guidelines for self-evaluation, helping students become more aware of their strengths and areas for growth.

By combining these methods and adapting them to suit the specific needs and contexts of non-philology students, educators can effectively assess their writing compositions, promote continuous improvement, and support their development as skilled writers.

From the above methods, I would like to explain about rubrics: Rubrics are assessment tools that outline criteria for evaluating student work and provide a standardized method for grading or scoring. They are particularly useful in educational settings for assessing assignments, projects, presentations, essays, and other types of student work. Rubrics typically include criteria such as content knowledge, organization, clarity, creativity, adherence to instructions, grammar and mechanics, and overall quality of work. Here are some key points about rubrics:

- **Criteria and Levels:** Rubrics define specific criteria or dimensions along with different levels of performance for each criterion. These levels often range from excellent to poor, with descriptors for each level to guide the assessment process.

- **Transparency:** Rubrics promote transparency in grading by clearly communicating expectations to students. When students understand the criteria used for evaluation, they can better focus on meeting those expectations in their work.

- **Consistency:** Rubrics help maintain consistency in grading across different evaluators by providing a common framework for assessment. This reduces subjectivity and ensures fairness in evaluating student work.

- **Feedback:** Rubrics facilitate meaningful feedback by highlighting areas of strength and areas needing improvement. Teachers can use rubrics to provide specific feedback to students, guiding them on how to enhance their performance.

- **Self-Assessment and Reflection:** Rubrics can also be used for self-assessment, allowing students to evaluate their own work based on the



established criteria. This process encourages self-reflection and helps students identify areas for growth.

- Different Types: There are various types of rubrics, including holistic rubrics that provide an overall assessment of student work and analytic rubrics that break down assessment into specific criteria or dimensions.

When designing or using rubrics, it's important to ensure they align with learning objectives, are clear and understandable, and reflect the desired standards of performance. Rubrics can be adapted and customized based on the nature of the assignment or project being evaluated and the educational context.

In conclusion, assessing writing compositions for non-philology students requires a holistic approach that considers their unique backgrounds, learning objectives, and the specific contexts in which they will use their writing skills. By providing clear expectations, targeted feedback, and leveraging technology where appropriate, educators can support non-philology students in developing their writing abilities and achieving success in their academic and professional endeavors.