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## DESIGNING READING COMPREHENSION TESTS OF UZBEK AS L2 FOR SCHOOL GRADUATES

**Abstract:** As Alderson suggests that perfect understanding of reading construct is hard to overview, as our thoughts of the phenomenon might be incorrect or subjective. Striving to put our theories on reading construct into practice we most probably, might create techniques with which we can investigate and develop our knowledge of the field. Yet reading assessment is not very alien for classroom practitioners since testing reading comprehension has always been part of their classroom activities. This work intends to discuss important sides that should be looked into while designing reading tests for learners of Uzbek as second language. Additionally, it proposes a reading comprehension-testing framework for school graduates who have had instruction other than Uzbek.

**Key words:** reading comprehension tests, test principles, reading assessment.

**Language:** English

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### Introduction

The efforts to design reading tests target at creating a system, which could unite authentic language and students' comprehension assessment. Reading tests are to track learners' skills in various reading aspects and they monitor their progress and show how well they comprehended the information reflected in the curriculum. In return, these findings can evaluate the process used in teaching second language giving authorities invaluable feedback on their policies.

Uzbekistan was one of the countries of the former USSR and Russian-language-instructed schools still enjoy noticeable popularity in the Republic, which makes reading assessment considerably more challengeable. Interestingly, native speakers of Uzbek studying at schools with Russian language instruction learn the state language (Uzbek) as L2 together with other nationalities residing in the country.

### Theories on Reading process

As we are discussing on testing we usually refer to academic purposes. Grabe highlights main six purposes:

1. Looking up specific information of the passage (scanning and skimming)
2. Defining the general idea quickly of the passage (skimming)
3. Targeting at learning something new from reading
4. Combining passage information
5. Approaching critically to the passage
6. Interaction with the text on general purposes

He adds that the list above can be enriched or vice versa depending on the demands levied on the reader. When defining reading we have to take into consideration these differing purposes.

When talking on the theories to describe the process taking place during reading we can't skip three models that occur in the learner and passage interaction. They are **Bottom-up**, **Top-down** and **Interactive theories**. By Gough's **Bottom-up** theory (1972), learners (passive decoders) identify letters individually before integrating with sounds. Letters are kept in the memory until each letter is held in the memory until the next letter is identified. Words are identified by the brain then sentence meaning is comprehended which is followed by paragraph and

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passage comprehension. "I see no reason, then, to reject the assumption that we do read letter by letter. In fact, the weight of the evidence persuades me that we do serially from left to right" (Gough, 1972, p. 335). Background knowledge is not an essential factor in this theory. Developed by Smith and Goodman **Top-down** model emphasizes what learners bring to the passage. "Goodman calls this process as "psycholinguistic guessing game", in which readers guess or predict the text's meaning on the basis of minimal textual information, and maximum use of existing, activated knowledge" (Alderson, 2001, p.17). They just try to sample, choose from the text and make their own assumptions and predictions taken from hints they receive letters, words, and syntax, and while reading they confirm or get rejection for their predictions by their background knowledge and experience that they encountered from the beginning. Apparently, bottom-up and top down theories have little in common after all, they bear different insights. To fill the gap between the two theories a new theory emerged. **Interactive model** is a flexible and accommodating theory. Alderson states that the interaction differs according to the text, reader, and purpose. Stanovich (1980) argued that:

*interactive models of reading appear to provide a more accurate conceptualization of reading performances than do strictly top down or bottom up models. When combined with an assumption of compensatory processing (that a deficit in any particular process will result in a greater reliance on other knowledge sources, regardless of their level in the processing hierarchy), interactive models provide a better account of the existing data on the use of orthographic structure and sentence context by good and poor readers (as cited in Samuels & Kamil, (1984) p. 212).*

He adds that readers rely on their strong sides trying to compensate the weak ones. Readers hopeless at word decoding (bottom-up) will make most of their background knowledge (top-down). So, the sense of interactivity includes situations when processes interact with each other to achieve comprehension.

### The purpose of the designed test

The designed test plans to define the weaknesses and strengths of high school graduates with regard to reading for comprehension of the academic knowledge of Uzbek depicted in school curricula. Additionally, to assess their skills to skim, comprehend details, scan for details, encounter unknown words and guess the meaning of them in context and to draw inferences from a text. The test is conducted at the entrance exams for universities to define would-be students' knowledge on the state language.

### Test construct

The proposed test is a summative test aiming at measuring students' abilities in terms of reading

strategies by offering various different text materials. The suggested reading techniques to be used for this test are 'skimming and scanning' (finding specific details) and 'careful reading' (understanding the main ideas

### Sample test

The test involves authentic passages are generally chosen from books, journals, internet sites and newspapers which are in three types: informative, entertaining, literary. The test designer intend to choose passages which are thought-provoking and not deeply specialized taking into account the lexicology of secondary school subjects. The first passage deals with entertainment and informative content. The second one concerns factual texts from history and the last one tests students' interaction with scientific material.

Below we can provide one sample passage and question relating

### Choy yoki qahva

"Euromonitor International" tomonidan "Choy yoki qahva: qaysi mamlakatlarda bu ichimliklarga xohish bor?" mavzusida so'rov o'tkazilgani, tadqiqot natijalariga qaraganda, O'zbekiston aholisining 99,6 foizi choy iste'mol qilishga moyil ekanliklari aniqlangan. Endi esa dunyoning ayrim mamlakatlaridagi choyxo'rlik haqida so'z yuritamiz.

Choy – avvaliga bemorlarni davolashda dori sifatida ishlatilgan. Ommaviy tarzda iste'mol qilish esa Tan sulolasi davrida boshlangan. Xitoyda choyning bir necha turi bor. Xitoyliklar asosan ko'k, sariq va ulun deb nomlangan choyni xush ko'rishadi. Qora choy ham sevib iste'mol qilinadi, ammo ko'proq eksportga chiqariladi.

"Osmon osti mamlakati"da choy iliq holda ichiladi. Choyga shakar va boshqa mahsulotlar qo'shilmaydi. Chunki qo'shilgan boshqa mahsulotlar choy ta'mini buzar ekan. Xitoyliklar uchun choy kundalik iste'mol qilinadigan ichimlik sifatida ko'riladi. Bundan tashqari, choy bilan bog'liq bir qator an'analar mavjud. Unga ko'ra, xitoyliklarda choy kichiklar tomonidan piyolalarga quyilib kattalarga uzatiladi. Oilalarda 3 litrgacha choy qaynatilib, chinni idishlarga damlanadi. Xitoyda turli ko'rinishlarda choynak va piyolalar tayyorlanadi.

Yaponlar asosan ko'k choy ichishadi. Ayrim hollarda sariq choy ham ichib turadilar. Sariq choy xitoyliklar usuli bilan 2 daqiqagacha damlanadi. Yaponlar choyni sekin-astalik bilan ho'plab ichishadi. Yaponiyada choy ovqatdan avval, ovqat vaqtida va ovqatdan keyin ham ichiladi. Xitoyliklardan farqli ravishda yaponlar choyni issiq holda emas, balki sovitib ham ichishadi.

Tibetda asosan ko'k choy ichadilar. Bir litr suvga 50-75 gramm choy solinadi. Tibet choyi insonni tetik qilishi aytiladi. Tibetliklar an'anasiga ko'ra, sutli choy bilan mehmon qilish mehmonnavozlikning oliy ko'rinishi ekan.

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Tailandliklar achchiq qizil choyi bilan nom qozonishgan. Ular choyga sut va boshqa mahsulotlarni qo'shishni yaxshi ko'rishadi.

Hindiston va Shri Lankada choy yetishtirishni inglizlar yo'lga qo'ygani aytiladi. Buyuk Britaniya choy masalasida Xitoyga qaramlikdan qutilish maqsadida Hindiston hududlarida choy yetishtirishga qaror qiladi. Unga qadar Hindistonda faqat buddaviy monaxlargina choy ichishgan. Bugungi kunda bu ikki mamlakat ahli choy ichish bo'yicha yigirmata mamlakat safiga ham qo'shila olmagan. Hindistonda asosan shimolda istiqomat qiluvchi aholi choy ichadi. Janubliklar esa asosan qahva ichishni afzal ko'rishadi. Hindiston va Shri-Lankada choyga albatta shakar va sut qo'shiladi.

Shimoliy Afrika va Arabistonda yalpiz choy ichiladi. Mag'rib mamlakatlarida choy damlash ijtimoiy hayotning muhim ko'rinishlaridan biri hisoblanadi. Oshxona ishlari bilan faqat ayollar band bo'lsa, choyi erkaklargina damlashadi. Oila rahbari shaxsan o'zi choy damlab, mehmonlarga uzatadi. O'z navbatida mehmonlar uch piyoladan ortiq choy ichishmaydi.

G'arbiy Afrikada "Senegal choyi" deb atalmish choy juda ham mashhur. "Attaya" deb nomlanuvchi mazkur choy ko'k va qora choydan damlanadi. Buning uchun metall choynakdan foydalaniladi. Choynakka katta miqdorda choy, shakar, yalpiz bargi va sovuq suv solinib olovga qo'yiladi. Qaynab chiqqunga qadar kutiladi. Shundan so'ng shisha stakanlarga quyiladi. O'zbeklarda choy uch marta qaytarilsa, G'arbiy Afrikada choy stakandan stakanga bir necha bor solinadi.

AQSHda choy qahvaga nisbatan 25 barobar kam ichiladi. Choy asosan Sharqiy sohil bo'yidagi shtatlarda iste'mol qilinadi. Shunda ham qora choy afzal ko'riladi. Kaliforniya ham choxo'rliqi bilan mashhur. Bu shtatda Xitoy va Yaponiyadan xarid qilingan ko'k choy ichiladi. Janubiy sohillarda muz va limon solingan sovuq choy ichiladi. Markaziy va Janubiy Amerika mamlakatlarida choy keng tarqalmagan. Mazkur mintaqalarda choyi eslatuvchi mate o'simligining bargi ancha mashhur. Choy deganda Lotin Amerikasida sovuq ichimlik tushuniladi.

Avvallari Ozarbayjonda qora choy ko'p ichilgan bo'lsa, bugungi kunda choyning rangi deyarli ajratilmaydi. Ham ko'k, ham qora choy ichilaveradi. Ozarbayjon choixonasi Markaziy Osiyo choixonasidan butunlay farqlanadi. Ozarbayjon choixonalarida ovqat tortilmaydi, faqat choy ichiladi va shirinlik yeyiladi, xolos. Agar sovchilarga shirin choy berilsa, bu qizlarini berishga rozi ekanliklari anglashiladi. Choy alohida, shakar alohida qo'yilsa, bu rad javobidir.

Yevropa qit'asida choy kam ichiladi. Yevropaga choy Xitoydan XVII asr o'rtalarida portugal, golland va inglizlar tomonidan olib kelina boshlandi.

Avvaliga Yevropada ham davolash maqsadlarida qo'llanilgan.

Oradan yillar o'tib, choy ichish odatiy holatga aylandi. Biroq avval choy Yevropada qarshiliklarga uchraganini aytib o'tish kerak.

"Ko'hna qita"da ko'proq qahva ichiladi. Shu sababli ham bu o'lkalarda choy tayyorlash borasida milliy urf-odatlar deyarli yo'q, desak ham bo'ladi. Faqat inglizlar choyi milliy ichimlik sifatida ko'rishadi. Inglizlar uzoq yillar davomida eng ko'p choy ichadigan millat sifatida tan olib kelingan. Bu mamlakatda bir kishi o'rtacha 2530 gramm choy ichadi. Inglizlar bir kunda uch marta choy ichadi. Ular choyga sut qo'shadilar. Lekin avval choyga sut qo'shish kerakmi yoki sutga choy qo'shish kerakmi, degan savolga hamon javob topilmagan.

Shvetsiyada qora choy, meva va gullar aralashmasidan tayyorlangan syoder choyi mashhur. Bu choy 1979-yilda kashf qilingan. Shveysariya qadoqlangan sovuq choyning vatani hisoblanadi. Shveysariya sovuq choy iste'moli bo'yicha Yevropada birinchi o'rinda turadi. Fransuzlar choy haqida 1636-yilda bilishgan. Germaniyada choy haqida ilk bor 1650-yilda ma'lumotlar paydo bo'ldi.

### **Tushirib qoldirilgan so'zlarni matndan toping va yozing. (So'zlar soni BITTadan oshmasin)**

Choy dastlab

1. o'rnini bosgan. Tan sulolasi vaqtdan boshlab choyga ichimlik sifatida qaralgan.

2. choyi eksportga chiqaradilar. Tibet aholisining ko'pchiligi ko'k choy ichishadi. Tibetlarda

3. choy mehmonga beriladigan eng yaxshi ichimlikdir. Hindistonda

4. aholisigina choyi ma'qul ko'radi.

5. asosan, qahva ichiladi. Shvetsiyada

6. choyi mashhur.

### **Quyida berilgan ma'lumotlar matnda TO'G'RI yoki NOTO'G'RI ekanligini aniqlang.**

1. Xitoyda choy turlari ko'p emas.

2. Yaponiyada choy ovqatlanishdan oldin, ovqatlanish vaqtida ham iste'mol qilinadi.

3. Buyuk Britaniya choyi faqat Hindistonda yetishtirgan, sababi Xitoyga qaramlikdan qutulish edi.

4. Ozarbayjonda choyga shakar solinmasligi bu kelgan sovchilarga rozilik belgisi hisoblanadi.

5. "Ko'hna qit'a"ning asosiy ichimligi qahvadir.

6. Britanlar asosan choyga sut qo'shadilar.

### **Types of questions for the text given.**

As we can see questions 1-6 test students' gap filling skills which require detecting the right word from the passage. The other 6 questions are identical

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to True/False. The test designers avoid using the same type of questions in the rest two passages.

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