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DEVELOPING PERFORMANCE TASKS FOR COMPENSATORY COMPETENCE IN MIDDLE SCHOOL

Umirzakova Mohina

Uzbekistan State World Languages University

Faculty of English Philology

mohinaumirzakova@gmail.com

Abstract. *For middle school pupils to succeed academically and flourish personally, compensating competence development is essential. The idea of compensatory competence is examined in this thesis, which also highlights the value of performance tasks in fostering the growth of these competences. The theoretical underpinnings of performance-based learning and its potential to eliminate student competency gaps are examined in this research.*

Keywords. *Middle school, performance tasks, student growth, competency-based education, task design, compensatory competency, educational assessment, and adaptation*

One of the most important times in a student's academic career is middle school. Students are now acquiring vital cognitive, social, and emotional abilities that will influence their success in school and beyond. But not every student is equally prepared or skilled in these areas when they start middle school. The concept of compensating competence describes a student's capacity to use adaptive solutions to fill in or overcome knowledge or skill deficiencies. Teachers are increasingly using performance tasks as an efficient method for skill development and assessment in order to help students achieve this kind of competency. Performance activities help students develop compensating capabilities by giving them the chance to use their skills and knowledge in practical settings. The purpose of this thesis is to investigate how performance assignments might be created and used to help middle school pupils enhance their compensating competence.

Compensatory Competence: An Understanding

The concept of compensatory competence is complex and includes a variety of social, emotional, and cognitive abilities. It describes the capacity to make up for shortcomings or difficulties in particular areas by leveraging other strengths or creating new strategies. Students may experience personal or academic difficulties in middle school, which could impair their ability to function at grade level. Students that possess compensatory competence are more likely to come up with solutions to these problems, like asking for assistance from teachers or classmates, adjusting to different learning methods, or developing self-control. Students who build strong compensatory competence are more resilient in the face of hardship and better able to manage the academic demands of middle school, according to research. Therefore, in order to prepare pupils for high school and beyond, instructors must cultivate this competency.

Performance Tasks' Function in Middle School Education

Assignments known as performance tasks call for students to use their knowledge and abilities in real-world or practical settings. Performance tasks

evaluate students' ability to apply their knowledge in meaningful ways, as opposed to standard assessments, which usually gauge their memory of material. Project-based assignments, simulations, experiments, presentations, and creative outputs are just a few examples of the various types of performance tasks. Students must use critical thinking, problem-solving, and peer communication skills to complete these assignments, which are frequently group projects. Performance tasks are especially useful in the context of compensating competence because they give students the chance to show that they can make up for knowledge deficits. Performance tasks might provide a more inclusive evaluation method by highlighting the various strengths of students who might not do well on conventional exams.

Designing Performance Tasks for Compensatory Competence

Both the academic objectives and the unique needs of each student must be carefully taken into account when creating performance challenges for middle schoolers. Teachers must first decide the particular competencies they want to evaluate and encourage in order to create performance tasks that are effective.

Matching Assignments to learning goals: Clear learning objectives should guide the design of performance challenges. These goals ought to emphasize the development of skills related to compensatory competence in addition to topic understanding. For instance, assignments might be created to foster communication, time management, or self-control abilities.

Providing multiple pathways for achievement: Performance tasks should provide multiple pathways for achievement because students have different learning methods and strengths. Students are given the freedom to select the approach that best suits their abilities when given assignments that let them show their understanding in a range of ways, such as written reports, oral presentations, or visual projects.

Promoting Collaboration: Because collaborative performance challenges motivate students to cooperate, exchange ideas, and solve problems as a group, they are especially successful in fostering compensating competence. In addition to enhancing academic abilities, collaborative assignments help develop social and emotional skills including empathy, communication, and teamwork.

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USING GAMES AND SIMULATIONS TO ASSESS SOCIOCULTURAL COMPETENCE IN PRIMARY SCHOOL LEARNERS

Umruzakova Zuxro Akmalovna
Uzbekistan State World Languages University
Faculty of English Philology
umruzakovazuxro@gmail.com