

**O‘ZBEKISTON RESPUBLIKASI FANLAR AKADEMIYASI
MINTAQAVIY BO‘LIMI
XORAZM MA’MUN AKADEMIYASI**

XORAZM MA’MUN AKADEMIYASI AXBOROTNOMASI

Axborotnoma OAK Rayosatining 2016-yil 29-dekabrdagi 223/4-son qarori bilan biologiya, qishloq xo‘jaligi, tarix, iqtisodiyot, filologiya va arxitektura fanlari bo‘yicha doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro‘yxatiga kiritilgan

**2025-6/2
Xorazm Ma’mun akademiyasi axborotnomasi
2006 yildan boshlab chop qilinadi**

Xiva-2025

Bosh muharrir:*Abdullayev Ikram Iskandarovich, b.f.d., prof.***Bosh muharrir o'rinbosari:***Hasanov Shodlik Bekpo'latovich, k.f.n., k.i.x.***Tahrir hayati:**

<i>Abdullayev Ikram Iskandarovich, b.f.d., prof.</i>	<i>Mirzayeva Gulnara Saidarifovna, b.f.d.</i>
<i>Abdullayeva Muborak Maxmusovna, b.f.d., prof.</i>	<i>Najmeddinov Axmad Raxmatovich PhD, dotsent</i>
<i>Abduhallimov Bahrom Abduraximovich, t.f.d., prof.</i>	<i>Pazilov Abduvayit, b.f.d., prof.</i>
<i>Agzamova Gulchexra Azizovna, t.f.d., prof.</i>	<i>Razzaqova Surayyo Razzoqovna, k.f.f.d., dos.</i>
<i>Aimbetov Nagmet Kalliyevich, i.f.d., akad.</i>	<i>Ramatov Bakmat Zaripovich, q/x.f.n., dos.</i>
<i>Ametov Yakub Idrisovich, b.f.d., prof.</i>	<i>Raximov Raxim Atajanovich, t.f.d., prof.</i>
<i>Babadjanov Xushnut, f.f.n., prof.</i>	<i>Raximov Matnazar Shomurotovich, b.f.d., prof.</i>
<i>Bahodirova Feruza Bahodir qizi, PhD, dots.</i>	<i>Raximova Go'zal Yuldashovna, f.f.f.d., dos.</i>
<i>Bobojonova Sayyora Xushnudovna, b.f.n., dos.</i>	<i>Ro'zmetov Baxtiyar, i.f.d., prof.</i>
<i>Bekchanov Davron Jumanazarovich, k.f.d.</i>	<i>Ro'zmetov Dilshod Ro'zimboyevich, g.f.n., k.i.x.</i>
<i>Buriyev Xasan Chutbayevich, b.f.d., prof.</i>	<i>Ruzmetov Davron Ibrogimovich, PhD</i>
<i>Gandjayeva Lola Atanazarovna, b.f.d., k.i.x.</i>	<i>Sadullayev Azimboy, f-m.f.d., akad.</i>
<i>Davletov Sanjar Rajabovich, tar.f.d.</i>	<i>Salayev San'atbek Komilovich, i.f.d., prof.</i>
<i>Durdiyeva Gavhar Salayevna, arx.f.d.</i>	<i>Saparbayeva Gulandam Masharipovna, f.f.f.d.</i>
<i>Ibragimov Baxtiyor To'laganovich, k.f.d., akad.</i>	<i>Saparov Kalandar Abdullayevich, b.f.d., prof.</i>
<i>Izzatullayev Zuvayd, b.f.d., prof.</i>	<i>Safarov Alisher Karimdjanovich, b.f.d., dos.</i>
<i>Ismailov Is'haqjon Otabayevich, f.f.n., dos.</i>	<i>Sirojov Oybek Ochilovich, s.f.d., prof.</i>
<i>Jumaniyozov Otaboy, f.f.d., prof.</i>	<i>Sobitov O'lmasboy Tojxmedovich, b.f.f.d., k.i.x.</i>
<i>Jumaniyozov Zoxid Otaboyevich, f.f.n., dos.</i>	<i>Sotipov Goyipnazar, q/x.f.d., prof.</i>
<i>Jumanov Murat Arepbayevich, b.f.d., prof.</i>	<i>Tojibayev Komiljon Sharobitdinovich, b.f.d., akad.</i>
<i>Kadirova Shaxnoza Abdusalilovna, k.f.d., prof.</i>	<i>Xolliyev Askar Ergashevich, b.f.d., prof.</i>
<i>Qalandarov Nazimxon Nazirovich, b.f.f.d., k.i.x.</i>	<i>Xolmatov Baxtiyor Rustamovich, b.f.d.</i>
<i>Karabayev Ikramjan Turayevich, q/x.f.d., prof.</i>	<i>Cho'ponov Otanazar Otojonovich, f.f.d., dos.</i>
<i>Karimov Ulug'bek Temirbayevich, DSc</i>	<i>Shakarboyev Erkin Berdikulovich, b.f.d., prof.</i>
<i>Kurbanbayev Ilhom Jumanazarovich, b.f.d., prof.</i>	<i>Ermatova JAMILA Ismailovna, f.f.n., dos.</i>
<i>Kurbanova Said Bekchanovna, f.f.n., dos.</i>	<i>Eshchanov Ruzumboy Abdullayevich, b.f.d., prof.</i>
<i>Qutliyev Uchqun Otoboyevich, f-m.f.d., prof.</i>	<i>O'razboyev G'ayrat O'razaliyevich, f-m.f.d.</i>
<i>Lamers Jon, q/x.f.d., prof.</i>	<i>O'rozboyev Abdulla Durdiyevich, f.f.d.</i>
<i>Maykl S. Enjel, b.f.d., prof.</i>	<i>Hajiyeva Maqsuda Sultonovna, fal.f.d.</i>
<i>Maxmudov Raufjon Baxodirovich, f.f.d., k.i.x.</i>	<i>Hasanov Shodlik Bekpo'latovich, k.f.n., k.i.x.</i>
<i>Mirzayev Sirojiddin Zayniyevich, f-m.f.d., prof.</i>	<i>Xudayberganova Durdona Sidiqovna, f.f.d.</i>
<i>Matniyozova Hilola Xudoyberganovna, b.f.d., prof.</i>	<i>Yuldashev Xamza Kamalovich, PhD</i>
<i>Masharipova Feruza Jumanazarovna, PhD</i>	<i>Zaripova Ranojon Zaripovna, PhD, dotsent</i>

Xorazm Ma'mun akademiyasi axborotnomasi: ilmiy jurnal.-№6/2 (127), Xorazm Ma'mun akademiyasi, 2025 y. – 284 b. – Bosma nashrning elektron varianti- <https://www.mamun.uz/bulletin>

ISSN 2091-573 X

Muassis: O'zbekiston Respublikasi Fanlar akademiyasi mintaqaviy bo'limi – Xorazm Ma'mun akademiyasi

Атажонов Ж.А. Қишлоқ хўжалик техникалари ишлаб чиқарувчи йирик саноат корхоналари ва кичик бизнес субъектларининг кооперация алоқаларини шакллантиришнинг айрим услубий масалалари	102
Қурбонов М.А. Камерал солиқ текшируви учун электрон манбасининг шаклланиши, солиқ тизимидаги қўлланилаётган дастурий маҳсулотларнинг аҳамияти	112
Маматов А.А., Хуррамов А.Ф. Миллий хўжаликни яшил иқтисодиётга ўтиш йўллари ва устуворликлари	115
Машарипова М.У. Аёллар тадбиркорлиги тараққиётига таъсир қилувчи омиллар ва ўзбекистонда соҳани ривожлантиришнинг айрим чора-тадбирлари	119
Тиловмуродов Д.Ф. Вклад приключенческого туризма в туристический рынок Центральной Азии	126
Толипов А.Қ. Савдо-саноат палатаси томонидан кичик бизнес ва хусусий тадбиркорликни инфратузилмавий қўллаб-қувватлашнинг устувор йўналишлари	128
Усмонов М.М. Повышение конкурентоспособности промышленных предприятий	132
Хасанов С.Х. Шахснинг иқтисодий хавфсизлигини таъминлаш стратегиясини ишлаб чиқиш	135
Холбутаева Ш.А. Пути совершенствования механизмов обслуживания железнодорожного транспорта	138

PEDAGOGIKA FANLARI

Abdiraupova Z.A. "Mahbub ul-qulub" asarini darsdan tashqari mashg'ulotlarda o'qitishning ahamiyati	143
Abdug'aniyeva X.S. Ernest Xemingueyning abadiy filosofiyasi va uning asarlarini chet tili o'qitishda qo'llashning pedagogik ahamiyati	145
Akbarova S.A. The challenge of learning idiomatic expressions in english and strategies for understanding them	147
Allanyazov M.B. Using modern methods of teaching foreign languages	150
Axmedova Sh.M. Ingliz tilini o'qitishda autentik materiallarning ahamiyati	152
Axrrova M.N. The influence of extensive reading and book clubs on creative writing in EFL classrooms	155
Agzamkhodjaeva S.A., Rita S. Djohan Current issues in the implementation of inclusive education in the modern education system in presett	158
Babajanova K.I. Enhancing pedagogical competence in modern pedagogy: a crucial imperative for 21st-century education	160
Begmuradov J. Boshlang'ich sinf o'quvchilarining audio ertaklardan foydalanishining afzalliklari va tinglab tushunish ko'nikmalarining ahamiyati	163
Berdiev S.S. Lexical and Semantic Functions of Pedagogical Terms and Interfixes in "Ta'limning Metodikasi va Psixologiyasi"	166
Bo'ribayeva Sh.A. Nemis tilini o'qitishni o'rganish (DLL) dasturining dars samaradorligini oshirishdagi ahamiyati	171
Chutboyeva M.N., Abdumannotov E.A. Xalq og'zaki ijodi vositasida milliy qadriyatlarni shakllantirishning innovatsion texnologiyalari	173
Ermanbetova Sh.B., Qo'ymurodova G.M. Adabiyot darslarida ifodali o'qishning talab va me'yorlari	176
Ganiyeva M.Sh., Mirzayeva Z.U., Xankeldiyeva X.Q. Gospital pediatriya fanini o'qitishda zamonaviy pedagogik texnologiyalardan foydalanish	178
Imamova G.L. Stilistik vositalarning ingliz tilini o'qitish metodikasidagi ahamiyati	181
Isakov Sh.M. Belbog'li kurash mashg'ulotlarini tashkil etishda yangi ta'lim metodlarining ahamiyati	184
Isomova N.B. Ingliz tili grammatikasini o'qitishda induktiv va deduktiv yondashuvlarning taqqosiy tahlili hamda ularning didaktik ahamiyati	186
Israilova D. Madaniyatga oid materiallarning chet tilini o'rgatishdagi o'rni va ahamiyati	189
Jabborova G.F. Til o'rganishda xavotir va qo'rquv tadqiqoti	192
Jo'rayeva Z.K. The role of peer feedback in enhancing argumentative writing skills among EFL students	194
Juraboyeva G. Different issues on assessing students and possible solutions	197

• **So'zlarni ma'no jihatdan yod olish bosqichi (Processing):** Eng yaxshi natijani nazorat guruhi ko'rsatdi. Qayta ishlash guruhi esa sezilarli darajada past natija qayd etdi.

• **So'zlarni esga tushirish bosqichi (Output):** Nazorat guruhi bu bosqichda ham eng yuqori ball to'pladi. Ushbu bosqichda qo'rqan guruh eng past natijaga ega bo'ldi.

• **Yakuniy esga tushirish topshirig'i:** Nazorat guruhi yana eng yuqori natijaga erishdi. Boshqa uch guruhda ballar biroz pastroq bo'lib, ularning umumiy ishlashi xavotirga bog'liq tarzda yomonlashgan.

Bu natijalar xavotir aynan **qaysi bosqichda yuzaga kelgan bo'lsa**, eng katta zarar o'sha bosqichdagi o'rganish faoliyatiga yetkazilganini ko'rsatadi. Bizning tadqiqotda xavotir sun'iy ravishda to'rt bosqichdan birida yuzaga keltirildi va u keying bosqichga bevosita salbiy ta'sir ko'rsatdi. Biroq, bu xavotir keyingi oraliq bosqichlarga davom etmadi – demak, **xavotir vaqtincha, lekin o'sha bosqichdagi ishga kuchli ta'sir ko'rsatgan**. Tadqiqot shuni ham ko'rsatadiki, **xavotirning yo'qolishi o'zi kifoya emas**.

Xulosa. Tadqiqotdan olingan eng muhim natija shuki: **xavotirning yuzaga kelishi** aynan o'rganishning qaysi bosqichida sodir bo'lsa, **o'sha bosqichdagi bilimni egallashga bevosita salbiy ta'sir ko'rsatadi**.

• Agar talaba dastlabki bosqichda xavotirga tushsa (ya'ni *input* bosqichida), bu **asosiy so'zlarni tanib olish jarayonini sekinlashtiradi**.

• Agar xavotir *processing* bosqichida paydo bo'lsa – ya'ni so'z ma'nolarini anglash va bog'lash vaqtida – bu **yodlash va tushunish samaradorligini pasaytiradi**.

• Xavotir *output* bosqichida yuzaga kelsa – bu so'zlarni og'zaki yoki yozma tarzda qo'llashga to'sqinlik qiladi.

Bu holatda xavotir o'z-o'zidan kamaygan bo'lsa ham, **avvalgi bosqichda boy berilgan bilim keyinchalik avtomatik tarzda tiklanmagan**. Shuning uchun **faqat xavotirni kamaytirish yetarli emas**. Agar o'quvchi xavotir sababli ma'lumotni to'liq o'zlashtirmagan bo'lsa, bu bo'shliqni to'ldirish uchun **qayta o'rganish zarur**. Bu yondashuv orqali xavotirni faqat hissiy holat sifatida emas, **o'rganishga ta'sir qiluvchi kognitiv omil sifatida** ham hisobga olish mumkin.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. Aida, Y. (1994). An Analysis of Horwitz, Horwitz, and Cope's Foreign Language Anxiety Construct: The Case of Students Learning Japanese. *The Modern Language Journal*, 78(2), 155–168.
2. Cattell, R. B., & Scheier, I. H. (1963). *Handbook for the IPAT Anxiety Scale (2nd ed.)*. Champaign, IL: Institute for Personality and Ability Testing.
3. Cook, J. R. (1985). The Role of Repression and Sensitization in Predicting Responses to a Laboratory Stressor. *Journal of Personality and Social Psychology*, 49, 759–773.
4. Cotton, J. L., Baron, R. S., & Borkovec, T. D. (1980). Caffeine Consumption, Misattribution Therapy, and Speech Anxiety. *Journal of Research in Personality*, 14, 196–206.
5. Djigunovic, J. M. (2006). Language Anxiety and Language Processing. *EUROSLA Yearbook*, 6, 191–212.
6. Eysenck, M. W. (1979). Anxiety, Learning, and Memory: A Reconsideration. *Journal of Research in Personality*, 13, 363–385.
7. Gardner, R. C., Day, B., & MacIntyre, P. D. (1992). Integrative Motivation, Induced Anxiety, and Language Learning in a Controlled Environment. *Studies in Second Language Acquisition*, 14, 197–214.
8. Graves, R., & Bradley, R. (1988). Millisecond Timing Applications for IBM Computers. *Behavior Research Methods, Instruments, and Computers*, 20, 408–412.
9. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70, 125–132.

UDC 37.02

THE ROLE OF PEER FEEDBACK IN ENHANCING ARGUMENTATIVE WRITING SKILLS AMONG EFL STUDENTS

Z.K.Jo'rayeva, teacher, Chirchik state pedagogical university, Chirchik

Annotatsiya. Ushbu maqolada ingliz tili xorijiy til sifatida o'rgatiladigan muhitda talabalar orasida argumentativ yozuv ko'nikmalarini rivojlantirishda tengdosh fikr bildiruvining (*peer feedback*) pedagogik ahamiyati tahlil qilinadi. Muallif fikricha, *peer feedback* o'quvchilarning tanqidiy fikrlash, metakognitiv anglash va yozuvdagi mantiqiy izchillikni shakllantirishga yordam

beradi. Shuningdek, maqolada samarali tengdosh fikr bildiruvini yo'lga qo'yish uchun zarur metodik shart-sharoitlar, texnologik platformalar va baholash usullari ko'rib chiqiladi.

Kalit so'zlar: *tengdosh fikr bildiruv, argumentativ yozuv, EFL talabalari, yozuv metodikasi, metakognitsiya, til o'rganish, yozuv baholash.*

Аннотация. *В статье рассматривается роль обратной связи от сверстников в развитии навыков аргументированного письма у студентов, изучающих английский язык как иностранный. Подчеркивается значение peer feedback в формировании критического мышления, метакогнитивного осознания и логической структуры текста. Также анализируются методические подходы, цифровые платформы и формы оценки, способствующие эффективной реализации взаимной рецензии.*

Ключевые слова: *обратная связь от сверстников, аргументированное письмо, студенты EFL, методика письма, метапознание, обучение языку, оценка письма.*

Abstract. *This article investigates the role of peer feedback in improving argumentative writing skills among EFL students. It argues that peer review fosters critical thinking, metacognitive awareness, and rhetorical development. The paper discusses pedagogical strategies, digital tools, and assessment practices to implement effective peer feedback. It emphasizes the collaborative and reflective nature of writing when students engage in structured peer response activities.*

Keywords: *peer feedback, argumentative writing, EFL students, writing pedagogy, metacognition, language learning, writing assessment.*

The development of argumentative writing skills is one of the most essential yet complex objectives in the context of English as a Foreign Language (EFL) instruction. This form of writing requires learners to not only construct grammatically accurate sentences, but also to develop coherent reasoning, present evidence, engage with counterarguments, and maintain a persuasive rhetorical stance. As such, teaching argumentative writing demands more than mere grammar drills or vocabulary expansion—it requires strategic scaffolding, critical thinking cultivation, and interactive engagement. Within this pedagogical framework, peer feedback has emerged as an effective and dynamic strategy to enhance students' argumentative writing competence.

Peer feedback, in its most basic sense, refers to a process in which students read, assess, and provide constructive commentary on one another's written texts. Unlike teacher feedback, which tends to be authoritative and one-directional, peer feedback fosters collaborative learning, reciprocal responsibility, and learner autonomy. It transforms writing from an isolated task into a dialogic and socially-mediated process. Particularly in argumentative writing, where idea development and logical structure are central, peer feedback enables learners to recognize and reflect on their rhetorical decisions, consider audience expectations, and revise accordingly.

One of the main advantages of peer feedback is its ability to promote critical reading skills alongside writing development. When students engage with their peers' arguments, they are prompted to evaluate claims, assess the relevance of evidence, and detect flaws in reasoning or organization. This analytical engagement naturally transfers to their own writing, as they begin to internalize criteria for effective argumentation. For instance, EFL learners who are trained to identify weak thesis statements or underdeveloped supporting points in their peers' essays become more adept at recognizing and addressing such issues in their own drafts.

Furthermore, peer feedback offers cognitive benefits by fostering metacognitive awareness. Through the process of giving and receiving feedback, learners become more reflective about their writing strategies, linguistic choices, and communicative intentions. This metacognition is crucial for EFL learners, who often struggle with both content generation and language accuracy. When students articulate what is effective or problematic in a peer's essay, they engage in higher-order thinking that reinforces their own understanding of argumentative structure, coherence, and cohesion. Moreover, exposure to different writing styles and perspectives broadens their sense of audience and purpose.

Socially and affectively, peer feedback contributes to a supportive learning environment that empowers students to take risks and view writing as a process rather than a product. In cultures where teacher authority is traditionally dominant, the introduction of peer review shifts the classroom

dynamic, encouraging collaboration and mutual respect. For EFL learners who may be anxious about linguistic errors or unsure of their ideas, peer feedback can provide a less intimidating space for revision and growth. When managed effectively, peer feedback enhances motivation, reduces reliance on teacher correction, and fosters a sense of ownership over the learning process.

To maximize the benefits of peer feedback in argumentative writing, however, pedagogical guidance is essential. Simply asking students to “comment on each other’s work” is insufficient. Educators must scaffold the process by establishing clear objectives, providing training in giving constructive and focused feedback, and integrating peer review into the overall writing cycle. For example, checklists or rubrics that highlight key features of argumentative writing—such as thesis clarity, logical organization, evidence support, use of counterarguments, and language use—can serve as practical tools for guiding student reviewers. Peer feedback should also be structured in multiple stages, allowing for drafting, reviewing, revising, and reflection.

Another important consideration is the quality of the feedback provided. Research shows that peer comments tend to be more focused on surface-level issues—such as grammar and spelling—unless students are explicitly taught to engage with higher-level content and organization. Therefore, writing instructors must emphasize the importance of substantive feedback, modeling how to pose questions, suggest alternatives, and justify evaluations. Sentence starters such as “Your thesis would be stronger if...”, “One counterargument you might consider is...”, or “This paragraph would be more persuasive with...” can help students move beyond correction toward dialogue.

Technology can also play a crucial role in facilitating peer feedback, particularly in online or blended learning environments. Platforms such as Google Docs, Turnitin PeerMark, or Moodle allow students to exchange drafts, comment in real time, and track revisions. Digital peer review can be more convenient, organized, and transparent than paper-based methods. Moreover, asynchronous feedback provides learners with more time to read carefully, formulate responses, and reflect before revising. Technology-enhanced peer feedback has the potential to extend writing communities beyond the classroom and promote intercultural exchange in global EFL contexts.

Nevertheless, the implementation of peer feedback is not without challenges. Some EFL students may feel reluctant to critique their classmates’ work due to cultural norms, limited language proficiency, or lack of confidence in their evaluative skills. Others may dismiss peer comments as less valid than teacher feedback. To address these concerns, teachers must foster a classroom culture of trust, mutual respect, and shared responsibility. It is also important to monitor peer exchanges, provide feedback on the feedback itself, and highlight successful examples to build students’ confidence and competence.

Moreover, peer feedback must be integrated as a consistent and valued part of the writing curriculum, not as an occasional activity. When students understand that peer review is part of a process aimed at growth rather than judgment, they are more likely to engage meaningfully. Reflection activities—such as asking students to write about how peer feedback influenced their revisions—can reinforce the developmental purpose of the activity and help learners become more strategic and independent writers.

In terms of assessment, the impact of peer feedback on argumentative writing can be measured through both qualitative and quantitative means. Comparative analysis of drafts before and after peer review, rubric-based evaluations, and learner self-assessments can all provide insight into progress. Furthermore, collecting student perceptions about the usefulness of peer feedback offers valuable information for refining instructional practices. Numerous studies have shown that students who regularly participate in peer review demonstrate improved organization, clarity of argument, and engagement with counterpoints in their writing.

In conclusion, peer feedback serves as a powerful pedagogical tool for enhancing argumentative writing skills among EFL students. It promotes critical thinking, metacognitive awareness, and learner autonomy, while also creating opportunities for meaningful interaction and reflection. When implemented with clear structure, supportive training, and technological integration, peer feedback can transform the writing classroom into a collaborative space for growth and exploration. By reimagining writing as a dialogic process rather than an isolated performance, educators can help EFL

students become more confident, competent, and persuasive writers in both academic and real-world contexts.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. Hyland K. Second Language Writing. – Cambridge: Cambridge University Press, 2003. – 260 p.
2. Rollinson P. Using peer feedback in the ESL writing class. // *ELT Journal*. – 2005. – Vol. 59, No. 1. – P. 23–30.
3. Liu J., Hansen J. Peer Response in Second Language Writing Classrooms. – Ann Arbor: University of Michigan Press, 2002. – 144 p.
4. Min H. T. Training students to give quality peer feedback. // *ELT Journal*. – 2006. – Vol. 60, No. 1. – P. 34–41.
5. Topping K. Peer Assessment. – Theory Into Practice. – 1998. – Vol. 48, No. 1. – P. 20–27.
6. Lundstrom K., Baker W. To give is better than to receive: The benefits of peer review to the reviewer's own writing. // *Journal of Second Language Writing*. – 2009. – Vol. 18. – P. 30–43.

UDC 378.147

DIFFERENT ISSUES ON ASSESSING STUDENTS AND POSSIBLE SOLUTIONS

G. Juraboyeva, teacher, Uzbekistan State World Languages University, Tashkent

Annotatsiya. Baholash har qanday o'qitish va o'rganish jarayonining ajralmas qismi hisoblanadi. U shakllantiruvchi va yakuniy baholash kabi bir qator maqsadlarga xizmat qiladi. Ushbu tadqiqot sinf xonasidagi baholash bilan bog'liq qiyinchiliklar va muammolarni, shuningdek, hozirgi kunda amalga oshirilayotgan o'zgartirishlarni o'rganadi.

Kalit so'zlar: baholash, tizim, sinf xonasi, o'lchov, masala, savol-javob.

Аннотация. Оценивание является важнейшим аспектом любого процесса обучения и преподавания. Оценивание служит нескольким целям, включая формирующую и итоговую оценку. В данном исследовании рассматриваются проблемы и трудности оценивания в классе, а также текущие внедренные изменения.

Ключевые слова: оценивание, система, класс, измерение, проблема, вопрос и ответ.

Abstract. assessment is an essential aspect of any teaching and learning process. Assessment serves multiple purposes, including formative and summative evaluation. This study examines classroom assessment challenges and concerns, as well as the current modifications implemented.

Key words: assessment, system, classroom, measurement, issue, question and answer.

Introduction. Ebel found that as the use of educational testing increased, so did criticism of the practice. Test quality varies, with some being especially low. He contended that school testing could be socially damaging for a variety of reasons. First, it labels a youngster, which may lower his or her self-esteem and motivation. According to Ebel exams should be evaluated based on their effectiveness in motivating and directing student and instructor efforts, rather than their accuracy in predicting future accomplishment.

Each teacher was responsible for making the decision for their respective course and discipline. Classes follow the timeline set by synchronous classes, but use platforms like Microsoft Teams or Zoom. Lessons were recorded and disseminated through each institution's internal information systems. Discussion forums have become a valuable platform for students to express their concerns and questions. Additionally, email has become increasingly popular for responding to student inquiries.

Methods and results. Critics argue that assessments lead to the development of a single skill, limiting the range of talent in society. A third argument is that assessors take control of the educational program. According to Brady, while assessment is meant to assist the curriculum, it has the potential to become the primary focus as it is often used to determine what is significant. According to Ebel, exams tend to follow curricular changes rather than leading them. Assessment should attempt to educate and enhance student performance, rather than simply auditing it.

Issues with Classroom Assessment

In the context of educational practice, there are several critical assessment concerns that must be addressed by all those concerned with the quality of the teaching and learning process. Several of these are described below.