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ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ  
ДОЛЗАРЬ МУАММОЛАРИ

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ  
СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

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ACTUAL PROBLEMS OF HUMANITIES  
AND SOCIAL SCIENCES



ЭЛЕКТРОН ЖУРНАЛ

ЭЛЕКТРОННЫЙ ЖУРНАЛ

ELECTRONIC JOURNAL

# **SCIENCEPROBLEMS.UZ**

## **ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ**

*№ 4 (3)-2023*

### **АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК**

**ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**ТОШКЕНТ-2023**

## **БОШ МУҲАРРИР:**

ИСАНОВА ФЕРУЗА ТУЛҚИНОВНА

## **ТАҲРИР ҲАЙЪАТИ:**

### *07.00.00-ТАРИХ ФАНЛАРИ:*

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

### *08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:*

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакарров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

### *09.00.00-ФАЛСАФА ФАНЛАРИ:*

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети.

### *10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:*

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

### *12.00.00-ЮРИДИК ФАНЛАР:*

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Гайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби

#### *13.00.00-ПЕДАГОГИКА ФАНЛАРИ:*

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

#### *19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:*

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш

ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарқанд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

#### *22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:*

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

#### *23.00.00-СИЁСИЙ ФАНЛАР*

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

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## **ОАК Рўйхати**

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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### **Google Scholar**

Журнал Google Scholar (Академия) да индексацияланади.

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### **Таҳририят манзили:**

Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: [scienceproblems.uz@gmail.com](mailto:scienceproblems.uz@gmail.com)  
Телеграм канал: [https://t.me/scienceproblems\\_uz](https://t.me/scienceproblems_uz)

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*13.00.00 – Педагогика фанлари*

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### **THE ROLE OF ASSESSMENT LITERACY IN EFL**

**Abstract.** Today, meeting educational needs is considered an important element of the development process. In particular, the "importance of assessment literacy" introduced in order to improve the quality of learning English as a foreign language plays a special role in teaching English. For this purpose, fundamental changes and reforms are taking place in the educational system of Uzbekistan today, one of which is the participation of our Republic in international evaluation studies. Primary education, as the most important part of education, needs to improve its quality. In particular, a high level of reading literacy is one of the most necessary factors at this stage of education. Although it has not been long since our country entered the education system, international evaluation programs are considered as an urgent issue today.

**Key words:** education, assessment literacy, fundamental changes, the concept of development, extracurricular education, priorities, quality, PISA, TIMSS, PIRLS, ePIRLS, programs, educational system of Uzbekistan.

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### **INGLIZ TILINI CHET TILI SIFATIDA O'QITISHDA BAHOLASH SAVOXODLIGINING ROLI**

**Annotatsiya.** Bugungi kunda ta'lim ehtiyojlarini qondirish rivojlanish jarayonining muhim elementi hisoblanadi. Xususan, ingliz tilini chet tili sifatida o'rganish sifatini oshirish maqsadida joriy etilgan "baholash savodxonligining ahamiyati" ingliz tilini o'qitishda alohida o'rin tutadi. Shu maqsadda bugungi kunda O'zbekiston ta'lim tizimida tub o'zgarishlar va islohotlar amalga oshirilmoqdaki, ulardan biri Respublikamizning xalqaro baholash tadqiqotlaridagi ishtirokidir. Boshlang'ich ta'lim ta'limning eng muhim bo'g'ini sifatida uning sifatini oshirish zarur. Xususan, o'qish savodxonligining yuqori darajasi ta'limning ushbu bosqichida eng zarur omillardan biridir. Mamlakatimiz ta'lim tizimiga kirganiga ko'p vaqt bo'lmagan bo'lsa-da, xalqaro baholash dasturlari bugungi kunda dolzarb masala sifatida qaralmoqda.

**Kalit so'zlar:** ta'lim, baholash savodxonligi, fundamental o'zgarishlar, rivojlanish konsepsiyasi, maktabdan tashqari ta'lim, ustuvor yo'nalishlar, sifat, PISA, TIMSS, PIRLS, ePIRLS, dasturlar, O'zbekiston ta'lim tizimi.

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### **РОЛЬ ОЦЕНКИ ГРАМОТНОСТИ В АНГЛИЙСКОМ КАК ИНОСТРАННОГО ЯЗЫКА**

**Аннотация.** Сегодня удовлетворение образовательных потребностей считается важным элементом процесса развития. В частности, особую роль в обучении английскому языку играет «важность оценки грамотности», введенная с целью повышения качества изучения английского языка как

иностранного. С этой целью сегодня в системе образования Узбекистана происходят коренные изменения и реформы, одной из которых является участие нашей республики в международных оценочных исследованиях. Начальное образование, как важнейшая часть образования, нуждается в повышении его качества. В частности, высокий уровень читательской грамотности является одним из самых необходимых факторов на данном этапе обучения. Хотя наша страна не так давно вошла в систему образования, международные программы оценивания сегодня рассматриваются как актуальная проблема.

**Ключевые слова:** образование, оценка грамотности, коренные изменения, концепция развития, внешкольное образование, приоритеты, качество, PISA, TIMSS, PIRLS, ePIRLS, программы, система образования Узбекистана.



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## Introduction

In accordance with the Decree of the President of the Republic of Uzbekistan "On approval of the concept of development of the system of public education of the Republic of Uzbekistan until 2030" dated April 29, 2019 № PF-5712 Permanent participation in PISA, TIMSS, PIRLS and other programs was determined. Meeting the educational need is one of the important elements of today's development process, and it is also considered the most important element of the development of society. Although it has not been long since our country entered the education system, international evaluation programs are considered as an urgent issue today. At a time when our country is rapidly developing on the path of innovative development, comprehensive support for the creative ideas and creativity of young people, who are the successors of our future, the formation of their knowledge, skills and qualifications, and advanced foreign experiences, an international standard and improving the assessment system based on requirements, studying international experiences, comprehensive comparative analysis of the existing system, close cooperation with relevant international and foreign organizations, agencies, research institutions is important.

The main points in traditional assessment are certifying reliability and validity in assessment instruments. With the decision of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to organize international research in the field of education quality assessment in the system of public education" № 997 of December 8, 2018, under the Cabinet of Ministers of the Republic of Uzbekistan The National Center for the Implementation of International Studies on the Evaluation of the Quality of Education[1] was established under the State Inspectorate for the Control of the Quality of Education. PIRLS — assessment of the level of reading and understanding of the text of primary 4th graders.

## Methodology

Participated in the PIRLS study of Uzbekistan in 2021. A lot of research has been done on this program. PIRLS (Progress in International Reading and Literacy Study) is an international study that evaluates the reading comprehension level of 4th grade students. This program, which is held every five years, was introduced in 2001 and will be organized for the fifth time in 2021. This type of international assessment is aimed at checking whether students can read and correctly interpret the text, make independent judgments and draw conclusions. In this regard, PIRLS compares teaching experiences in different countries of the world and

determines the ranking between them. The PIRLS study consists not only of a system of tasks aimed at determining the literacy of students, but also includes questionnaires that determine the reforms being carried out in education in this regard. Such questionnaires are organized between the school administration, teachers and parents or guardians. Questionnaire information about students' educational opportunities and conditions plays an important role in the interpretation of educational results. An important aspect of the PIRLS study is that the analysis of the results achieved in the program and the generalization of the data from the surveys conducted will allow to gather valuable information about the best practices in improving reading literacy around the world.

Currently, according to the definition of PIRLS, reading literacy is the ability to understand and use the forms of written language required by society and valued by people, as well as the ability to create meaning from texts in various forms. [2]

As students construct meaning from text, two important aspects of reading literacy emerge - interactive and constructive. The feature of interactivity reflects the communication between the reader and the work while working with the text, while the constructivity requires the creation of new meaning and conclusions from the text.

PIRLS to determine students' artistic and informational skills is focused, and accordingly tasks are developed on the basis of two types of texts:

- artistic texts;
- information texts.

The following educational goals are set in this:

- gaining artistic experience;
- reading to get information and use it.

Students' comprehension of language and ability to identify artistic forms and tools is one of the important factors that determine the extent to which they master the text and reflects the purpose of acquiring artistic experience. In the implementation of this goal, artistic texts are selected. Such texts help students not only to describe the event, but also to feel and clearly imagine reality with the help of artistic means. More informational texts are used to reveal the purpose of obtaining and using information. Young students are recommended to read a number of informational texts of scientific, historical, geographical and other types. Texts are selected based on the age and individual characteristics of the students. The PIRLS study's definition of reading literacy is based on a 2001 study by the IEA International Association, which defined reading literacy as "the ability to understand and use all forms of written language valued by the individual or required by society." [3]

In 2016, on the basis of an alternative competition, it is becoming relevant today ePIRLS research program aimed at determining online reading literacy was also developed. The percentages of learning objectives and comprehension processes in PIRLS and ePIRLS can be described as follows:

PURPOSE OF READING LITERACY	PIRLS	ePIRLS
Gaining artistic experience	50%	0%
Access and use of information	50%	100%
THE PROCESS OF UNDERSTANDING	PIRLS	ePIRLS
Focusing and finding clearly displayed information	20%	20%
Making direct conclusions	30%	30%
Interpreting ideas and information and harmonization	30%	30%
Evaluating and critiquing content and textual elements	20%	20%

4 types of assignments are used to determine reading literacy:

- on concentration and finding clearly indicated information;
- to draw direct conclusions;
- on the interpretation and harmonization of ideas and information;
- about evaluating and criticizing content and textual elements.

Exercises such as focusing and finding Specified Information focus on finding specific information in the text and help students focus.

In order to prepare for the participation of the Republic of Uzbekistan in "international evaluation programs" in international studies, a "Roadmap" was developed, according to which, for example; development of electronic education for independent education of students, creation of a database of questions on international studies in reading, mathematics and natural sciences, and organization of enrichment courses. The Program for International Student Assessment— (PISA) organization of international studies on the following international assessment programs was established in priority criteria such as assessment of the literacy level of 15-year-old students in reading, mathematics and natural sciences [4]

PISA - The Program for International Student Assessment — assessment of the level of literacy of 15-year-old students in reading, mathematics and natural sciences;

TIMSS - Trends in International Mathematics and Science Study— assessment of the mastery level of 4th and 8th grade students in mathematics and natural sciences;

PIRLS - Progress in International Reading and Literacy Study— assessment of reading and comprehension level of primary 4th graders;

TALIS - The Teaching and Learning International Survey is a study of the teaching and learning environment and the working conditions of teachers in general secondary educational institutions.

Uzbekistan in international research on international evaluation programs a "Roadmap" was developed for preparing for the participation of the Republic, according to which, for example; development of electronic education for independent education of students, creation of a database of questions on international studies in reading, mathematics and natural sciences, and organization of enrichment courses.

## Conclusion

The role of Assessment Literacy is very important when learning English as a foreign language. At a time when our country is rapidly developing on the path of innovative development, comprehensive support for the creative ideas and creativity of young people, who are the successors of our future, the formation of their knowledge, skills and qualifications, and

advanced foreign experiences, an international standard and improving the assessment system based on requirements, studying international experiences, comprehensive comparative analysis of the existing system, close cooperation with relevant international and foreign organizations, agencies, research institutions is important. A "Road map" was developed to prepare for the participation of the Republic of Uzbekistan in international studies on international evaluation programs. Therefore, in our country, regular participation in evaluation exams corresponding to foreign standards has been established. These are projects such as PIRLS, PISA, TIMSS, which are currently operating. Since the main point of the traditional assessment is to confirm the reliability and validity of the assessment tools, the activities of each examining organization were strengthened by the relevant legislation.

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