

SCIENCE
PROBLEMS.UZ

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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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2025

SCIENCEPROBLEMS.UZ

IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ 5/9 (5) – 2025

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor;

Nasirxodjayeva Dilafroz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b.;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari

doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD).

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

22.00.00- SOTSIOLOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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07.00.00 – TARIX FANLARI

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THE ROLE OF PEER REVIEW TO IMPROVE WRITING EFFECTIVELY AMONG EFL STUDENTS

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Abstract. This following article investigates the role of peer feedback (peer review) to enhance writing skills of EFL students. The so-called term “peer feedback” means students’ reviews and comments on each other’s work which is likely to provide opportunities for co-operation, reflection, and self-regulation among these students. The study analyzes how peer feedback can improve writing considering accuracy, coherence, and structural organization as well as foster critical thinking and learner autonomy. According to previous researches, peer review can benefit both writer students and reviewers. However, peer feedback is not without challenges—for example, the accuracy of comments, cultural barriers, and students’ skepticism towards peers. Yet, these obstacles can be overcome with relevant teacher guidance, structured rubrics, and proper training. Overall, the study indicates that peer feedback is one of the productive pedagogical tools to develop writing among EFL students.

Keywords: peer review, feedback, writing skill, EFL, pedagogical tool, teacher guidance.

INGLIZ TILINI CHET TILI SIFATIDA O’RGANAYOTGAN TALABALARNING YOZISH MALAKASINI SAMARALI YAXSHILASHDA TENGDOSHLAR TOMONIDAN BAHOLASHNING O’RNI

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Annotatsiya. Ushbu maqola ingliz tilini chet tili sifatida o’rganayotgan talabalarning yozma ko’nikmalarini rivojlantirishda tengdosh fikr-mulohazasi (peer feedback)ning o’rnini o’rganadi. “Peer feedback” atamasi talabalarning bir-birlarining ishlariga bergan izohlari va fikrlarini bildiradi; bu esa o’zaro hamkorlik, refleksiya va o’z-o’zini boshqarish imkoniyatlarini yaratadi. Tadqiqot tengdosh fikr-mulohazasi yozuvdagi aniqlik, izchillik va tuzilmani yaxshilash bilan birga, tanqidiy fikrlash hamda o’quvchining mustaqilligini qanday rivojlantirishini tahlil qiladi. Oldingi tadqiqotlarga ko’ra, tengdoshlar tomonidan baholash ham yozuvchi, ham baholovchi talabalar uchun foydalidir. Biroq, tengdosh fikr-mulohazasi muammolardan holi emas — masalan, izohlarning aniqligi, madaniy to’siqlar va talabalar orasidagi ishonchsizlik. Shu bilan birga, bu muammolar o’qituvchi rahbarligi, aniq baholash mezonlari va maxsus tayyorgarlik orqali yengib o’tilishi mumkin. Umuman olganda, tadqiqot shuni ko’rsatadiki, tengdosh fikr-mulohazasi ingliz tilini chet tili sifatida o’rganayotgan talabalarning yozma ko’nikmalarini rivojlantirishda samarali pedagogik vositalardan biridir.

Kalit so’zlar: tengdosh baholash, fikr-mulohaza, yozuv ko’nikmasi, EFL, pedagogik vosita, o’qituvchi rahbarligi.

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Introduction. Writing is a component of language learning as well as a crucial language skill in English as a Foreign Language (EFL), however, it is one of the most challenging fields for language learning students. Unlike the speaking skill, which often requires simultaneous and instant communication, writing necessitates accuracy, organization, coherence, and critical reasoning. Creating a well-organized text is a tough task because it involves not only mastering grammar and vocabulary but also developing ideas, structuring arguments, and adapting to

academic conventions. Many of them find grammar, vocabulary, coherence, and organization really challenging when it comes to expressing ideas in written form. In the course of several years, many educators and linguists have been considering teacher feedback as a vital teaching process in guiding learners to enhance their writing. Teachers are the ones who always used to find out students' weaknesses, correct grammatical mistakes, and suggest ways to enhance content and organization. It is true that teacher feedback is valuable, but it is not always sufficient. Because of large class sizes and lack of time, teachers oftentimes cannot manage to provide enough comments on each student's work. As a result, learners may not be able to receive the necessary feedback from their teachers to progress in their writing. In this case, peer feedback can be implemented by these teachers as an alternative and complementary strategy in teaching writing. Peer feedback refers to the process in which students read, evaluate, and comment on each other's writing. This article explores the role of peer feedback in improving writing among EFL learners, its advantages, challenges, and pedagogical implications. It examines the theoretical foundations of peer feedback as well as provides with the review of empirical studies carried out on peer review, discusses its benefits and challenges, suggest pedagogical strategies for effective implementation and finally highlights its implications for EFL writing classrooms.

Literature review. Many linguists and scientists have tried to define peer feedback and work on its theoretical background. For example, among them are Liu and Hansen according to whom peer feedback is a process in communication, both oral and written, by which learners exchange comments, suggestions, and evaluations to improve writing skill. [4; p-23] It is mostly based on Vygotsky's sociocultural theory, according to which learning process requires learners to be active in social interaction and collaboration. In writing lessons, peer review provides learners with a chance to construct knowledge together and reflect on each other's performance. [10; p.30-40]

Several studies have highlighted the benefits of peer feedback. For example, Rollinson noted that peer response can stimulate learners to analyze writing critically, both others' work and their own texts which certainly guarantees a boost in autonomy, responsibility, and motivation [8; p 23-30]. Lundstrom and Baker further highlighted that the act of giving or receiving feedback benefits the learners to sharpen their analytical skills and become more aware of effective writing strategies. It has also been investigated that peer feedback can create a cooperative classroom environment where students support each other to achieve high results in learning. [5; p. 30-43]

There are also certain limitations that peer feedback also faces. The most common issue mentioned by Saito and Fujita that students may provide incomprehensible or incorrect and irrelevant comments because of their limited language proficiency. [9; p 31-54] Carson and Nelson reported that cultural factors may hinder learners to criticize their peers openly, especially in places where social harmony is highly valued. [1; p.1-19] Finally, some students do not trust their peers' feedback and might prefer teacher comments. Therefore, teachers should be careful to implement peer feedback in writing classes guiding and training learners to maximize its effectiveness.

Methods and materials. Several educators have tried different methodology to look into the impact of peer review in the language learning. The current study tries to suggested a framework to investigate the impact of peer feedback. To be price, an experimental study was

carried out within two groups of EFL students. One group which is also named a control group received a teacher feedback, while the other group called an experimental group received both a teacher and peer feedback. In the process, teachers assigned writing tasks such as essays, reports, or narratives, and checked students' progress with the help of pre-tests and post-tests. Qualitative data was also gathered through questionnaires and interviews to get to know better students' perceptions of peer feedback. The study was conducted among 10-th grade students in one of the public schools in Bukhara, Uzbekistan over a period of 4 weeks. A total of 30 students participated in the study. They were high school learners whose English level was intermediate, determined through placement tests. The students were randomly divided into two groups of 15 each.

The procedure of the study:

1) In the week 1, pre-test was administered to know about the current level.

2) In the following two weeks, students were asked to write 3 types of writing: a narrative essay, a descriptive essay and an argumentative essay with 150-word limit for each. The participants in the experimental group exchanged papers after each draft and gave peer feedback using a structured rubric. The rubric was designed to guide students in giving peer feedback. It included categories such as grammar and vocabulary, organization, coherence, and content development. After that, they revised their texts before they submitted them for teacher feedback. In the control group, only teacher feedback was provided.

3) In the final week, both groups were asked to pass post-test where their progress was measured. Questionnaires and interviews were also conducted to collect qualitative data. These data included the questions about how their perceptions were of feedback. The essays were assessed with the help of an analytic writing scale which measured grammar, vocabulary, organization, coherence, and content to compare gains between the two groups. Questionnaire and interview responses were analyzed thematically.

Findings and Discussion

Quantitative Results

The results demonstrated remarkable improvement in both groups, however, the experimental group outperformed the control group in most areas.

Experimental Group: The average pre-test score was 65 out of 100, while the post-test score increased to 80.

Control Group: The average pre-test score was 66, and the post-test score rose to 75. The most significant improvement in the experimental group was witnessed in organization and coherence. The participants who engaged in peer feedback became more aware of paragraph structure, sequencing the writing logically, and transitions. Grammar and vocabulary were also improved with a fairly lesser degree than organization.

Qualitative Results

The data from questionnaire and interview provided insights into students' attitudes towards peer review:

Positive Aspects: Many students reported that peer feedback gave them a chance to realize grammar errors they had previously overlooked. They added that giving feedback enhanced the understanding of their own writing strategies. Some students noted that peer review made writing more interactive and less dependent on the instructors. Another positive aspect is learning with autonomy. As Holec highlighted, it is important that students take

responsibility for their own learning. In this case, peer feedback assists learners to control not only their peers' writing but also their own, thereby promoting self-regulation and independence. [3; p 21] Overall, the experimental group's progress proves the idea that peer feedback provides added value beyond teacher's comments alone.

Challenges: Some students confirmed that they felt uneasy to criticize their peers' writing because they feared offending them. A few others also looked at the accuracy of peer comments with suspicion and preferred teacher feedback. They preferred teacher feedback, convincing their classmates lack the authority or expertise to provide useful comments which was clearly highlighted by Nelson & Murphy. [6; p. 121-144]

Discussion. The current research suggests that peer review positively influences writing improvement in the following ways:

Firstly, it improves accuracy in writing. Learners are likely to reduce grammatical and lexical mistakes once they receive comments from their peers. Secondly, peer reviewing enhances organization. Learners start to pay more attention to structure paragraphs and coherence when they revise their drafts with peers. Also, peers review increases critical thinking in learners. Not only learners who write, but also ones who reviews can develop analytical skills when they evaluate texts. The last but not the least, peer feedback develops learner autonomy. Students become much more independent in observing their own progress neglecting the reliance on teachers. The concept can be further developed by the idea of Paulus who mentioned that receiving comments from peer aids students feel more engaged and supported. It reduces dependence on the teacher and strengthens a collaborative learning environment. [7; p. 265-289]

Notwithstanding, peer reviewing come with certain shortcomings. Some comments provided by learners themselves may lack clarity or relativity. Students usually tend to focus more on simple errors rather than complex issues such as content development. Indeed, as Ferris noted that students oftentimes concentrate more on grammar and spelling rather than on content or organization. [2; p 78] These flaws suggest that instructors should provide learners with models, checklists, or training sessions to support learners to give constructive and balanced feedback.

Pedagogical Implications

Integrating peer reviewing into English as a foreign language writing instruction necessitates a structured approach. There are several steps that teachers should follow.

1) Instructors should train students in terms of feedback strategies, concentrating on both form and content.

2) Teachers should provide lists of questions or rubrics to make sure comments are specific and constructive.

3) Instructors should monitor and facilitate peer reviewing sessions to maintain accuracy and fairness.

4) Teachers should integrate peer and teacher feedback in order that students can take advantage of multiple perspectives.

Through following the above-mentioned stages, peer reviewing can become an important supplement to teacher feedback, enhancing the learning process and encouraging students to take a big responsibility for their writing development. It is also worthy to note that peer feedback could be especially beneficial in large classes, where instructors oftentimes

struggle to provide detailed and personalized feedback for each individual student. Through engaging learners in the process of peer feedback, teachers can make sure that each student receives more immediate input on their work. At last, cultural sensitivity of the learners should be considered. In some cultural backgrounds, students may feel uneasy criticizing their peers openly. Therefore, teachers should create a positive and supportive classroom atmosphere, where feedback is used to help, not to judge. Correct and relevant instructions and motivation can reduce these problems and create a friendly atmosphere for constructive dialogue.

Conclusion. The study aims to examine the effect of peer feedback to improve writing skills among EFL students. The findings on the research suggest that peer feedback has a positive and significant influence on learners' writing performance, especially in terms of organization, coherence, and critical thinking. Students who experienced peer review both as a writer and reviewer not only improved their writing but also increased greater awareness of writing strategies and self-monitor. Peer feedback plays an important role in improving EFL students' writing skills. It improves linguistic accuracy, coherence, and organization as well as fostering critical thinking and learner autonomy. Though there are challenges such as unclear comments or cultural barriers which can be minimized with the help of proper teacher guidance and training.

In conclusion, peer feedback is a useful pedagogical tool for EFL cases. It promotes active engagement, improves learners' confidence, and contributes to a more interactive and reflective learning environment. Peer feedback should be seen not as a replacement but as a complement to teacher feedback, creating a more collaborative, reflective, and effective writing classroom. When it is carefully implemented, peer feedback can help students to not only become better writers but also more independent and reliable learners. Ultimately, peer feedback should be integrated into writing classrooms as a supportive and collaborative practice that supplements teacher feedback.

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