

**SCIENCE**  
**PROBLEMS.UZ**

ISSN 2181-1342

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

**Ijtimoiy-gumanitar  
fanlarning dolzarb  
muammolari**

4-son (6-jild)

**2026**

**SCIENCEPROBLEMS.UZ**

**IJTIMOIIY-GUMANITAR FANLARNING  
DOLZARB MUAMMOLARI**

*№ 4 (6) – 2026*

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-  
ГУМАНИТАРНЫХ НАУК**

**ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**TOSHKENT-2026**

## **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 Dilafruz 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 Abdulkaxxarovna – 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);

Sulaymanova Dildora Nazarovna – 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- SOTSILOGIYA 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

Mazkur jurnal Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasi Rayosatining 2022-yil 30-noyabrdagi 327/5-son qarori bilan tarix, iqtisodiyot, falsafa, filologiya, yuridik va pedagogika fanlari bo'yicha ilmiy darajalar yuzasidan dissertatsiyalar asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro'yxatiga kiritilgan.

---

**“Ijtimoiy-gumanitar fanlarning dolzarb muammolari”** elektron jurnali 2020-yil 6-avgust kuni 1368-sonli guvohnoma bilan davlat ro'yxatiga olingan.

**Muassis:** “SCIENCEPROBLEMS TEAM” mas'uliyati cheklangan jamiyati

### **Tahririyat manzili:**

100070. Toshkent shahri, Yakkasaroy tumani, Kichik Beshyog'och ko'chasi, 70/10-uy. Elektron manzil: [scienceproblems.uz@gmail.com](mailto:scienceproblems.uz@gmail.com)

### **Bog'lanish uchun telefon:**

(99) 602-09-84 (telegram).

**07.00.00 – TARIX FANLARI**

<i>Махмудова Нигора Баротовна</i> ИСТОРИЧЕСКИЙ ОБЗОР ПЕНИТЕНЦИРНОГО ДЕЛА В КОЛОНИАЛЬНОМ ТУРКЕСТАНСКОМ КРАЕ, ПО ОТЧЁТАМ РЕВИЗИИ СЕНАТОРА К.К.ПАЛЕНА .....	10-15
<i>Esonov Ziyodbek Yuldashevich</i> RISHTON KULOLCHILIK MAKTAVI VA UNING LOKAL XUSUSIYATLARI ETNOGRAFIK TAHLILI .....	16-20
<i>Абдиев Рузикул Буронович</i> ИСТОРИКО-ПРАВОВЫЕ ОСНОВЫ СОХРАНЕНИЯ АРХИТЕКТУРНОГО НАСЛЕДИЯ В УЗБЕКИСТАНЕ .....	21-27
<i>Абдужаббаров Шерзод</i> ДЕЯТЕЛЬНОСТЬ, ФУНКЦИИ И ПРАВОВЫЕ ОСНОВЫ СУЩЕСТВОВАНИЯ И РАБОТЫ СОВЕТА ТУРКЕСТАНСКОГО ГЕНЕРАЛ-ГУБЕРНАТОРА .....	28-33
<i>Boymurodov Shuxrat Toshkentovich</i> MUSTAQILLIK YILLARIDA O'RTA MAXSUS TA'LIM, SOHASIDA MA'NAVIY YANGILANISH .....	34-38
<i>Жураева Нафиса Олимовна</i> ТОПОГРАФИЧЕСКОЕ ВЛИЯНИЕ КУЛЬТОВЫХ СООРУЖЕНИЯХ НА ФОРМИРОВАНИЕ ГУЗАРОВ ГОРОДА БУХАРЫ .....	39-45
<i>Safarov Akmal</i> SUV XO'JALIGI SOHASI UCHUN MALAKALI KADRLAR TAYYORLASHNING NAZARIY-HUQUQIY ASOSLARI VA ULARNI TAKOMILLASHTIRISH MASALALARI .....	46-52
<i>Tursunova Mahliyo Sarvar qizi</i> XORIJIIY INVESTITSIYALAR ISHTIROKIDAGI KORXONALAR FAOLIYATINING HUDUDIIY IJTIMOIIY-IQTISODIIY HAYOTGA TA'SIRI (JIZZAX VILOYATI MISOLIDA, 1991- 2026 -YILLAR).....	53-57
<i>Mardiyeva Guzal Karimovna</i> SAMARQAND VILOYATIDA SOVET DAVRINING DASTLABKI YILLARIDA XOTIN-QIZLARINING OLIY TA'LIMGA KIRISH IMKONIYATLARI VA CHEKLOVLAR .....	58-62
<i>Kenjayev Elyor Sattorovich</i> YANGI O'ZBEKISTONNI BARPO ETISHDA STRATEGIK ISLOHOTLAR: TARAQQIYOT VA MA'NAVIY YUKSALISH UYG'UNLIGI .....	63-70
<i>Polvonov Kozimbek Naimovich, Polvonov Anvar Naimovich</i> QASHQADARYODAGI YETAKCHI O'QUV DARGOHLARIDAN BIRI .....	71-79
<i>Mo'minova Gavxar Esanovna</i> O'ZBEKISTON SAVDO TARIXINI O'RGANISHDA DAVLAT ARXIVLARI HUJJATLARINING O'RNI .....	80-85
<i>Norboyev Sarvar Qahramon o'g'li</i> O'ZBEKISTON TARIXIIY SHAHARLARINING XALQARO MIQYOSDA TAN OLINISHI .....	86-90

## 08.00.00 – IQTISODIYOT FANLARI

<i>Tillabaeva Umida Makhsumovna, Talipova Nigora Tulkunovna</i> DIGITALIZATION AND EMPLOYABILITY: A BIBLIOMETRIC ANALYSIS OF RESEARCH TRENDS (2018–2025) .....	91-100
<i>Xudoyorov Lochinbek Bahromovich</i> O'ZBEKISTON SERVIS SOHASIDA XIZMATLAR SIFATI KO'RSATKICHLARINING DINAMIK TAHLILI .....	101-107
<i>Toxirov Akbarxon Toirxon o'g'li</i> INNOVATSION MARKETING INDEKSI ASOSIDA KORXONALARNING IQTISODIY XAVFSIZLIGI VA RAQOBATBARDOSHLIGINI BAHOLASH METODOLOGIYASI .....	108-113
<i>Ismoilov Bekzod Muxidinovich</i> GLOBALLASHUV SHAROITIDA TURIZM SOHASINI INNOVATSION RIVOJLANTIRISHNING KONSEPTUAL ASOSLARI .....	114-118
<i>Sadullayev Rasulbek Palvanbayevich</i> O'ZBEKISTONDA EKOLOGIK MUAMMOLARNING IJTIMOIIY-IQTISODIY OQIBATLARI KELIB CHIQISHI .....	119-135
<i>Nishonova Shaxnozaxon</i> ZAMONAVIY IQTISODIY TIZIM SHAROITIDA LOYIHALARNI BOSHQARISH YONDASHUVLARI .....	136-140
<i>Fayziyeva Aziza Azamat qizi</i> SURXONDARYO VILOYATIDA KICHIK TADBIRKORLIK FAOLIYATINING BANDLIK KO'RSATKICHLARIGA TA'SIRI: ARIMA MODEL ASOSIDA PROGNOZ VA TAHLIL .....	141-154

## 09.00.00 – FALSAFA FANLARI

<i>Ismoilov Maxamadixon Isroilovich</i> IQTISODIY RATSIONALIZM: TUSHUNCHA, EVOLYUTSIYA VA NAZARIY CHEGARALAR.....	155-165
<i>Beshimov Xamidjon Sayidovich</i> O'ZBEKISTONDA KASABA UYUSHMALARINING IJTIMOIIY ADOLATNI TA'MINLASHDAGI AHAMIYATI .....	166-175
<i>Obidov Asliddin Shavkatovich</i> SAID AD-DIN AL-FARG'ONIY TA'LIMOTIDA ONTOLOGIK VA GNOSEOLOGIK ASOSLAR .....	176-181
<i>Abduraxmov Xasan Ibroximovich</i> KOGNITIV-AXBOROT MUHITINING SUN'IY INTELLEKT SHAROITIDA YOSHLAR IJODKORLIGI VA TASHABBUSKORLIGIGA TA'SIRI.....	182-188
<i>Xolova Umida Umedovna</i> "O'RTA ASRLAR FALSAFIY TAFAKKURIDA MA'RIFAT KONSEPSIYASINING TARIXIY-FALSAFIY EVOLYUTSIYASI: TEOLOGIK VA MA'RIFIY BOSQICHLAR TAHLILI" .....	189-192
<i>Rajabova Rohila Zakirovna</i> AHMAD DONISH'S PHILOSOPHICAL VIEWS IN HIS WORK "NAVODIR UL-VAKOE" .....	193-197
<i>Kabulov Jahongir Bakhodirovich</i> SEPARATIZMNING ASIMMETRIK XUSUSIYATI.....	198-202
<i>Eshkuvvatov Jaloliddin</i> MADANIYATLARARO MULOQOTDA MILLIY VA UMUMINSONIY QADRIYATLAR SINTEZI..	203-210

*Jomuradov Ikrom Ilxom o'g'li*  
IMMANUIL KANT VA ZAMONAVIY FALSAFADA NOUMENAL ERKINLIK MUAMMOSI:  
FENOMENAL DETERMINIZM BILAN BOG'LIQ ANTINOMIK ZIDDIYATNING DOLZARB  
TALQINLARI..... 211-215

*Rustamova Madina*  
OMMAVIY MANIPULYATSIYANING DESTRUKTIV XUSUSIYATI:  
TAHDIDLAR VA OQIBATLAR..... 216-220

*Yodgorov Alisher Nurmuhammadovich*  
AXBOROTLASHGAN JAMIYATDA IJTIMOYIY MUNOSABATLARNING  
TRANSFORMATSIYASI..... 221-225

#### **10.00.00 - FILOLOGIYA FANLARI**

*Isanova Feruza Tulqinovna*  
O'ZBEK VA INGLIZ TILLARIDA XALQARO HUQUQ TERMINOLOGIYASINING  
GIBRID TABIATI: SHAKLLANISH MANBALARI, STRUKTUR-SEMANTIK  
XUSUSIYATLARI VA FUNKSIONAL TAHLILI ..... 226-232

*Rahmatov Laziz, Baxronova Dilrabo*  
ABYA YALA (LOTIN AMERIKASI) DAVLATLARI NOMLARINING  
LINGVOPOLITIK DISKURSI: ETIMOLOGIK VA GEOSIYOSIY TAHLIL ..... 233-241

*Quvvatova Shaxlo Choriyevna*  
XOLID HUSAYNIYNING "MING QUYOSH SHU'LASI" ASARI TAHLILI..... 242-246

*Elmuratova Zamira Xodjamuratovna*  
NAQLLAR VA MAQOLLARNING FOLKLOR JANRIDAGI ROLI..... 247-251

#### **12.00.00 - YURIDIK FANLAR**

*Shayzakov Shodiyor Ibragimovich*  
QONUNYIY KUCHGA KIRMAGAN SUD HUJJATLARI USTIDAN APELLYATSIYA  
TARTIBIDA SHIKOYAT QILISHNING PROTSESSUAL-HUQUQIY ASOSLARI..... 252-261

*Umarova Xolisxon Nomoz qizi*  
O'ZBEKISTONDA RAQOBATGA QARSHI KELISHUVLAR HAQIDA XABAR BERGANLIK  
UCHUN JAVOBGARLIKDAN OZOD QILISH VA JARIMALARNI KAMAYTIRISH TIZIMINI  
TAKOMILLASHTIRISH MASALALARI..... 262-269

*Аминова Наргиза*  
ОТ СЕКУЛЯРИЗМА К ПОСТСЕКУЛЯРНОСТИ:  
МОДЕЛИ ВЗАИМОДЕЙСТВИЯ РЕЛИГИОЗНОГО И СВЕТСКОГО  
В СОВРЕМЕННОМ ОБЩЕСТВЕ ..... 270-277

*Amirov Agzamxon Aktamovich*  
QURILISHDA ULUSHLI ISHTIROK ETISH TUSHUNCHASINING TAHLILI..... 278-283

*Mamatmurodov Farrux Farxod o'g'li*  
SUKUKNING NAZARIY POYDEVORI HAMDA TARIXIY RIVOJLANISH BOSQICHLARI:  
ZAMONAVIY KAPITAL BOZORIDAGI O'RNI..... 284-294

*Kabilov Sardor Asrolovich*  
JINOYIY JAVOBGARLIKDAN OZOD QILISH TURLARI VA UNING HUQUQIY ASOSLARI .... 295-300

<i>Nosirov Bekzod O'ktam o'g'li</i> ETIL SPIRTI, ALKOGOL VA TAMAKI MAHSULOTLARINI VOJXONA CHEGARASIDAN NOQONUNIY OLIB O'TISH .....	301-304
<i>Sabirova Kuvanchay Babamuratovna</i> ГЕНДЕРНОЕ НАСИЛИЕ, УСИЛЕННОЕ ИСКУССТВЕННЫМ ИНТЕЛЛЕКТОМ: ВЫЗОВЫ МЕЖДУНАРОДНОМУ ГУМАНИТАРНОМУ ПРАВУ И ПРОБЕЛЫ В ПРАВОВОМ РЕГУЛИРОВАНИИ .....	305-310
<i>Urinboyeva Muxlisa Ma'rufovna</i> MEDIATSIYA INSTITUTIDA SUN'IY INTELEKT IMKONIYATLARIDAN FOYDALANISH MASALALARI .....	311-318
<i>Majidov Islomjon Dilshod o'g'li</i> YAQIN QARINDOSHLAR BILAN BOG'LIQ HOLATLARDA TRANSPORT VOSITALARI HARAKATI YOKI ULARDAN FOYDALANISH XAVFSIZLIGI QOIDALARINI BUZISH JINOYATLARINI KVALIFIKATSIYA QILISHDA INSONPARVARLIK PRINSIPINI QO'LLASH MASALALARI .....	319-325
<i>Habibullayev Muhammadrajab Obidjon o'g'li</i> HUQUQ VA IMKONIYATLAR MUVOZANATI: O'ZBEKISTONDA GENDER ADOLAT SARI YO'L.....	326-331
<b>13.00.00 – PEDAGOGIKA FANLARI</b>	
<i>Qurbonova Dilafroz Toshturdiyevna</i> TEMURIY MALIKALAR MA'NAVIY MEROSINING TARIXIY, ILMIY-ADABIY MANBALARDAGI TALQININI TALABA-QIZLARGA O'RGATISH .....	332-337
<i>Tursunaliyev Shaxzod Sherali o'g'li</i> SUMMATIVE ASSESSMENT AS A CONTEXT FOR DEVELOPING STUDENTS' CRITICAL THINKING COMPETENCE: THE PROBLEM DIMENSION .....	338-344
<i>Abdullayeva Surayyo Ashrafxonovna</i> AUTISTIK SPEKTR BUZILISHLARIGA EGA BOLALAR TA'LIMI VA TARBIYASINING TARIXIY SHAKLLANISHI HAMDA IJTIMOY ASOSLARI .....	345-354
<i>G'affarova Dilfuza Shavkat qizi</i> TALABALARNING KASBIY KOMPETENTLIGINI RIVOJLANTIRISHDA INNOVATSION TA'LIM TEXNOLOGIYALARINING DIDAKTIK IMKONIYATLARI.....	355-360
<i>Turdimuratov Dilmurad Yuldashevich</i> THE IMPACT OF VOLITIONAL QUALITIES OF PRIMARY SCHOOL STUDENTS ON THE DEVELOPMENT OF BEHAVIORAL RESPONSES ENSURING EFFECTIVE SPORTS PERFORMANCE.....	361-367

**Received:** 16 March 2026

**Accepted:** 01 April 2026

**Published:** 15 April 2026

*Article / Original Paper*

## **SUMMATIVE ASSESSMENT AS A CONTEXT FOR DEVELOPING STUDENTS' CRITICAL THINKING COMPETENCE: THE PROBLEM DIMENSION**

**Tursunaliyev Shaxzod Sherali o'g'li**

Independent Researcher

Termez State Pedagogical Institute

Termez, Uzbekistan

E-mail: [shaxzodtursunaliyev@terdpi.uz](mailto:shaxzodtursunaliyev@terdpi.uz)

<http://www.orcid.org/0009-0003-0644-4518>

**Abstract.** The article examines why the development of critical thinking becomes difficult under summative assessment conditions. Through theoretical analysis, the paper identifies contradictions between control, measurement, reasoning, and feedback, and formulates pedagogical conditions under which summative assessment can support, rather than suppress, higher-order thinking.

**Keywords:** summative assessment, critical thinking, competence, pedagogy, school education, assessment criteria, feedback, higher-order thinking.

## **YIG'MA BAHOLASH O'QUVCHILARNING TANQIDIY FIKRLASH QOBILIYATINI RIVOJLANTIRISH KONTEKSTI SIFATIDA: MUAMMOLI O'LCHOV**

**Tursunaliyev Shaxzod Sherali o'g'li**

Mustaqil tadqiqotchi

Termiz davlat pedagogika instituti

**Annotatsiya.** Maqolada tanqidiy fikrlashni rivojlantirish nima uchun umumlashtiruvchi baholash sharoitida qiyinlashishi ko'rib chiqiladi. Nazariy tahlil orqali maqola nazorat, o'lchov, mulohaza yuritish va fikr-mulohaza o'rtasidagi qarama-qarshiliklarni aniqlaydi va umumlashtiruvchi baholash yuqori darajadagi fikrlashni bostirish o'rniga qo'llab-quvvatlashi mumkin bo'lgan pedagogik shartlarni shakllantiradi.

**Kalit so'zlar:** summativ baholash, tanqidiy fikrlash, kompetensiya, pedagogika, maktab ta'limi, baholash mezonlari, fikr-mulohaza, yuqori darajadagi fikrlash.

DOI: <https://doi.org/10.47390/SPR1342V6I4Y2026N48>

**Introduction.** In contemporary school education, critical thinking is recognized not as an optional intellectual advantage but as a core educational outcome. A learner who can compare positions, distinguish fact from opinion, evaluate evidence, identify contradictions, construct arguments, and make reasoned judgments is better prepared for academic study, social participation, and lifelong learning. For that reason, the issue of critical thinking has moved from the margins of pedagogy to the center of curriculum reform. At the same time, schools remain strongly dependent on assessment systems that classify performance, record progress, and certify mastery. When these two vectors meet, a serious methodological question emerges: can the logic of summative assessment create real conditions for the development of critical thinking, or does it mainly reward reproduction and short-term performance?

Summative assessment has a stable institutional role. It is usually organized at the end of a topic, a unit, a semester, or another completed stage of instruction. Its main function is to summarize achievement and to provide an official judgment about the level of mastery reached by the learner. In practice, however, this function often shapes the entire educational process long before the final task is administered. Teachers adjust instruction to the anticipated assessment format, students adapt their strategies to what will be checked, and school success becomes linked to the ability to produce measurable results within limited time. Under such conditions, thinking may be valued only when it can be quickly translated into observable and easily scoreable answers. This tendency creates tension with the nature of critical thinking, which develops through inquiry, uncertainty, comparison, interpretation, and the justification of conclusions [1, p. 7].

The pedagogical problem therefore is not simply that critical thinking is difficult to assess. The deeper problem is that summative assessment can change the very culture of learning. If the dominant message of the classroom is that value lies in the single correct answer, students may gradually avoid ambiguity, risk, and reflective reasoning. If, on the contrary, the assessment system is constructed around evidence-based judgment and clear criteria for argument quality, summative assessment may become a powerful stimulus for intellectual growth. The purpose of this article is to analyze the development of students' critical thinking competence under conditions of summative assessment as a pedagogical problem, to identify the main contradictions that produce this problem, and to determine the methodological conditions under which it can be addressed productively.

**Literature Review and Methodology.** The literature on critical thinking is broad, yet several stable ideas can be identified. Researchers describe critical thinking as a complex competence that includes interpretation, analysis, inference, explanation, self-regulation, and reasoned evaluation. In other words, critical thinking is not identical to the possession of information. It is a way of working with information and with one's own judgments. Facione's influential consensus statement presented critical thinking as a purposeful, self-regulatory form of judgment grounded in interpretation and evaluation [4]. Later educational research expanded this view by emphasizing transfer, reflection, problem solving, and the ability to justify claims in authentic contexts [2]. These positions are important because they show that critical thinking includes both cognitive operations and dispositional readiness: students must know how to reason and must also be willing to question, weigh alternatives, and revise earlier assumptions.

Assessment theory, however, raises another dimension of the problem. Summative assessment is expected to provide comparability, transparency, and efficiency. It often relies on standardized criteria, limited time, and tasks that can be scored with acceptable reliability. This design works relatively well when the target outcome is factual recall, procedural accuracy, or recognition of an already established answer. It becomes more problematic when the target outcome is argument quality, depth of interpretation, selection of evidence, or the transfer of knowledge to unfamiliar situations. Brookhart argues that higher-order thinking should be assessed through tasks that require students to use knowledge rather than merely repeat it, yet such tasks are inevitably more demanding in design and scoring [2]. The methodological challenge is therefore structural rather than accidental: the qualities that make summative

assessment administratively convenient are not always the qualities that make critical thinking pedagogically visible.

The contemporary policy literature also points to this contradiction. International educational discussions increasingly treat critical thinking as a key competence for the twenty-first century because students must navigate complex information environments, misinformation, social disagreement, and rapidly changing knowledge. OECD materials describe critical thinking as one of the essential capacities needed for responsible participation in modern life [6]. Yet the same systems often remain attached to narrow accountability mechanisms in which assessment results are used for comparison, ranking, and external reporting. When assessment becomes strongly test-driven, it can narrow both teaching and learning. Harlen and Deakin Crick demonstrated that a dominant orientation toward summative testing may weaken students' intrinsic motivation, limit opportunities for exploratory learning, and encourage performance strategies based on grade optimization rather than understanding [5].

The methodological basis of this article is theoretical and analytical. The article draws on comparative analysis of major pedagogical and assessment studies, conceptual interpretation of the category of critical thinking competence, and problem-based examination of classroom assessment logic. The aim is not to measure a local sample empirically but to reveal the pedagogical mechanisms through which summative assessment either constrains or supports critical thinking development. Such a theoretical approach is justified because the problem begins at the level of educational design. Before instruments are applied in practice, the conceptual relationship between competence, task format, criteria, feedback, and institutional control must be clarified. The analysis therefore focuses on how assessment goals, learning activities, and scoring practices interact in school settings.

**Discussion.** The first contradiction lies between the developmental nature of critical thinking and the control-oriented nature of summative assessment. Critical thinking grows through repeated practice: students compare viewpoints, formulate hypotheses, test interpretations, encounter counterarguments, and gradually learn to justify decisions. Summative assessment, by contrast, enters the process at the endpoint and fixes the result in the form of a grade, level, or judgment. When the endpoint logic dominates the whole learning cycle, development is compressed into performance. Students begin to ask not what makes an argument convincing, but what answer the examiner expects. In this sense, the problem is not only in the final task itself. The problem is that the final task can reorganize classroom priorities long before it appears. Teaching becomes oriented toward measurable outputs, and thinking becomes subordinate to score production [1, p. 16].

The second contradiction concerns visibility. Critical thinking is multidimensional, yet simplified marking schemes often register only the final product. A student may arrive at a correct answer through memorization, guessing, or superficial pattern recognition, while another student may demonstrate complex reasoning but produce an incomplete final response. If assessment focuses exclusively on outcome accuracy, the thinking process remains pedagogically invisible. Such invisibility is dangerous because students quickly learn what is rewarded. If they are rewarded only for short and final correctness, they may conclude that explanation, evidence selection, doubt, and revision are unnecessary. For critical thinking to develop, students must see that the quality of reasoning itself has educational value. This

requires rubrics and tasks that make argument structure, use of evidence, coherence, and interpretive depth assessable components rather than background features [2].

A third contradiction is linked to time and standardization. Genuine critical thinking requires mental space. Students need time to read attentively, identify assumptions, compare alternatives, and reconsider earlier conclusions. Standard summative procedures often minimize this space because schools seek uniform administration and rapid scoring. Under severe time pressure, learners select the safest and fastest route. They prefer closure over exploration and brevity over justification. Even when a test formally includes analytical items, the surrounding conditions may push students toward defensive strategies rather than thoughtful engagement. This is one reason why the mere addition of open questions does not automatically produce critical thinking. The entire assessment situation must allow reasoning to unfold in a meaningful way.

The fourth contradiction concerns feedback. In many classrooms, summative assessment ends with a mark. Once the grade is recorded, the pedagogical value of the task is exhausted. Yet critical thinking cannot mature if students never analyze the strengths and weaknesses of their reasoning. A grade alone does not explain whether the student misunderstood the evidence, built a weak comparison, ignored a counterargument, or failed to justify a conclusion. Black and Wiliam showed that assessment becomes educationally powerful when it informs subsequent learning and reveals the gap between current and desired performance [1, p. 9]. Therefore, even summative evidence must be reintroduced into the learning cycle through post-assessment reflection, error analysis, and criterion-based discussion.

A fifth contradiction involves teacher readiness. Critical thinking does not develop through declarative appeals alone. Teachers need methodological competence in designing intellectually rich tasks, selecting authentic materials, using balanced rubrics, and distinguishing between subject knowledge and reasoning quality. Without such readiness, even well-intentioned assessment reform remains formal. A rubric may be present, but it may measure linguistic fluency instead of argument strength, or product neatness instead of interpretive depth. This is why the problem under discussion should be defined as methodological and not merely organizational. The issue is embedded in teacher preparation, classroom culture, curriculum goals, and the philosophy of assessment itself [7].

**Results.** The theoretical analysis allows the main problem dimensions to be systematized. These dimensions show that the difficulty of developing critical thinking under summative assessment is produced by several interconnected factors rather than by one isolated flaw.

**Table 1.**

**Main problem dimensions in developing critical thinking  
under summative assessment conditions**

<b>Problem dimension</b>	<b>Typical manifestation in school practice</b>	<b>Effect on critical thinking development</b>	<b>Required methodological response</b>
Goal–assessment mismatch	End-point tasks emphasize recall, recognition, or mechanical reproduction	Students learn to search for predetermined answers instead of justified judgments	Include analytical, comparative, interpretive, and argument-based tasks in final assessment
Invisible reasoning	Scoring focuses on the final answer and not on the quality of evidence or explanation	Reasoning processes lose value in the eyes of learners	Use rubrics that assess logic, evidence, justification, and transfer
Time-pressure standardization	Uniform formats and tight time limits dominate assessment events	Students avoid complexity, hesitation, and intellectual risk	Combine standard items with open performance components and adequate working time
Closed feedback cycle	Assessment ends with a grade, rank, or formal score	Results do not contribute to further development of thinking	Transform summative evidence into reflection, correction, and planning
Insufficient teacher readiness	Tasks imitate critical thinking but actually test memory or language display	Higher-order competence is declared but not genuinely cultivated	Develop teachers' assessment literacy and task-design competence

Systematization of these dimensions makes it possible to draw an important conclusion: the obstacle is not summative assessment as such, but the narrow way in which it is usually interpreted and implemented. When assessment is reduced to control, comparability, and score extraction, critical thinking is marginalized. When assessment is reimagined as evidence-based judgment about the quality of reasoning, it can serve both accountability and development. This shift requires more than cosmetic reform. It demands alignment between learning objectives, instructional tasks, summative instruments, and interpretive criteria.

The analysis also suggests several pedagogical conditions for productive practice. First, critical thinking must be articulated in operational terms within subject-specific learning outcomes. Teachers and students need to know what counts as analysis, justification, comparison, inference, and evaluation in a concrete discipline. Second, summative tasks should be cognitively authentic. They should ask learners to interpret data, compare positions, solve non-routine problems, defend conclusions, or evaluate evidence rather than merely reproduce a learned formulation. Third, the assessment criteria should be shared in advance and formulated in language that describes qualities of reasoning. Fourth, the results of summative assessment should be discussed after administration so that students can see how stronger

reasoning differs from weaker reasoning. Fifth, teachers need sustained methodological support, including exemplars, moderation practices, and collaborative review of student work.

From a broader pedagogical perspective, the problem under discussion is part of a larger transition in education from knowledge transmission to competence formation. In a transmission model, summative assessment naturally gravitates toward checking retention. In a competence model, however, assessment must reveal how knowledge is mobilized for judgment and action. Critical thinking occupies a central place in this transition because it connects knowledge, reflection, and responsible decision making. Therefore, the development of critical thinking under summative assessment conditions should be interpreted as a test of whether educational systems are genuinely prepared to assess what they claim to value. If schools formally declare higher-order thinking as an outcome but continue to reward mainly reproductive responses, the contradiction becomes systemic rather than local.

**Conclusion.** The development of students' critical thinking competence under conditions of summative assessment is a genuine pedagogical problem because it reveals a mismatch between the complexity of the targeted competence and the logic of traditional end-point control. Critical thinking requires inquiry, evidence, reflection, justification, and revision. Summative assessment, when narrowly organized, tends to favor speed, certainty, comparability, and measurable closure. The resulting tension influences not only final tasks but also everyday classroom priorities, student motivation, and teacher decision making.

The analysis makes it possible to formulate several final propositions. Critical thinking cannot be reduced to isolated correct answers. It must be assessed through tasks and criteria that make reasoning visible. Summative assessment should not remain detached from development; its results must return to the learning process through reflection and criterion-based feedback. Teacher assessment literacy is a decisive condition for change because poorly designed tasks can imitate higher-order thinking without actually cultivating it. Finally, educational reform in this area must move beyond the opposition between assessment and competence. The central question is methodological: under what conditions can summative assessment preserve its certifying role while also supporting the formation of thoughtful, evidence-oriented, critically minded learners? Precisely this question defines the scientific and practical relevance of the problem.

#### References/Adabiyotlar/Literatura:

1. Black P., Wiliam D. Assessment and classroom learning // Assessment in Education: Principles, Policy & Practice. 1998. Vol. 5. No. 1. P. 7–74.
2. Brookhart S. M. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD, 2010. 173 p.
3. De Florio I. From Assessment to Feedback: Applications in the O'zbekiston Respublikasi Adliya vazirligi. "5–9-sinf o'quvchilarining bilimlari sifatini nazorat qilishning reyting tizimi to'g'risidagi nizomni tasdiqlash haqida"gi qarorga o'zgartirish va qo'shimchalar kiritish to'g'risida. 2117-2-son. 2025-yil 5-fevral.
4. Умаров, Азиз (2025) РОЛЬ ДИАЛОГИЧЕСКОЙ РЕЧИ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ: МЕТОДИЧЕСКИЕ АСПЕКТЫ. Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 5 (1). pp. 408-412. ISSN 2181-1342
5. Q.J. Nuriddinov TALABALARDA AKADEMIK MADANIYATNI SHAKLLANTIRISHNING INNOVATION SHAKL VA USLUBLARI // Inter education & global study. 2025. №3. URL:

<https://cyberleninka.ru/article/n/talabalarda-akademik-madaniyatni-shakllantirishning-innovatsion-shakl-va-uslublari> (дата обращения: 17.03.2026).

6. Nuriddinov K. J. PSYCHO-PEDAGOGICAL DETERMINANTS IN THE FORMATION OF ACADEMIC CULTURE AMONG STUDENTS IN PEDAGOGICAL UNIVERSITIES //Educational Research in Universal Sciences. – 2025. – Т. 4. – №. 5. – С. 96-100.
7. Black P., Wiliam D. Assessment and Classroom Learning. Assessment in Education. 1998. Vol. 5. No. 1. P. 7–74.
8. Умаров А. А. ОЦЕНКА УРОВНЯ ВЛАДЕНИЯ РУССКИМ ЯЗЫКОМ В УЗБЕКСКИХ ШКОЛАХ //INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE. – 2023. – Т. 2. – №. 14. – С. 130-134.
9. Butler H. A. Predicting Everyday Critical Thinking: A Review of Critical Thinking Assessments. 2024.

# SCIENCEPROBLEMS.UZ

## IJTIMOYIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

*№ 4 (6) – 2026*

## АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

## ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

**“Ijtimoiy-gumanitar fanlarning dolzarb muammolari”** elektron jurnali 2020-yil 6-avgust kuni 1368-sonli guvohnoma bilan davlat ro‘yxatiga olingan.

**Muassis:** “SCIENCEPROBLEMS TEAM”  
mas’uliyati cheklangan jamiyati

**Tahririyat manzili:**

100070. Toshkent shahri, Yakkasaroy tumani, Kichik Beshyog‘och ko‘chasi, 70/10-uy. Elektron manzil:

[scienceproblems.uz@gmail.com](mailto:scienceproblems.uz@gmail.com)

**Bog‘lanish uchun telefon:**

(99) 602-09-84 (telegram).