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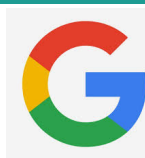
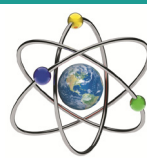
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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MUNDARIJA

The Role of English Collocations, Idiomatic Expressions, and Phraseological Units in Developing Communicative Competence in Higher Education	10
<i>Alimov Jamshid Ravshanovich</i>	
Milliy xoslangan lisoniy birliklarni teglash tamoyillari	16
<i>Yorkulov Zafarjon Bakirovich</i>	
Oila a'zolari o'rtasidagi o'zaro tushunishning shaxs kognitiv rivojlanishiga ta'sirining psixologik xususiyatlari	20
<i>Vaydulla Madinabonu Muxtasam qizi</i>	
O'qituvchilar darslarni qanday qiziqarli tashkil etishlari mumkin?	26
<i>Dilnura Rustamovna Xamrayeva</i>	
Tarbiya texnologiyasi – talabalarda ilmiy va sinergetik dunyoqarashni shakllantirish omili sifatida	33
<i>Mamadaliyev Kamolidin Rahmatullayevich</i>	
Maktab direktor maslahatchilarida strategik boshqaruv tafakkurini rivojlantirishning psixologik omillari	40
<i>Rahmatova Nasiba Sobirovna</i>	
Umumta'lim maktablarida harbiy-vatanparvarlik tarbiyasini sinfdan tashqari faoliyat orqali takomillashtirishning pedagogik-metodik tizimi	46
<i>Urinbayeva Dilfuza Abdumannobovna</i>	
Integrativ ta'lim texnologiyalari asosida bo'lajak geografiya o'qituvchilarining kasbiy kompetensiyalarini rivojlantirish	50
<i>Xoldavlatova Gavhar Normaxmatovna</i>	
Klaster asosida TVET tizimida pedagogik innovatsiyalar	55
<i>Sobir Azizov</i>	
Muammoli ta'lim texnologiyasi orqali talabalarining kreativ fikrlash ko'nikmalarini rivojlantirish: "muammo" divergent–konvergent o'quv sikli	57
<i>Djumabayev G'ulomjon Xalillayevich, Yusupov Muxtorbek Roximovich</i>	
Oliy ta'lim muassasalari jismoniy tarbiya darslarida regbi elementlarini o'rgatishning tashkiliy-metodik asoslar	62
<i>E. E. Jumayev</i>	
Autentik materiallar asosida bo'lajak nemis tili o'qituvchilarining til ko'nikmalarini rivojlantirish metodikasining eksperimental samaradorligi	65
<i>Jumayeva Gulxan Amrullayevna</i>	
Aleksandr Nil pedagogik ta'limotida shaxs erkinligini rivojlantirish mexanizmlari: ingliz filologiyasi talabalari misolida	71
<i>Atamirzayev Bahrom Bahodir o'g'li</i>	
TPACK modeli asosida ingliz tilida kommunikativ kompetensiyani rivojlantirishning adaptiv metodik tizimi	75
<i>Omonova Maftuna Shermatovna</i>	
Multimodal vizual tayanchlar va flashcard asosidagi topshiriqlar orqali boshlang'ich sinf o'quvchilarining ingliz tilidagi og'zaki nutq ko'nikmalarini rivojlantirish metodikasi	82
<i>Sevara Alimurodova, Ayubova Saida</i>	
Raqamlashtirish jarayonida elektron ta'lim resurslarini yaratishning metodik asoslarini takomillashtirish	88
<i>Nurmaxanov Kayrat Erpayizovich</i>	
Modulli ta'lim texnologiyalari orqali o'quvchilarda mustaqil fikrlashni shakllantirishning pedagogik asoslari	95
<i>Poyonova Fazilat Olimovna</i>	
Individual ta'lim sharoitida talabalarni kasbiy faoliyatga tayyorlash samaradorligini pedagogik tajriba-sinov va matematik-statistik tahlil asosida baholash	100
<i>Gulbaxor Abdullayevna Gaynazarova</i>	



Oliy ta'lim muassasalarida raqamli menejment tizimlarini joriy etish muammolari va ularni bartaraf etishning samarali yo'llari	106
Matnazarov Hurmatbek Egamberganovich	
Umumiy o'rta ta'lim maktablarida ta'lim sifatini boshqarishda sun'iy intellekt texnologiyalaridan foydalanishning pedagogik imkoniyatlari	110
Sodiqov Rafikjon Turobjon o'g'li	
Bo'lajak tarbiyachilarning liderlik-boshqaruv kompetentligini rivojlantirishning pedagogik shart-sharoitlari ...	114
To'xtayeva Dilrabo Nematovna	
Inklyuziv ta'lim: mohiyati, tamoyillari	119
Choriyeva Muxlisa Jumamurodovna	
The Role of Neuromuscular Dentistry in Dental Practice	123
Turayev Alimjan	
Orthodontics' Digital Transformation (Literature Review)	128
Khusanbaeva Jasmin Shavkatovna, Xazratov A. I.	
O'zbekiston SSRda ta'lim islohotlari davrida pedagogika bilim yurtlari faoliyatida o'qituvchilarni tayyorlash jarayonlari va amaliy muammolar	136
Mamatkulova Maxfuza Kozimovna	
Application of Mechanotherapy Techniques in Oral and Craniofacial Surgical Methodologies (Literature Review)	140
Marufova Farangiz Gayratovna	
Theoretical Foundations for Developing Communicative Competence of Future Doctors	147
Nasimova Shahnoza Ziyodullayevna	
Формирование функциональной грамотности и "гибких навыков" (Soft Skills) у учащихся начальных классов в контексте реализации национальной учебной программы Узбекистана	152
Ю. С. Тажиева	
Talabalarda mustaqil ta'lim olish faoliyatini rivojlantirish metodlari	156
Jabborov Toxirjon Maqsudali o'g'li	
Ingliz va qoraqalpoq tillaridagi onim komponentli frazeologizmlarning lingvomadaniy xususiyatlari	160
Koyshekenova Tatyana Kenesariyevna	
Bo'lajak ingliz tili o'qituvchilarining ijodiy-metodik kompetentligini rivojlantirish texnologiyasi	164
Qo'shaqov Farrux Furqat o'g'li	
Maktabgacha yoshdagi bolalarning kognitiv faollikni oshirishning pedagogik usullari	169
Xoldarova F. M.	
Ingliz tili darslarida ixtisoslashtirilgan maktab o'quvchilarining kreativ kompetentligini rivojlantirish metodikasi	172
Madaminova Muzifa Shukurullo qizi	
Sport ta'limi yo'nalishidagi o'quvchilarining generativ sun'iy intellekt kompetensiyasini baholash mezonlari va indikatorlarini takomillashtirish	178
Nematova Rushana Nemat qizi	
Inklyuziv ta'lim sharoitida koxlear implantli bolalarning eshituv-nutqiy faoliyatini pedagogik tashkil etish metodikasi	184
Mirzayeva Umida Inamovna	
Umumiy o'rta ta'lim muassasasida ijtimoiy-madaniy muhitni rivojlantirishning ijtimoiy-pedagogik zaruriyati	188
Malikova Dilrabaxon	
Bo'lajak ingliz tili o'qituvchilarining kasbiy-subyektiv pozitsiyasini rivojlantirishning nazariy-metodologik asoslari	194
Temirova Shoxsanam Komilovna	
O'zbek tilidagi lingvomadaniy kollokatsiyalarning assotsiativ-semantik xususiyatlari	201
Boymirova Dilshoda Oblayor qizi	
Методы развития компетенций будущих учителей начальной школы в области создания текстов	208
Хаитова Нодира Бафроевна	

Inklyuziv maktabgacha ta'limda bolalarning ijtimoiy-psixologik moslashuvida madaniy-tarixiy va ekologik yondashuvlar integratsiyasi	216
Mengliyeva Gavhar Ibrohim qizi	
Maktabgacha ta'lim jarayonida induktiv metodlardan foydalanishning xorijiy tajribasi	220
Mirazimova Muxabbat Normatovna	
Virtual muzeylar orqali tarixiy tafakkurni rivojlantirishning pedagogik modeli	225
To'ranazarova Muxlisaxon Davlatjon qizi	
Қорақалпоқ, туркман ва инглиз эртақларида образли нутқнинг миллий моделлари: фразеологизм, ранг ва маиший тимсоллар	230
Жепбарова Саят Курбанмиратовна, Жаумитбаева Перийзат Караматдиновна	
Statistical Analysis of Experimental Work and Evaluation of Educational Effectiveness in Teaching Bioethics	233
Salimova Malika Rashidbekovna	
Talabalarda innovatsion fikrlashni rivojlantirishning pedagogik shart-sharoitlari	240
Axatova Sabina Qo'shmurod qizi	
Talabalarda sport kompetensiyasini rivojlantirishga ta'sir etuvchi pedagogik omillar	247
Ismatov Feruz Mamarasulovich	
Bo'lajak tarbiya fani o'qituvchilarini integrativ o'qitish zarurati va o'ziga xos xususiyatlari	254
Fayzullayeva Xolida Axmadjon qizi	
Ingliz tilini o'rganishda motivatsiya va o'quvchilarni rag'batlantirish usullarining ahamiyati	258
Sirojov Daler Kironboyevich	
Mikrokredit tashkilotlarini vujudga kelishi va bekor bo'lishining huquqiy asoslari	263
Madumarov Talantbek Tolibjonovich, Qalandarova Mubinabonu Fayziddin qizi	
Oliy ta'lim tizimida ta'lim-tarbiya jarayonlarini aksiologik modernizatsiyalashning psixologik mexanizmlari... ..	268
Taylanova Sh. Z., Turayeva Dilnoza Niyatullo qizi	
A Methodology for Using Digital Educational Technologies in Preparing Students to Teach Subject-Specific Disciplines in English in Non-Philological Fields of Study	274
Mirzayeva Khilolakhon Bakhromali kizi	
Deviant xulqli o'smirlarda konfliktli xulq shakllanishida ota-ona-farzand munosabatlarining ijtimoiy-psixologik xususiyatlari	281
Otamirzayev Muzaffar Bahodir o'g'li	
Biologiya fanidan auditoriyadan tashqari mashg'ulotlarni tashkil etishning innovatsion metodlari va ularning kasbiy kompetensiyalarni shakllantirishdagi ahamiyati.....	287
Xalilova Maqsad Ravshanovna	
Leading Schools for Gifted Students: Contextual Demands on the Principal and the Case for Creative Competence	293
Zarina I. Ganiyeva	
Aholi o'rtasida gipodinamiyani (kamharakatlikni) bartaraf etishda o'z-o'zini nazorat qilish usullari	297
Sharipova Faridaxon Akmaljon qizi	
Lobachevskiy geometriyasi: noevklid geometriyaning nazariy asoslari, geometrik xususiyatlari va ta'limdagi ahamiyati.....	301
Namozov Diyorbek Baxtiyor o'g'li	
Adabiyot ta'limi jarayonida nutqiy kompetensiyani shakllantirishning pedagogik-psixologik asoslari	305
Sulaymonova Nafisa Sattorovna	
Ritmik she'r va harakatli mashqlar yordamida 1-sinf o'quvchilarining diqqatini jamlash	311
Yadgarova Iroda Ikromovna	
Mehrli maktab o'quvchilarining ijtimoiy moslashuvchanlik ko'nikmalarini rivojlantirishning konseptual modeli.....	314
Xoliqulova Dilnoza Sheraliyevna	
Bo'lajak shifokorlarda kasbiy-kommunikativ motivatsiyani xalqaro miqyosda rivojlantirishning pedagogik shart-sharoitlari	318
Qoravoyeva Shoira Zafarjon qizi	



Pedagogik ta'limda media savodxonlikni rivojlantirishning zamonaviy yondashuvlari	322
Gulmonova Guli Anvar qizi	
Pedagogik diagnostika vositalari asosida bo'lajak o'qituvchilarning individuallashtirilgan ta'limni loyihalash ko'nikmalarini rivojlantirish samaradorligi	327
Yuldashev Xusniddin Abdullayevich	
Inklyuziv ta'limga muhtoj bolalarni pedagogik va psixologik qo'llab-quvvatlash	333
Bozorova Muxlisa	
Maktabgacha ta'lim tashkilotida metodik faoliyat turlari.....	337
Qarshibayeva Dilfuza Xidirbayevna	
Umumiy o'rta ta'limda o'quvchilar individual rivojlanishini baholash yo'nalishlari.....	341
Alimov Azim Anvarovich	
O'quvchilarning mustaqil faoliyatini tashkil etishda motivatsiya va o'zini o'zi boshqarishning psixologik roli	347
Burtshova Aliya Burxonovna	
Talabalarning tanqidiy fikrlashini rivojlantirishda pedagogik metodlarning integrativ imkoniyatlari.....	354
Nazarova Vazira Bahron qizi	
Tasviriy san'at ta'limida inklyuziv yondashuv va raqamli ta'lim muhitining integratsiyasi	359
Shodmonova Munisa Furkatovna	
Uzoq muddat davolanishga muhtoj bo'lgan o'quvchilarning ijtimoiy moslashuvchanlik ko'nikmalarini rivojlantirishning pedagogik shart-sharoitlari	365
Xoliqulova Dilnoza Sheraliyevna	
Jamoat transporti haydovchilarining psixoemotsional barqarorligini shakllantirishning nazariy-psixologik asoslari.....	369
Ruzimatova Gulbaxor Adiljanovna	
Игровые технологии как средство развития речевой активности детей с тяжёлыми нарушениями речи	375
Шакирова Ситора Абдугануровна	
Qo'l to'pi bilan shug'ullanuvchi talabalarda tezkorlik va chaqqonlik sifatlarini rivojlantirishning samarali usullari.....	380
Jo'rayev Nodirbek Nutfillo o'g'li	
Ценностно-смысловой потенциал поэзии Анны Ахматовой в формировании языковой личности и духовно-нравственном становлении учащихся: методический аспект	385
Жабборовна Гулчехра Жобириновна	
Raqamli ta'lim sharoitida geoaxborot tizimlarini o'qitishning zamonaviy holati va rivojlanish tendensiyalari...	391
Iskandarov Bayimbet Sobir o'g'li	
O'zgarishlarni boshqarish ko'nikmalarini innovatsion menejment asosida rivojlantirish yo'nalishlari	395
Abdullayev Amirulla Xazratovich	
Ona tili va o'qish savodxonligi darslarida hayotiy ko'nikmalarni rivojlantirishga yo'naltirilgan topshiriqlar tizimini takomillashtirish	399
Boymurodova Nodirabegim Bahodir qizi	
O'smirlarning ijtimoiylashuv jarayonining mazmuni va ijtimoiy-pedagogik xususiyatlari.....	404
Nishanbayeva Odina Xikmatillayevna	
Boshlang'ich sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishda kognitiv strategiyalardan foydalanish metodikasi	409
Sharopova Zarnigor Tolib qizi	
Assessment for Learning and Assessment of Learning: Formative and Summative Approaches in Foreign Language Education in Uzbekistan.....	415
Ramazonova Feruzaxon Akbarovna	



ASSESSMENT FOR LEARNING AND ASSESSMENT OF LEARNING: FORMATIVE AND SUMMATIVE APPROACHES IN FOREIGN LANGUAGE EDUCATION IN UZBEKISTAN

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Abstract: This article examines the role of formative and summative assessment in improving the effectiveness and quality of foreign language teaching in the education system of Uzbekistan. It analyzes contemporary assessment and monitoring practices, including interactive questioning, diagnostic tests, peer and self-assessment, project-based tasks, portfolios, oral presentations, standardized examinations, and international language proficiency tests. Particular attention is given to the integration of digital technologies, learner-centered approaches, continuous feedback, and the Common European Framework of Reference for Languages (CEFR). The study highlights how formative assessment supports continuous learning, identifies learning difficulties, and promotes learner autonomy, while summative assessment provides a comprehensive evaluation of accumulated knowledge and competencies. The article argues that the balanced integration of both assessment types contributes to objective evaluation, improved teaching practices, greater student motivation, and the development of practical communicative competence in foreign languages.

Key words: formative assessment; summative assessment; foreign language teaching; English language education; assessment and monitoring; learner-centered education; CEFR; digital technologies; feedback; communicative competence.

Annotatsiya: Ushbu maqolada O'zbekiston ta'lim tizimida xorijiy tillarni o'qitish samaradorligi va sifatini oshirishda formativ va summativ baholashning o'rnini ko'rib chiqiladi. Unda interaktiv savol-javob, diagnostik testlar, o'zaro va o'zini o'zi baholash, loyiha asosidagi topshiriqlar, portfolio, og'zaki taqdimotlar, standartlashtirilgan imtihonlar hamda xalqaro til bilish darajasini aniqlash testlarini o'z ichiga olgan zamonaviy baholash va monitoring amaliyotlari tahlil qilinadi. Raqamli texnologiyalar, ta'lim oluvchiga yo'naltirilgan yondashuvlar, uzluksiz fikr-mulohaza hamda Tillar bo'yicha umumiyevropa kompetensiyalar tizimi (CEFR) integratsiyasiga alohida e'tibor qaratiladi. Tadqiqotda formativ baholash uzluksiz ta'limni qo'llab-quvvatlashi, o'rganishdagi qiyinchiliklarni aniqlashi va ta'lim oluvchilarning mustaqilligini rivojlantirishi, summativ baholash esa to'plangan bilim va kompetensiyalarni har tomonlama baholash imkonini berishi ta'kidlanadi. Maqolada baholashning har ikki turini muvozanatli integratsiyalash obyektiv baholash, o'qitish amaliyotini takomillashtirish, talabalar motivatsiyasini oshirish hamda xorijiy tillarda amaliy kommunikativ kompetensiyani rivojlantirishga xizmat qilishi asoslab beriladi.

Kalit so'zlar: formativ baholash; summativ baholash; xorijiy til o'qitish; ingliz tili ta'limi; baholash va monitoring; ta'lim oluvchiga yo'naltirilgan ta'lim; CEFR; raqamli texnologiyalar; fikr-mulohaza; kommunikativ kompetensiya.



Аннотация: В данной статье рассматривается роль формативного и суммативного оценивания в повышении эффективности и качества преподавания иностранных языков в системе образования Узбекистана. Анализируются современные практики оценивания и мониторинга, включая интерактивный опрос, диагностические тесты, взаимное оценивание и самооценивание, проектные задания, портфолио, устные презентации, стандартизированные экзамены и международные тесты на определение уровня владения языком. Особое внимание уделяется интеграции цифровых технологий, личностно-ориентированных подходов, непрерывной обратной связи и Общеввропейской системы компетенций владения иностранным языком (CEFR). В исследовании подчеркивается, что формативное оценивание поддерживает непрерывное обучение, помогает выявлять трудности в обучении и способствует развитию самостоятельности обучающихся, тогда как суммативное оценивание обеспечивает комплексную оценку накопленных знаний и компетенций. В статье обосновывается, что сбалансированная интеграция обоих видов оценивания способствует объективному оцениванию, совершенствованию практики преподавания, повышению мотивации студентов и развитию практической коммуникативной компетенции на иностранных языках.

Ключевые слова: формативное оценивание; суммативное оценивание; преподавание иностранных языков; обучение английскому языку; оценивание и мониторинг; личностно-ориентированное обучение; CEFR; цифровые технологии; обратная связь; коммуникативная компетенция.

INTRODUCTION

In recent years, special attention has been paid to improving the quality of foreign language teaching in the education system of the Republic of Uzbekistan. In order to ensure the effectiveness of foreign language teaching, assessment and monitoring systems have been introduced within the framework of the Law "On Education" and the National Staff Training Program.

These systems serve not only to monitor the educational process, but also to measure the achievements of pupils and students in language learning, evaluate the activities of teachers and improve methodological developments. The main purpose of the assessment system is to determine the knowledge and skills of students in a foreign language, assess their ability to think independently, communicate practically and use the language in various contexts. Interactive tests, online monitoring tools and portfolios created using modern pedagogical approaches and information and communication technologies provide continuous monitoring of the educational process. This allows us to determine the individual development level of students, identify their strengths and weaknesses, and develop appropriate educational strategies. Monitoring systems act as a mechanism for continuous quality control of foreign language teaching. These systems assess not only the level of knowledge of students, but also the effectiveness of teachers' pedagogical activities, lesson plans and methodological tools. In this way, it will be possible to eliminate the shortcomings and shortcomings identified in the educational process in a timely manner and develop practical measures aimed at improving the quality of education. The Resolution of the President of the Republic of Uzbekistan dated December 10, 2012, No. PQ-18/75¹ "On measures to further improve the system of learning foreign languages" is recognized as an important legal basis for increasing the effectiveness of assessment and monitoring systems in foreign language teaching. The resolution stipulates the development of pedagogical skills, the introduction of innovative pedagogical technologies, the creation of systems for assessing and monitoring the educational process using interactive and electronic tools. At the same time, in recent years, various forms of assessment based on international experience - formative and summative assessment, competency-based assessment, monitoring of portfolio and project work – have been introduced into practice. This allows students to improve their practical skills in a foreign language, encourage their wide use of world information resources, and prepare them for international communication.²

LITERATURE REVIEW

The theoretical foundations of formative and summative assessment have been widely discussed in educational research. Black and Wiliam emphasize the importance of formative assessment for improving classroom learning, while Hattie and Timperley highlight the significant role of feedback in students' academic development. Brookhart examines the use of rubrics in formative assessment, and Nicol and Macfarlane-Dick connect effective feedback with self-regulated learning. Zimmerman further explains the role of learner autonomy and self-regulation, whereas Harmer discusses assessment within the broader context of English language teaching. These studies provide a theoretical basis for combining formative and summative approaches in foreign language education.

1 <https://lex.uz/docs/-2126032>

2 O'zbekiston Respublikasi Prezidenti. Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida. – Toshkent, 2012.



RESEARCH METHODOLOGY

This study employed a qualitative research approach based on the analysis, comparison, and generalization of scientific and methodological literature related to formative and summative assessment in foreign language education. The research also examined assessment practices, CEFR-based evaluation principles, digital monitoring tools, and learner-centered approaches used in the education system of Uzbekistan. Comparative and analytical methods were applied to identify the characteristics, advantages, and complementary roles of formative and summative assessment in improving foreign language teaching effectiveness.

ANALYSIS AND RESULTS

Main types of assessment:

1. **Formative assessment** - aimed at monitoring the student's development and providing feedback during the learning process (for example, games, short tests).
2. **Summative assessment** - determining the level of knowledge at the end of the course (for example, exams, portfolios).
3. **International exams** - exams such as IELTS, TOEFL assess the student's overall level.

Monitoring effectiveness:

1. **Digital technologies** - LMS (Learning Management System), online platforms allow to track student progress, identify difficulties, and provide a personalized approach.
2. **Continuous monitoring** - monitoring helps the teacher quickly identify shortcomings in the learning process and adjust teaching methods, which increases learning efficiency. Factors for increasing efficiency:
3. **Innovative approaches** - use of digital tools, interactive methods, and integrated methods.
4. **International standards** - assess students' knowledge at a global level by preparing them for international certification exams.

Feedback - provide effective feedback to the student using assessment results. In general, an effective assessment and monitoring system allows to objectively determine student knowledge, help the teacher improve his or her work, and continuously improve the quality of education.³

In particular, there is a national certificate for English, as well as internationally recognized test systems such as IELTS, TOEFL iBT and FCE. In addition to the national certificate, the Goethe-Zertifikat, Deutsche Sprachdiplom (DSD) and Test Deutsch als Fremdsprache (TestDaF) exams are used to determine the level of knowledge of the German language. For French, international assessment systems such as DELF and TCF are widely used types of tests. The process of determining the level of mastery of foreign languages is directly related to the CEFR system. CEFR (Common European Framework of Reference for Languages - The Common European Framework of Reference for Languages) is recognized as the only standard that defines the criteria for learning, teaching and assessing languages at the European level. This system divides language proficiency levels into three main levels - A, B and C.⁴

Group A (A1 and A2) represents users who are just starting to learn a foreign language, at the beginning stage. Group B (B1 and B2) covers users who can use the language relatively fluently, at an average and above-average level. Group C (C1 and C2) represents users who have mastered the foreign language perfectly and can communicate freely even in complex language situations.

Assessment exams developed based on the requirements of the CEFR are aimed at determining the level of development of language learners' four basic competencies - speaking, reading, listening comprehension and writing. This approach serves to ensure the objectivity and accuracy of assessment in the process of teaching foreign languages. As a result, the effectiveness of assessment and monitoring systems in foreign language teaching not only serves to determine language proficiency, but also creates the basis for high-quality organization of the educational process, improvement of pedagogical strategies, and training of the younger generation as globally competitive personnel.⁵

3 Hattie J., Timperley H. The Power of Feedback // Review of Educational Research. - 2007. - Vol. 77, No. 1. - P. 81-112.

4 Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment - Companion Volume. - Strasbourg: Council of Europe Publishing, 2020.

5 Abdumutalova D. D. The Effectiveness of Assessment and Monitoring Systems in Foreign Language Teaching // Education, Science and Innovative Ideas in the World. - P. 366-371.

Formative assessment in Uzbek schools emphasizes continuous monitoring and feedback to guide students' learning progress. Teachers employ a variety of strategies to support skill acquisition and engagement:

1. Interactive classroom questioning.

Teachers regularly pose questions to assess comprehension and stimulate critical thinking, adapting their instruction based on students' responses.

2. Short quizzes and diagnostic tests.

These tools provide immediate feedback on specific linguistic elements, such as grammar, vocabulary, reading comprehension, or listening skills.

3. Peer and self-assessment.

Students are encouraged to evaluate their own or classmates' performance, promoting self-reflection and collaborative learning.

4. Project-based tasks and portfolios.

Learners maintain records of their work over time, which helps track progress in writing, reading, and speaking activities.

5. Oral presentations and role-plays.

Teachers assess students' ability to apply language skills in authentic communication scenarios, providing feedback to improve fluency and accuracy.

These formative assessment methods are particularly aligned with the principle of learner-centered education, emphasizing active student participation and autonomous learning. By continuously evaluating students' progress, teachers can adjust instructional methods, provide targeted support, and foster a positive learning environment that motivates students to develop language proficiency.

Summative assessment is primarily evaluative, providing formal recognition of students' achievements at the end of a lesson, unit, term, or academic year. In the Uzbek education system, summative assessment methods include:

- 1. End-of-term or final exams.** Standardized written or oral tests measure cumulative knowledge and competencies across all language skills.
- 2. National standardized tests.** These are designed to evaluate students' proficiency according to established educational standards and provide objective benchmarks.
- 3. Final projects and research assignments.** Students demonstrate their ability to apply acquired knowledge and skills in authentic contexts, such as writing essays or conducting presentations.
- 4. Formal oral examinations.** These assess speaking fluency, pronunciation, and the ability to communicate effectively in English.

Summative assessments serve multiple purposes: they inform teachers, students, and administrators about learning outcomes, guide decisions regarding academic promotion, and ensure accountability within the education system.

The effective combination of formative and summative assessments is central to modern foreign language education in Uzbekistan. Formative assessments provide ongoing feedback and support, enabling students to address learning gaps and improve incrementally. Summative assessments, in turn, offer a comprehensive evaluation of cumulative achievements. By integrating both methods, teachers can ensure that learning is both continuous and measurable, promoting overall language development.⁶

For example, in English classrooms, a teacher may use daily formative assessments, such as short quizzes or peer feedback sessions, to monitor students' comprehension of new vocabulary and grammar. Simultaneously, summative assessments such as a final written exam or oral presentation evaluate whether students have achieved the intended outcomes for the unit. This approach not only provides a holistic view of students' abilities but also reinforces motivation by showing tangible progress and areas for improvement. Furthermore, the Uzbek education system increasingly encourages student-centered assessment practices, where learners

⁶ O'zbekiston Respublikasi Xalq ta'limi vazirligi. Education Reform Initiatives in Uzbekistan. – Tashkent, 2021.



actively participate in goal-setting, self-evaluation, and reflection. This aligns with international pedagogical trends emphasizing the importance of autonomous learning and lifelong language development.⁷ The synergy of formative and summative assessments ensures that students are prepared to meet both academic requirements and practical communicative challenges in a globalized context.⁸

CONCLUSION AND SUGGESTIONS

Formative assessments guide ongoing learning and skill development, while summative assessments provide formal evaluation of cumulative knowledge. The integration of both types of assessment creates a balanced educational environment that supports students' linguistic growth, motivation, and autonomy, ultimately enhancing the quality and effectiveness of English language instruction in middle and secondary schools.

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⁷ Pinskaya M. A. New Forms of Assessment. – Moscow: Pedagogical Research Press, 2019.

⁸ Hattie J., Timperley H. The Power of Feedback // Review of Educational Research. – 2007. – Vol. 77, No. 1. – P. 81–112.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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