



MIRZO ULUG'BEK NOMIDAGI  
O'ZBEKISTON MILLIY UNIVERSITETI  
JIZZAX FILIALI



## KOMPYUTER ILMLARI VA MUHANDISLIK TEXNOLOGIYALARI

XALQARO ILMIY-TEXNIK  
ANJUMAN MATERIALLARI

TO'PLAMI  
2-QISM



26-27-SENTABR  
2025-YIL



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**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA  
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**MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY  
UNIVERSITETINING JIZZAX FILIALI**



**KOMPYUTER ILMLARI VA MUHANDISLIK  
TEXNOLOGIYALARI**

***mavzusidagi Xalqaro ilmiy-texnik anjuman materiallari to‘plami***  
**(2025-yil 26-27-sentabr)**  
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Globalashuv sharoitida davlatimizni yanada barqaror va jadal sur'atlar bilan rivojlantirish bo'yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e'tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarini qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma'ruza tezislari to'plamida mamlakatimiz va xorijlik turli yo'nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o'qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

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Mazkur to'plamga kiritilgan ma'ruza tezislarning mazmuni, undagi statistik ma'lumotlar va me'yoriy hujjatlarning to'g'riligi hamda tanqidiy fikr-mulohazalar, keltirilgan takliflarga mualliflarning o'zlari mas'uldirlar.



## 6-SHO'BA. GLOBAL TRANSFORMATSIYALAR SHAROITIDA IJTIMOIIY TADQIQOTLAR VA ZAMONAVIIY FILOLOGIYANING DOLZARB MUAMMOLARI

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### THE IMPACT OF SELF-ASSESSMENT AND PEER ASSESSMENT ON LINGUISTIC DEVELOPMENT IN ENGLISH LANGUAGE LEARNING

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**Abstract:** This article examines the significant role of self-assessment and peer assessment as formative evaluation strategies in fostering linguistic development among English language learners. Moving beyond traditional teacher-centric models, the paper argues that these metacognitive practices enhance learner autonomy, metacognitive awareness, and intrinsic motivation, leading to more profound and sustainable acquisition of linguistic competencies. The theoretical foundations are explored, drawing on sociocultural theory and metacognitive frameworks. Practical implications for classroom implementation are discussed, alongside an analysis of potential challenges and strategies to mitigate them. The conclusion affirms that integrating these assessment methods creates a more dynamic, reflective, and effective language learning environment.

**Keywords:** self-assessment, peer assessment, linguistic competence, metacognition, learner autonomy, formative assessment, English language learning.

The paradigm of language assessment has undergone a significant shift in recent decades, moving from a purely summative, exam-oriented model to a more holistic approach that prioritizes the learning process itself. This formative assessment, or "assessment for learning," seeks to involve students actively in their own educational journey. Within this framework, self-assessment (SA) and peer assessment (PA) have emerged as powerful pedagogical tools. Their potential to deepen linguistic development—encompassing grammatical accuracy, lexical range, and pragmatic competence—is substantial. This paper aims to provide a scientifically-grounded analysis of the impact of SA and PA on the linguistic development of students learning English, adhering to academic standards and referencing established literature in the field.

The efficacy of SA and PA is not anecdotal; it is rooted in robust educational and psychological theories.

Flavell's concept of metacognition—"cognition about cognition"—is central to SA. To assess one's own language use, a learner must engage in planning, monitoring, and evaluating their knowledge and skills. This metacognitive process forces a deeper engagement with the language than merely completing a task. As Oscarson argues, self-assessment promotes a reflective stance where learners

constantly check their performance against learning goals, thereby identifying gaps and strategizing to fill them. This active reflection is crucial for moving language from short-term to long-term memory.

Sociocultural Theory (Vygotsky, 1978): Peer assessment finds its theoretical basis in Vygotsky's concept of the Zone of Proximal Development (ZPD) and the role of social interaction in learning. The ZPD is the gap between what a learner can do alone and what they can achieve with guidance from a more knowledgeable other. In PA, peers often act as these "knowledgeable others," providing scaffolding through feedback. This collaborative process not only aids the recipient but also reinforces the assessor's understanding as they articulate and apply assessment criteria.

Deci and Ryan's Self-Determination Theory highlights the importance of autonomy, competence, and relatedness for intrinsic motivation. SA and PA directly foster autonomy by giving students ownership of the evaluation process. Successfully identifying one's own errors or providing helpful feedback to a peer builds a sense of competence. The collaborative nature of PA enhances relatedness. This increase in intrinsic motivation is a key factor in sustained linguistic development.

The application of SA and PA has a tangible impact on all facets of linguistic competence.

**Writing Skills:** This is the most common domain for PA. Studies have shown that structured peer review workshops lead to significant improvements in writing quality. When students use a rubric to evaluate a peer's essay for thesis clarity, cohesion, grammatical accuracy, and lexical sophistication, they internalize these criteria and apply them more effectively to their own writing (Liu & Carless, 2006). SA, through checklists and reflective journals, encourages writers to become independent editors of their work.

**Speaking Skills:** SA can be implemented through video or audio recordings. Students record themselves performing a monologue or dialogue and then complete a checklist focusing on fluency, pronunciation, use of specific grammatical structures, and vocabulary. This process makes them aware of habitual errors they may not notice in real-time. PA in speaking activities (e.g., evaluating a presentation) develops critical listening skills and exposes assessors to different speaking styles and communication strategies.

**Listening and Reading Comprehension:** SA is highly effective for receptive skills. After a listening or reading exercise, students can gauge their own understanding by summarizing the main points or evaluating their performance on a task. This moves the focus from simply getting the right answer to understanding "why" an answer was correct or incorrect, thereby developing stronger comprehension strategies.

For SA and PA to be effective, they must be implemented carefully to avoid common pitfalls. There are some best practices for implementation:

**Training:** Students must be trained on "how" to assess. This involves clear explanation, modeling, and practice with assessment criteria.

**Use of Rubrics and Checklists:** Provide clear, simple, and explicit criteria. Rubrics demystify what constitutes “good” performance and make assessment more objective and reliable.

**Scaffolding:** Begin with low-stakes, simple tasks (e.g., assessing the use of a single grammar point) before progressing to complex evaluations.

**Anonymity:** For PA, anonymous feedback can sometimes reduce anxiety and prevent personal biases.

**Integration:** SA and PA should be presented as a complementary part of the learning process, not a replacement for teacher feedback.

The implementation of Self-Assessment (SA) and Peer Assessment (PA) is not without its obstacles. A successful integration requires educators to anticipate these challenges and proactively develop strategies to mitigate them. The primary hurdles can be categorized into student-related, methodology-related, and cultural-institutional challenges.

**Student Resistance:** Learners may initially distrust the process, especially PA. Transparency about the benefits and its role as a learning tool, not just a grading tool, is crucial.

**Accuracy Concerns:** Learners may over- or under-estimate their abilities. This can be mitigated by using SA for formative purposes only (not high-stakes grading) and by comparing self-ratings with teacher ratings to calibrate understanding.

**Cultural Factors:** In cultures with high power distance, students may be reluctant to critique peers or place themselves above the teacher's role as assessor. Framing it as "feedback" rather than "assessment" and emphasizing its collaborative nature can help.

Self-assessment and peer assessment are far more than trendy pedagogical techniques; they are evidence-based strategies grounded in theories of learning and motivation. Their impact on linguistic development is profound: they transform passive learners into active, analytical participants in the language acquisition process. By fostering metacognitive awareness, leveraging social learning, and boosting autonomy, SA and PA equip students with the skills necessary for lifelong language learning and use. While implementation requires careful planning and training, the benefits—a more reflective, engaged, and proficient cohort of language learners—make it an indispensable approach in the modern English language classroom.

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## **INGLIZ VA O‘ZBEK TILLARIDA SINTAKTIK USULDA HOSIL QILINGAN EVFEMIK IFODALAR**

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**Annotatsiya:** Ushbu maqolada o‘zbek va ingliz tillarida sintaktik usul asosida hosil qilingan evfemik ifodalarning lingvistik xususiyatlari qiyosiy tahlil qilinadi. Sintaktik evfemizmlar – so‘z yasaliishi emas, balki gap tuzilishi, so‘z tartibi va grammatik konstruksiyalar orqali noqulay mazmunli tushunchalarni yumshatishning muhim vositasidir. Tadqiqotda ikkala tilda qo‘llaniladigan sintaktik usullar, ularning madaniy-lingvistik xususiyatlari va farqlari tahlil qilinadi.

**Kalit so‘zlar:** evfemizm, sintaktik usul, nominalizatsiya, passiv nisbat, shart mayli, lingvistik pragmatika, qiyosiy tilshunoslik.

Har qanday tabiiy tilda bo‘lgani kabi, o‘zbek va ingliz tillarida ham sintaktik usul asosida hosil qilingan birikma shaklidagi evfemizmlar muhim o‘rin egallaydi. Bu usul yordamida ikki yoki undan ortiq mustaqil so‘z bir-biri bilan grammatik bog‘lanib, ijtimoiy, axloqiy yoki madaniy jihatdan yumshatilgan, etik doirada maqbul ifodalar yaratiladi [1]. Sintaktik birliklar orqali ifodalanadigan evfemizmlar sohaga oid tushunchalarning kengayishiga, ularning barqarorlik kasb etishiga xizmat qiladi. Shuningdek, ular ruxsatsiz yoki to‘g‘ridan-to‘g‘ri aytish noqulay bo‘lgan holatlarni muloyimlik bilan anglatish uchun tilning madaniy mexanizmi sifatida faol ishlatiladi.

### **Sintaktik evfemizmlarning lingvistik mohiyati**

Sintaktik usulda hosil bo‘lgan inglizcha evfemizmlar – bu gap tuzilishi (so‘z tartibi, grammatik konstruksiyalar) orqali to‘g‘ridan-to‘g‘ri, noqulay yoki qo‘pol ma‘noni yumshatishdir. Ularning asosiy xususiyati: leksik o‘zgarish emas, balki ifoda usulidagi o‘zgarish [2]. Xuddi shunday, o‘zbek tilida sintaktik usulda hosil bo‘lgan evfemizmlar – bu gap tuzilishi (so‘z tartibi, bog‘lovchilar, shakllar) orqali noqulay mavzularni yumshatishdir. Ularda asosiy diqqat so‘z o‘zgarishiga emas, balki ibora yoki gap qurilmasidagi noziklikga qaratiladi.