вых технологий и развитие частно-государственного партнерства, позволит создать современную, доступную и качественную систему дошкольного образования.

Комплексный подход к реформированию системы дошкольного воспитания, учитывающий национальные особенности и международный опыт, обеспечит формирование устойчивого образовательного фундамента для будущих поколений. Успешная реализация поставленных задач будет способствовать развитию человеческого капитала страны и повышению ее конкуренто-способности в глобальном образовательном пространстве.

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ENHANCING YOUNG ADOLESCENT LEARNERS' READING COMPETENCE THROUGH READ-ALOUD BOOKS

Annotation. *Reading competence is vital for academic success and holistic development among young adolescents. This article explores how read-aloud books, specifically If I Built a Car and If I Built a School by Chris Van Dusen, can serve as effective tools for enhancing critical thinking, creativity, and STEM-related skills in adolescent learners. By employing read-aloud strategies, educators can foster deeper comprehension and encourage learners to engage with complex concepts such as design and engineering in an imaginative, student-centered manner. The study integrates the 5E instructional model—Engage, Explore, Explain, Elaborate, and Evaluate–to structure activities that link storytelling with STEM education, encouraging learners to think critically while applying scientific concepts to real-world scenarios. Furthermore, the approach emphasizes the importance of collaboration, problem-solving, and experiential learning, ensuring learners are prepared for interdisciplinary challenges in their academic journey and beyond.*

Keywords: *Reading competence, read-aloud strategies, 5E approach, critical thinking, creativity, STEM education, adolescent learners, experiential learning, interdisciplinary teaching.*

OVOZ CHIQARIB O'QISH ORQALI O'SMIR O'QUVCHILARNING O'QISH QOBILIYATINI OSHIRISH

Annotatsiya. *O'smir yoshdagi o'quvchilarning o'qish qobiliyati ularning akademik muvaffaqiyati va har tomonlama rivojlanishi uchun muhim ahamiyatga ega. Ushbu maqolada Kris Van Dyusening "If I built a car" va "If I built a school" kitoblari yordamida o'qish, tanqidiy fikrlash, ijodkorlik hamda STEM (fan, texnologiya, muhandislik va matematika) bo'yicha ko'nikmalarni rivojlantirish imkoniyatlari ko'rib chiqilgan. O'qituvchilar o'qish strategiyalarini qo'llab, o'quvchilarning loyihalash va muhandislik kabi murakkab tushunchalarni chuqurroq tushunishiga va ularni qiziqarli, o'quvchi markazli usulda o'rganishiga yordam berishlari mumkin. Ushbu tadqiqotda hikoya aytish jarayonini STEM ta'limi bilan bog'lash uchun 5E modeli (jalb qilish, tadqiq qilish, tushuntirish, mustahkamlash va baholash) qo'llanilib, tanqidiy fikrlashni rivojlantirish va ilmiy tushunchalarni real hayotda qo'llashga alohida urg'u berilgan. Bundan tashqari, ushbu yondashuv hamkorlik qilish, muammolarni hal etish va tajriba asosida o'qitish muhim-*

ligini ta'kidlaydi, o'quvchilarni o'zlarining akademik va kundalik hayotlaridagi ko'p sohalarni qamrab oluvchi muammolarga tayyorlaydi.

Kalit so'zlar: *o'qish qobiliyati, ovoz chiqarib o'qish strategiyalari, 5E modeli, tanqidiy fikrlash, ijod-korlik, STEM ta'limi, o'smirlar, tajriba asosida o'qitish, ko'p fanli ta'lim.*

ПОВЫШЕНИЕ ЧИТАТЕЛЬСКОЙ КОМПЕТЕНТНОСТИ ПОДРОСТКОВ ПОСРЕДСТВОМ ЧТЕНИЯ КНИГ ВСЛУХ

Аннотация. *Компетентность в чтении имеет решающее значение для академического успеха и всестороннего развития молодых подростков. В данной статье рассматривается, как книги для чтения вслух, такие как «Если бы я построил автомобиль» и «Если бы я построил школу» Криса Ван Дусена, могут стать эффективным инструментом для развития критического мышления, креативности и навыков, связанных с STEM (наука, технологии, инженерия и математика), у подростков. Применяя стратегии чтения вслух, педагоги могут способствовать более глубокому пониманию и побуждать учащихся к изучению сложных концепций, таких как проектирование и инженерия, в увлекательной и ориентированной на учащихся форме. В исследовании используется 5E-инструктивная модель (этапы: увлечь, исследовать, объяснить, углубить и оценить) для структурирования активностей, связывающих рассказывание историй с STEM-образованием, что способствует развитию критического мышления и применению научных концепций в реальных ситуациях. Кроме того, этот подход подчеркивает важность сотрудничества, решения проблем и обучения на опыте, готовя учащихся к междисциплинарным вызовам на их академическом пути и за его пределами.*

Ключевые слова: *компетентность в чтении, стратегии чтения вслух, подход 5E, критическое мышление, креативность, STEM-образование, учащиеся подросткового возраста, обучение на опыте, междисциплинарное обучение.*

Introduction. Reading competence is a cornerstone of academic success and personal growth, especially during adolescence, a period marked by cognitive and social development. As students transition into more demanding academic environments, the need for strong literacy skills becomes increasingly evident. However, engaging adolescent learners in reading can often be a challenge, particularly when faced with digital distractions and a lack of motivation. Addressing these challenges requires innovative approaches that make reading enjoyable, relatable, and intellectually stimulating.

One proven method to nurture reading competence is through read-aloud strategies, which are traditionally associated with early childhood education but have significant benefits for adolescents. Read-aloud books such as *If I Built a Car* and *If I Built a School* by Chris Van Dusen not only captivate learners with imaginative storytelling but also create opportunities for critical thinking, problem-solving, and engagement with STEM-related concepts. These books act as springboards for discussions, reflections, and creative projects that resonate with adolescent learners.

Research suggests that integrating read-aloud strategies with think-aloud questioning can enhance comprehension and foster deeper connections between learners and the texts. When educators model their thought processes and encourage students to articulate their ideas, they create a supportive learning environment where critical thinking thrives. Additionally, read-aloud sessions allow students to explore challenging topics, connect literature to real-world contexts, and collaborate with peers, contributing to holistic educational development.

This article examines the significance of read-aloud strategies, focusing on how books like Van Dusen's can be leveraged to build reading fluency, comprehension, and creativity in young adolescents. By combining research insights with practical classroom applications, it aims to highlight the transformative power of literature in fostering critical thinking and STEM-related skills.

Literature Review. Extensive reading plays a pivotal role in the development of language proficiency and reading competence. Scholars such as Krashen (2004) argue that sustained engagement with diverse texts enhances vocabulary, comprehension, and overall academic achievement. For adolescents, extensive reading is not merely about consuming texts but about building critical literacy skills. Engaging texts like *If I Built a Car* and *If I Built a School* inspire creativity while exposing learners to rich language and complex ideas.

Read-aloud strategies bridge the gap between comprehension and critical thinking. Trelease (2013) emphasizes that hearing fluent reading models helps students internalize sentence structures, rhythm, and vocabulary. By actively involving students in the reading process, teachers can make texts accessible and

enjoyable, particularly for reluctant readers. Books with imaginative narratives like Van Dusen's captivate adolescents and provide opportunities for discussion, collaboration, and engagement.

Think-aloud questions transform passive reading into an active, reflective process, engaging learners at various cognitive levels. Fisher et al. (2008) emphasize that asking predictive, analytical, and reflective questions during read-aloud sessions enhances students' comprehension and fosters critical thinking. For instance, while reading *If I Built a School*, educators might pose questions like:

- "How would you design a classroom to suit different learning styles?"
- "What do you think is the most innovative idea Jack proposed, and why?"

Such questions prompt learners to analyze, synthesize, and evaluate information, aligning with Bloom's higher-order thinking skills. Additionally, educators can expand the discussion by asking:

- "What challenges might arise if Jack's school design were implemented in real life?" (Application)
- "Can you compare Jack's ideas with your ideal school? What are the similarities and differences?" (Analysis)
- "If you were to create a blueprint for Jack's school, how would you organize the spaces and resources?" (Synthesis).
- "Do you agree with Jack's vision for the perfect school? Why or why not" (Evaluation).

These questions not only encourage deeper engagement but also cultivate creativity and critical reflection, essential components of effective learning.

Van Dusen's books provide an excellent platform to introduce STEM concepts in a literary context. Through stories centered on creativity and innovation, students are exposed to engineering principles, design thinking, and problem-solving. Educators can complement read-aloud sessions with STEM activities, such as building models of Jack's imaginative inventions, fostering interdisciplinary learning.

Reading competence is not limited to decoding texts but extends to analyzing and critiquing ideas. Read-aloud strategies create a shared learning experience where students collaborate, debate, and refine their thoughts. Calkins (2001) notes that the social aspect of reading aloud enhances engagement and allows students to build confidence in expressing their ideas. For adolescents, these interactions not only improve comprehension but also prepare them for collaborative problem-solving in real-world scenarios.

Discussion. The content conversation strategy within the 5E model provides a structured framework to engage adolescent learners in meaningful learning experiences that connect literature to real-world applications. The first phase, *Engage*, is designed to capture students' attention and set the stage for active learning. Reading aloud Chris Van Dusen's *If I Built a Car* introduces students to creative thinking and problem-solving while stimulating their imagination. During this session, educators use expressive reading techniques and pause to unpack challenging vocabulary, ensuring comprehension and interest (Trelease. 2013). A five-minute discussion about the story emphasizes safety in car design, prompting students to think critically about how cars must balance innovation and practicality. This conversation fosters curiosity and prepares learners for deeper exploration of STEM principles embedded in the story.

The *Explore* phase involves hands-on experimentation to connect the story to Newton's Laws of Force and Motion. Students conduct a brief experiment on how force, inertia, and acceleration relate to car crashes, linking the literary narrative to foundational physics concepts. According to Bransford et al. (2000), active exploration helps students develop conceptual understanding by engaging with phenomena directly. This phase not only reinforces scientific principles but also encourages students to analyze how these laws impact vehicle design and passenger safety. Such inquiry-based learning deepens their engagement with both the story and STEM topics.

In the *Explain* phase, the focus shifts to structured discussions about how understanding Newton's Laws informs car safety. Educators guide students in applying their observations from the exploration phase to real-world contexts, such as seatbelt design and crash prevention systems. Fisher et al. (2008) emphasize that discussions during this phase should bridge students' prior knowledge with new insights, allowing them to articulate their understanding. By relating physics principles to everyday experiences, students develop critical thinking and appreciate the relevance of science in designing safe vehicles

The *Elaborate* phase challenges students to apply their learning in a creative context by exploring the role of an automobile designer. Educators facilitate a brief discussion about the responsibilities and skills required in this profession, followed by a detailed explanation of the rubric for assessing their designs. Using a graphic organizer, students draft blueprints for their own car designs, incorporating elements inspired by Van Dusen's imaginative descriptions. This activity fosters interdisciplinary learning, blending

engineering, physics, and artistic creativity. As Calkins (2001) highlights, tasks that encourage students to synthesize knowledge from multiple disciplines enhance engagement and problem-solving skills.

The *Evaluate* phase provides students with an opportunity to present their car designs and receive constructive feedback from peers and instructors. This process not only assesses their understanding of the principles of force, motion, and design but also develops their communication and collaboration skills. According to Black and Wiliam (1998), formative assessments such as peer critiques promote metacognitive reflection and help students refine their work. The emphasis on constructive feedback ensures that students view evaluation as a collaborative process rather than a final judgment.

Implementing the 5E model within a content conversation strategy demonstrates how integrating literature with STEM education can enhance reading competence and critical thinking in adolescent learners. By connecting *If I Built a Car* to tangible experiments and creative design tasks, educators not only make learning enjoyable but also foster a deeper appreciation for the interplay between storytelling and real-world applications. This approach aligns with Vygotsky's (1978) theory of social constructivism, as students actively construct knowledge through interaction, collaboration, and reflection. As a result, learners gain confidence in their abilities to analyze, innovate, and communicate effectively, preparing them for future academic and professional challenges.

Results. The implementation of the 5E instructional model, combined with read-aloud sessions of Chris Van Dusen's *If I Built a Car* and related activities, demonstrated significant benefits in enhancing adolescent learners' reading competence and interdisciplinary understanding. The following outcomes highlight the impact of this approach:

- During the *Engage* phase, the expressive read-aloud of *If I Built a Car* captured students' attention, fostering curiosity and imagination.
- The unpacking of vocabulary words provided clarity, enriching students' lexicon and ensuring their comprehension of complex terms.
- The connection between the story's imaginative ideas and real-world engineering concepts intrigued learners, motivating them to participate actively in discussions.
- In the *Explore* and *Explain* phases, students conducted hands-on experiments related to Newton's Laws, reinforcing their understanding of force and motion.
- Linking the scientific principles to car safety highlighted real-world applications, improving critical thinking as students analyzed the practicality and safety implications of design choices.
- Discussions helped learners articulate their ideas, bridging the gap between abstract scientific concepts and tangible design considerations.
- The *Elaborate* phase encouraged students to apply their knowledge creatively by designing their own cars, fostering interdisciplinary skills across engineering, art, and physics.
- Group activities during blueprint creation and presentation strengthened collaboration and communication, essential 21st-century skills.
- Peer feedback in the *Evaluate* phase allowed learners to reflect on their designs and refine their ideas, promoting metacognitive growth.

These results demonstrate that read-alouds, when integrated with inquiry-based frameworks like the 5E model, are effective tools for fostering reading competence, critical thinking, and interdisciplinary learning among adolescent learners.

Conclusion. The integration of read-aloud strategies with inquiry-based learning models such as the 5E framework provides an effective method for enhancing adolescent learners' reading competence and critical thinking skills. Using engaging books like *If I Built a Car* and *If I Built a School* by Chris Van Dusen, students are encouraged to explore imaginative scenarios while grounding their learning in practical STEM and engineering principles. The *Engage* phase captivated learners' interest through expressive storytelling, while the *Explore* and *Explain* phases reinforced scientific concepts such as Newton's Laws of Motion in interactive ways. By connecting narrative content with real-world applications, students developed deeper analytical skills and a stronger ability to process complex information. The *Elaborate* phase fostered creativity through design activities, allowing learners to apply their knowledge in original and collaborative projects.

The use of think-aloud questioning techniques further shaped learners' metacognitive abilities, helping them articulate and refine their ideas. Finally, the *Evaluate* phase provided opportunities for peer feedback and critical reflection, reinforcing learning outcomes. This approach demonstrates that thoughtfully designed read-aloud activities can transcend traditional reading exercises, contributing to

interdisciplinary skill-building and lifelong learning. Future applications of this strategy could include integrating more STEM-oriented books and extending the framework to incorporate broader societal topics, ensuring holistic development for adolescent learners.

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ASSESSMENT OF INDEPENDENT LEARNING OF STUDENTS IN THE HIGHER EDUCATION SYSTEM

Annotation. *This article highlights the role of assessment in the efficiency of language teaching in higher education. Types and purpose of assessment were explained. In addition to that, benchmark assessment was explored in relation to formative and summative assessments. Students' involvement in assessment practiced was highlighted as essential to achieve better results in examinations. Moreover, the author explicates independent learning and some insights into assessment of independent learning was described.*

Keywords: *independent learning, benchmark assessment, higher education.*

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OLIY TA'LIM TIZIMIDA TALABALARNING MUSTAQIL ISHLARINI BAHOLASH

Annotatsiya. *Ushbu maqola oliy ta'lim muassasalarida til o'rgatish samaradorligida baholashning o'rni yoritilgan. Baholash turlari va maqsadi tushuntirilgan. Bundan tashqari, benchmark baholash formativ va summativ baholash bilan bog'liq holda o'rganilgan. Imtihonlarda yaxshi natijalarga erishish uchun talabalarning baholashda ishtirok etishi muhim ahamiyatga ega ekanligi ta'kidlangan. Muallif mustaqil ta'limni yoritib bergan va mustaqil ta'limni baholash bo'yicha o'z mulohazalari bilan o'rtoqlashgan.*

Kalit so'zlar: *mustaqil ta'lim, benchmark baholash, oliy ta'lim.*

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ОЦЕНКА САМОСТОЯТЕЛЬНОГО ОБУЧЕНИЯ СТУДЕНТОВ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ

Аннотация. *В этой статье подчеркивается роль оценки в эффективности преподавания языка в высшем образовании. Были объяснены типы и цели оценки. В дополнение к этому, была изучена контрольная оценка (benchmark assessment) в отношении формативной (formative) и итоговой (summative) оценки. Участие студентов в практике оценки было подчеркнуто как необходимое условие для достижения лучших результатов на экзаменах. Кроме того, автор объясняет независимое обучение и описывает некоторые идеи оценки независимого обучения.*

Ключевые слова: *самостоятельное обучение, контрольная оценка, высшее образование.*

Introduction. Assessment is a general term which represent different meanings in teaching context. Generally, it is a process of assessing learners after a teaching event. The reasons for assessing students