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

include grouping students (diagnostic assessment), motivating (raising student interest), control (raising attendance performance). These are few reasons for assessment to happen. However, formative and summative assessments are the most popular and often practiced in all educational settings. Educators use them to see how much students have learnt or have been learning during and after a learning process. These two types of assessments have different purposes. Formative assessment normally is linked with a teaching event. The results from it are used to give feedback on a particular topic (Biggs and Tang. 2011). Summative assessments are given after each semester or at the end of academic year. We discussed about types of assessment and their use in teaching and learning. But, there are some activities students do independently such as presentations, roleplays, and others. Language educators use different methods to evaluate students independent learning.

Literature review. *Assessment of independent learning.* Students do some activities reluctantly or the series of activities have been planned or scheduled in advance. During instruction students obtain information on a particular subject. To understand and apply information they are involved in activities to practice what was instructed. The main aim of instructing is to give students autonomy to use what they acquired (skills, tactics, knowledge, ideas, etc.) in the classroom to further apply them in particular situations (Fisher and Frey. 2021)

Learners should learn from independent learning practices and they should be instructed how to complete them. Across a university students should receive full support during their work on independent learning activities. In order to make independent learning occur and be effective, students should receive guided instruction and explicit assessment criteria because students expect transparency and focused explanation to tasks from teachers. They all want to be successful but to achieve educators should use all ways to make students focused and engaged. Some actions can be shown as for each role player. While teachers and students engage in independent learning they do particular activities (see Table 1)

Teacher actions	Student actions
Monitor students' performance on task completion	Complete assignments
Guide students during task completion	Reflect on their performance
Ask and answer questions	Receive guidance during preparation
	Collaborate with team members

Table 1. Actions of teacher and students during independent learning.

According to Fisher and Frey (2021), independent learning occurs after focused instruction and states that students are more engaged in independent learning when they are assigned authentic tasks in which they create something new from what they have been instructed. Their knowledge and skills they got in the classroom serves as an initial stage of devising something new and they can anticipate this happen in real world. For example, in Business English classes, a university teacher might ask students to interview candidates for hotel recruitment or students can roleplay scenarios like a waiter and clients joining a conversation on menu service.

Assessment of independent learning. Students' independent work should be assessed on the basis of clear and objective criteria. The following aspects should be considered in this assessment process. These suggested criteria can be adjusted in relation to a teaching context.

▪**Content and accuracy:** Completeness and accuracy of the content of the work. Ideas students gather should be relevant to the topic and questions assigned by a teacher. Students are not allowed to copy paste ideas from ChatGPT or internet sources and use them as theirs. Ideas ought to be presented in order and logically. Accuracy and neatness are imperative in presenting ideas.

▪**Research and analysis**: The level of research and analysis conducted on the topic. Students usually are reluctant to do any kind of research small or large. They prefer to use ChatGPT to find information and simply copy paste the information into their PowerPoint presentation. It takes few minutes to cheat and then present it in the classroom without prior preparation. They are strongly recommended to follow the guidelines and procedure established in the syllabus.

▪**Definition and recommendations**: The development of clear and practical recommendations on the topic. This aspect of assessment identifies how students understand the topic and related ideas. After careful research and analysis, they are able to recommend some actions to be further considered by the audience.

▪**Presentation and communication:** Clear and understandable presentation of independent work, showcase communication skills in English. Majority of students have issues with this aspect as they are introverted or unprepared. They collect ideas and show PowerPoint presentation, but they are unable to

communicate the message. Fluency, intonation, pronunciation, cohesion, coherence issues lead to communication failure.

Importance of Benchmark assessment of independent learning in higher institutions. Benchmark assessments are located between formative (students receive feedback for work continuously) and summative assessments (assessment of student performance and achievement at the end of a course, unit or study). Benchmark assessments are significant as it rates student progress (see Table 2) over time by collecting data towards their achievement of certain course goals. The data collected serve educators to identify weaknesses and strengths of students which indicate what areas need more work and focus. Also, with the data gathered, teachers make decisions on instructional materials, teaching methods for future student better performance. Last but not the least, benchmark assessment is a huge support for lower performance students because it shows which particular students are failing and which are succeeding. This allows teachers to center more focus on particular learners with learning problems.

Monitor student performance	Inform educators of future actions	Make decision on student performance easier	Target certain students with learning

Table 2. Purposes of Benchmark assessment.

Benchmark assessments are carried out periodically to evaluate student knowledge and skills established for a certain institutional goals and policy which align with curriculum events It is designed to collect data to provide stakeholders with information regarding students' needs, teaching improvements and inform policymakers of decision-making needs (Herman, Osmudson, and Dietel. 2010).

Performance based assessment. This assessment requires students to perform a task rather than answer questions. They're often used in subjects like science and social studies, where students might be asked to conduct an experiment or create a presentation. Similarly, in an EFL classroom, students might be asked to do research by interviewing, surveying respondents and the data gathered can be presented in power point presentation. Performance based assessment should be incorporated into ESP (English for specific purposes) classes as there are more opportunities for students to perform a particular event, scenario or a situation in which certain professions are engaged. For example, students of law faculty can simulate the judge, a criminal

Students' engagement in assessment process. There are many benefits of engaging students in creating assessment criteria including using rubrics (Becker. 2016), providing feedback (Ene and Kosobucki. 2016) and discussing results. When students are involved in assessment criteria, it will raise their awareness of assessment, self-evaluation which lead to better performance in productive skills (Becker. 2016) and many others. Becker highlights the significant effect of students' involvement with any assessment practices. In this way, students can improve their language skills and achieve better results in examinations.

Drawbacks. However, not always student involvement with assessment practices is successful. Aldukhayel (2017) states that assessment criteria were not clear and not easy to understand for students in the study carried out at a university. The results revealed that students were not aware of the criteria in the rubric and they were not instructed how to use rubrics. In other words, it is critical for raters to make their expectations and assessment clear and readable. Otherwise, it may lead to failures in examinations.

Conclusions and recommendations. It is imperative for language educators to make their instructions and assessment criteria transparent for students so that they can understand and employ what they have been taught in their language endeavors. Teachers must be assessment literate and engage in continuous professional development trainings.

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AUTHENTICALLY PRACTICE-ORIENTED TEXT AS A BASIS FOR IMPROVING READING COMPREHENSION

Annotation. *The purpose of this article is to establish the criteria for selecting an authentic, practice-oriented text about the levels of competence in text comprehension and the main types of reading, and to present fragments illustrating the methodology of their selection and sequence.*

Keywords: *Authentic text, perception, information content, reading strategies, pragmatics, text perception, adaptability, text complexity.*

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AUTENTIK AMALIY YO‘NALTIRILGAN MATNLAR O‘QIB TUSHUNISH KO‘NIKMASINI TAKOMILLASHTIRISH UCHUN ASOS SIFATIDA

Annotatsiya. *Ushbu maqolaning maqsadi matnni tushunish va o‘qishning asosiy turlari bo‘yicha kompetentsiya darajalariga muvofiq haqiqiy amaliyotga yo‘naltirilgan matnni tanlash mezonlarini asoslash, shuningdek ularni tanlash metodologiyasi va daraja ketma-ketligini aks ettiruvchi qismlarni ko‘rsatishdir.*

Kalit so‘zlar: *haqiqiy matn, idrok etish, informativlik, o‘qish strategiyalari, pragmatika, matnni idrok etish, moslashish, matn murakkabligi.*

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АУТЕНТИЧНО ПРАКТИКО-ОРИЕНТИРОВАННЫЙ ТЕКСТ КАК ОСНОВА СОВЕРШЕНСТВОВАНИЯ НАВЫКОВ ЧТЕНИЯ И ПОНИМАНИЯ

Аннотация*. Цель данной статьи обосновать критерии отбора аутентичного практико-ориентированного текста в соответствии с уровнями компетенции применительно к пониманию текста и основным видам чтения, а также показать фрагменты, иллюстрирующие методику их отбора и уровневой последовательность.*

Ключевые слова: *аутентичный текст, восприятие, информативность, читательские стратегии, прагматика, восприятие текста, адаптированность, сложность текста.*

Introduction. Reading authentic texts in a foreign language is a meaningful cognitive task that allows learners to construct mental representations of meaning, similar to how native speakers process texts. I.A.Zimnyaya [1] emphasizes the dual nature of reading as both a communicative and cognitive process, describing reading comprehension as “semantic perception”.

This semantic perception largely depends on how well learners have developed linguistic cognition and how effectively they can use strategies for understanding text. Such strategies include identifying meaningful units and recognizing contextual models within a foreign-language text.

Currently, there’s increasing interest among linguo-didactic researchers in how these strategies can enhance reading comprehension. Both English-language and Russian methodological literature suggest that explicitly teaching comprehension strategies can accelerate the development of semantic reading skills. This has led to proposals that these strategies be treated as core teaching units for reading instruction.

Text selection remains a central concern in foreign language pedagogy. While many studies have addressed text selection for secondary education [2,3,7], there is a gap when it comes to choosing texts for intensive reading in non-linguistic university programs, particularly when using information and communication technologies (ICT). Although some studies focus on computer-assisted language learning [4,8,10], the specific issue of text selection for ICT-based intensive reading at philological universities remains underdeveloped.

Literature Review. Traditional didactic approaches highlight key criteria for text selection, such as age suitability, thematic relevance, informativeness, cognitive value, and linguistic accessibility. These factors remain valid, but with evolving instructional goals and the increasing variety of reading types (e.g., skimming, scanning, and in-depth reading), they are no longer sufficient.