Результаты. Правильно развитые логические навыки помогают молодежи: распознавать манипуляции в политике, религии и рекламе; избегать радикальных и разрушительных действий; и развивать устойчивость к психологическому давлению. Таким образом, воспитание и обучение тесно связаны с процессом оценивания и соблюдением норм. Коллективные усилия в направлении создания поддерживающей и стимулирующей образовательной среды с оценочными методами, способствующими развитию разносторонних качеств учащихся, содействуют формированию гармоничной и продуктивной образовательной парадигмы. Дополнительно, важно обратить внимание на роль оценок в стимулировании саморегуляции и ответственности учащихся. Через осознание своих успехов и неудач они могут развивать стратегии управления своим обучением. Этот аспект оценивания помогает формировать у учащихся навыки планирования, организации и самооценки.

Вывод. Критически мыслящий человек анализирует их действия, понимает последствия, принимает обоснованные решения и разрабатывает реальные планы. Это помогает зрелости, социальной ответственности и глубокому пониманию мира. Критическое мышление является основным инструментом для молодежи, который помогает успешно учиться, работать, общаться и формировать здоровое общество. Оно превращает людей в независимых, самосознающих личностей, защищенных от манипуляций.

В этой статье мы лишь проанализировали некоторые аспекты вопросов, связанных с процессом формирования логического мышления и оценки. Многие проблемы, связанные с этим вопросом, ждут своего научного решения.

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STUDENT PERCEPTIONS OF SELF-ASSESSMENT PRACTICES IN HIGHER EDUCATION SPEAKING COURSES

Annotation. *This study investigates the perceptions of higher education philology students regarding the use of self-assessment in developing speaking skills. A total of 50 first-year philology majors participated in a survey consisting of 10 questions, exploring students' familiarity with self-assessment, the frequency of use, confidence in evaluating their own performance, and the perceived effectiveness of self-assessment in improving speaking. Findings indicate that while most students are familiar with self-assessment and consider it useful for identifying strengths and weaknesses, teacher guidance remains crucial for ensuring accurate evaluation. The study highlights the role of self-assessment in promoting learner autonomy, reflection, and strategic adjustment in speaking performance. Implications for teaching practices and curriculum design in higher education emphasize the need for structured, practical self-assessment tools and training to maximize their effectiveness.*

Keywords: *self-assessment, speaking skills, learner autonomy, higher education, philology students, formative assessment.*

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OLIY TA'LIMDA OG'ZAKI NUTQ KURSLARIDA O'Z-O'ZINI BAHOLASH AMALIYOTLARI BO'YICHA TALABALARNING QARASHLARI

Annotatsiya. *Ushbu tadqiqot oliy ta'lim muassasalarida filologiya yo'nalishi talabalari nutq mahoratini rivojlantirishda o'z-o'zini baholashning talaba qarashlarini o'rganishga qaratilgan. Umumiy 50 nafar birinchi kurs filologiya yo'nalishi talabalari 10 ta savoldan iborat so'rovnomada ishtirok etdi. Savollar talabalarning o'z-o'zini baholash bilan tanishligi, undan foydalanish chastotasi, o'z natijalarini baholashga bo'lgan ishonchi va nutqini rivojlantirishdagi samaradorligini o'rganishga qaratilgan. Natijalar ko'rsatdiki, ko'pchilik talabalar o'z-o'zini baholash bilan tanish va uni o'z kuchli va zaif tomonlarini aniqlashda foydali deb biladi, biroq aniq baholashda o'qituvchi ko'rsatmalari muhimligini ta'kidlashadi. Tadqiqot,*

shuningdek, o'z-o'zini baholashning talaba mustaqilligini oshirish, refleksiya qilish va nutq mahoratini strategik tarzda takomillashtirishdagi rolini ko'rsatadi. O'qitish amaliyoti va o'quv dasturi dizayni uchun tavsiyalar amaliy va tuzilgan o'z-o'zini baholash vositalarini yaratish zaruratini ko'rsatadi.

Kalit so'zlar: *o'z-o'zini baholash, nutq mahorati, talaba mustaqilligi, oliy ta'lim, filologiya talabalari, shakllantiruvchi baholash.*

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ВОСПРИЯТИЕ СТУДЕНТАМИ ПРАКТИК САМООЦЕНИВАНИЯ НА ЗАНЯТИЯХ ПО УСТНОЙ РЕЧИ В ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация. *Данное исследование посвящено изучению восприятия студентами-филологами высших учебных заведений практики самооценки для развития навыков устной речи. В исследовании приняли участие 50 студентов первого курса филологии, которые ответили на 10 вопросов, касающихся их знакомства с самооценкой, частоты её использования, уверенности в оценке собственных результатов и восприятия эффективности самооценки для улучшения устной речи. Результаты показывают, что большинство студентов знакомы с самооценкой и считают её полезной для выявления сильных и слабых сторон, однако руководство преподавателя остаётся важным для точной оценки. Исследование подчеркивает роль самооценки в развитии автономии учащихся, рефлексии и стратегического улучшения устной речи. Практические рекомендации направлены на создание структурированных и удобных инструментов самооценки и обучение студентов их эффективному применению.*

Ключевые слова: *самооценка, навыки устной речи, автономия учащихся, высшее образование, студенты-филологи, формирующее оценивание.*

Introduction. In recent decades, higher education has increasingly shifted from teacher-centered models toward learner-centered approaches that emphasize active student engagement in the learning and assessment process. Within this paradigm, self-assessment has gained prominence as a formative assessment strategy that supports reflection, responsibility, and independent learning. Self-assessment is commonly defined as the process through which students evaluate the quality of their own work and learning against explicit criteria for the purpose of improvement [3], [1].

Rather than functioning merely as a grading mechanism, self-assessment serves as a pedagogical tool that enhances metacognitive awareness and fosters deeper engagement with learning goals.

The growing interest in self-assessment is closely linked to the concept of learner autonomy. Henri Holec defined learner autonomy as the ability to take charge of one's own learning, including setting objectives, selecting strategies, monitoring progress, and evaluating outcomes. This perspective positions evaluation not solely as the teacher's responsibility but as an integral component of learners' independent development [4].

Similarly, the theory of self-regulated learning proposed by Barry Zimmerman conceptualizes learning as a cyclical process involving forethought, performance control, and self-reflection [5],[6]. Within this framework, self-assessment is central to the self-reflection phase, enabling learners to judge their performance against criteria and regulate future actions accordingly.

In foreign language education, particularly in speaking instruction, self-assessment has been increasingly recognized as a means of promoting autonomy, strategic competence, and continuous improvement. However, understanding how students perceive the implementation of self-assessment remains essential for its effective integration into higher education practice.

Methodology. The study involved 50 first-year philology major students enrolled in higher education institutions in Uzbekistan. Participants were selected from two universities specializing in language education to provide a representative sample of learners in the field of philology. To ensure confidentiality, no personal identifiers were collected, and all responses were treated anonymously.

Data were collected through a 10-item questionnaire designed to explore students' perceptions of self-assessment in speaking. The questionnaire employed Likert-scale and multiple-choice formats to facilitate straightforward responses and reduce respondent burden. The questions were thematically grouped into five categories:

1. Awareness and Familiarity with Self-Assessment – Questions on participants' knowledge of self-assessment and their confidence in evaluating their speaking skills.

2. Frequency and Practice of Self-Assessment – Questions addressing how often participants assess their speaking and whether they modify strategies following self-assessment.

3. Methods and Tools Used – Questions examining the self-assessment techniques participants use and their preferred assessment approaches.

4. Perceived Benefits and Effectiveness – Questions measuring students' perceptions of the usefulness of self-assessment for identifying strengths, weaknesses, and improving performance.

5. Teacher Feedback and Accuracy – A question focusing on the influence of teacher feedback on the accuracy of students' self-evaluations.

The survey was administered electronically via Google Forms to allow easy access and automatic data collection. Students were provided with instructions emphasizing the importance of honest self-reflection. The questionnaire was open for responses over a one-week period, and reminders were sent to maximize participation. Responses were coded numerically according to the Likert-scale and multiple-choice options. Data were analyzed both quantitatively and qualitatively, focusing on patterns within and across the thematic groups. Descriptive statistics, including frequencies and percentages, were calculated to interpret the overall trends in student perceptions. The analysis also explored correlations between perceived familiarity, frequency of practice, and perceived benefits to understand the effectiveness of self-assessment practices.

Results and Discussion

Survey question	Dominant response	n	%
Familiarity with self-assessment in speaking courses	Familiar	32	64%
Frequency of using self-assessment	Sometimes	24	48%
Perceived usefulness of self-assessment	Useful	36	72%
Ability to identify strengths and weaknesses	Agree	34	68%
Improvement of speaking through self-assessment	Agree	30	60%
Preference for teacher-guided self-assessment	Yes	29	58%
Importance of teacher feedback	Very important	37	74%
Confidence in evaluating own speaking	Moderate confidence	26	52%
Interest in using structured rubrics	Yes	31	62%
Willingness to use self-assessment regularly	Yes	33	66%

Table 1. Summary of Students' Responses to the Self-Assessment Survey (N = 50).

Note: The table presents the most frequently selected responses for each survey question. Percentages represent the proportion of participants selecting the dominant option among the total sample (N = 50).

Table 1 summarizes the dominant responses to the survey questions. Overall, the results indicate that most students demonstrate a positive perception of self-assessment in speaking courses. A majority of respondents reported being familiar with the concept and considered it useful for improving speaking performance. Additionally, students emphasized the importance of teacher feedback and expressed interest in using structured self-assessment rubrics to support their learning.

The survey explored philology majors' perceptions of self-assessment in speaking, focusing on awareness, confidence, perceived benefits, teacher feedback, and behavioral changes. Most students demonstrated familiarity with self-assessment, with 32 out of 50 reporting being "familiar" and an additional 9 indicating they were "somewhat familiar". Despite this awareness, self-assessment was not consistently practiced: only 3 students reported "always" assessing their speaking, while the majority (24) did so "sometimes" and 16 "often." This pattern suggests that while students recognize the value of self-assessment, integrating it regularly into their learning routines remains a challenge. Students expressed generally positive attitudes toward self-assessment. The majority agreed that self-assessment helps them understand their strengths and weaknesses (43/50) and improves speaking performance (41/50). Confidence in judging their own speaking skills was also relatively high, with 31 students reporting they were "confident" or "very confident." These findings align with the principles of learner autonomy [6], indicating that self-assessment fosters reflective thinking and awareness of one's own learning process. Students highlighted the importance of teacher feedback in enhancing the accuracy of self-assessment. All respondents either "strongly agreed" or "agreed" that feedback helped improve self-evaluation, suggesting a critical role of guided support in the self-assessment process. In line with formative assessment theory

[2], these results indicate that combining teacher input with self-reflection promotes more reliable evaluation and learning improvement.

After conducting self-assessment, many students reported adjusting their speaking strategies. While 26 students did so "sometimes" and 16 "often," only 5 reported "always" making changes. This pattern demonstrates a developing but still inconsistent transfer of self-assessment insights into concrete learning behaviors, reflecting the gradual development of self-regulated learning skills. The most favored approach was a combination of teacher and self-assessment (29 students), followed by equal use of all assessment forms (7). Purely self-assessment or peer assessment was far less preferred, highlighting students' preference for collaborative evaluation. This supports the notion that learner-centered assessment is most effective when integrated with instructor guidance. Overall, students considered self-assessment useful for developing speaking skills, with 43 out of 50 agreeing or strongly agreeing. This reinforces the growing role of self-assessment as a learner-centered, formative practice in higher education.

Conclusion. The findings indicate that self-assessment is generally valued and recognized for its pedagogical benefits. However, its consistent application and translation into strategy adjustments remain limited, emphasizing the need for structured guidance and scaffolding. Integrating teacher feedback with self-assessment emerges as a crucial factor for accuracy and effectiveness. These results resonate with contemporary theories on learner autonomy, self-regulated learning, and formative assessment, suggesting that self-assessment can contribute significantly to speaking competence when appropriately supported.

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THE INTEGRATION OF CORPUS ANALYSIS TOOLS IN TEACHING ENGLISH COLLOCATIONS

Annotation. *This paper explores the integration of corpus analysis tools in the teaching of English collocations. Collocations–word combinations that are often used together—pose significant challenges to foreign language learners. Traditional methods of instruction often fail to capture the authentic usage of collocations. Corpus tools such as AntConc, Sketch Engine, and the News on the Web (NOW) allow learners to analyze real-life language data and uncover patterns of natural usage. This study investigates how the incorporation of corpus analysis in classroom instruction affects learners' ability to recognize and use collocations effectively. The results suggest a positive correlation between corpus-based instruction and improved collocational competence.*

Keywords: *Corpus Linguistics, collocations, teaching English as a foreign language, data-driven learning, learner autonomy, AntConc, NOW.*

INGLIZ TILI KOLLOKATSIYALARINI O'QITISHDA KORPUS TAHLILI VOSITALARINI TATBIQ QILISH

Annotatsiya. *Ushbu maqolada ingliz tili kollokatsiyalarini o'qitish jarayonida korpus tahlili vositalarining tadbiq eitilishi ko'rib chiqiladi. Kollokatsiyalar – til birliklari tarkibida tez-tez birga qo'llaniladigan so'z birikmalari – xorijiy til o'rganuvchilar uchun jiddiy qiyinchilik tug'diradi. An'anaviy o'qitish usullari ko'pincha kollokatsiyalarning autentik qo'llanilishini to'liq aks ettira olmaydi. AntConc, Sketch Engine va News on the Web (NOW) kabi korpus vositalari o'quvchilarga haqiqiy til ma'lumotlarini tahlil qilish va tabiiy qo'llanish qonuniyatlarini aniqlash imkonini beradi. Ushbu tadqiqotda sinfdagi ta'lim jarayoniga korpus tahlilini kiritish o'quvchilarning kollokatsiyalarni anglash va samarali qo'llash qobiliyatiga*