XORIJIY TILLARNI O'QITISHNING DOLZARB MUAMMOLARI VA O'QITISHDA ZAMONAVIY YONDASHUVLAR

XALQARO ILMIY-AMALIY ANJUMAN MATERIALLARI TO'PLAMI

Guliston, 16-17 may, 2025 yil

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O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

GULISTON DAVLAT UNIVERSITETI

XORIJIY TILLARNI O'QITISHNING DOLZARB MUAMMOLARI VA O'QITISHDA ZAMONAVIY YONDASHUVLAR

XALQARO ILMIY-AMALIY KONFERENTSIYA MATERIALLARI

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МИНИСТЕРСТВО ВЫСШЕГО ОБРАЗОВАНИЯ, НАУКИ И ИННОВАЦИЙ
РЕСПУБЛИКИ УЗБЕКИСТАН

ГУЛИСТАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

АКТУАЛЬНЫЕ ПРОБЛЕМЫ И СОВРЕМЕННЫЕ ПОДХОДЫ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

МАТЕРИАЛЫ МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ КОНФЕРЕНЦИИ

16-17 МАЯ 2025 ГОДА, ГОРОД ГУЛИСТАН

"O'zbekiston Respublikasi Oliy ta'lim tizimini 2030 yilgacha rivojlantirish kontseptsiyasini tasdiqlash to'g'risida" O'zbekiston Respublika Prezidentining 5847-sonli Farmonida ko'zda tutilgan vazifalardan biri – ilmiy izlanish yutuklarini amaliyotga joriy etish yo'li bilan fan sohalarini rivojlantirish, ya'ni xalqaro ilmiy hamjamiyatda e'tirof etilishiga xizmat qilishdir. Shu va boshqa tegishli farmonlarda va qarorlarda belgilangan vazifalarini amalga oshirish maqsadida **2025 yil 16-17 mayda** Guliston davlat universitetida **"XORIJIY TILLARNI O'QITISHNING DOLZARB MUAMMOLARI VA O'QITISHDA ZAMONAVIY YONDASHUVLAR"** mavzusidagi xalqaro ilmiy-amaliy konferentsiyasi o'tkazilgan. Konferentsiya zamonaviy pedagogika va filologiyaning eng dolzarb ilmiy mavzularini aks ettirishga qaratilgan.

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Этот опыт наглядно показал, что грамотное сочетание CLIL, геймификации при формировании навыков аудирования может стать мощным инструментом в современном образовании. Оно не только развивает языковые навыки, но и пробуждает подлинный интерес к культурному наследию, делая его личностно значимым для учащихся. Ключевыми условиями успеха стали: тщательный подбор материалов, адаптация заданий под уровень учащихся, баланс между игровыми и содержательными элементами, а также использование современных цифровых технологий.

Таким образом, интегрированный предметно-языковой подход охватывает ситуации преподавания неязыкового предмета «через среду» иностранного языка. CLIL предполагает двуединство предметного содержания и обучения языку. Следовательно, язык используется как средство изучения содержания, а содержание, в свою очередь, используется как ресурс для изучения языка [Зарипова, 2015, с. 506]. Перспективы применения данного подхода весьма широки. Он может быть успешно использован не только в языковом обучении, но и в преподавании истории, литературы, обществознания, помогая сделать гуманитарное образование более динамичным и соответствующим запросам современного поколения. Особенно ценно, что такая методика способствует формированию осознанной культурной идентичности.

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THE EVOLUTION OF ORAL LANGUAGE TESTING AND PSYCHOLOGICAL-PEDAGOGICAL ASPECTS OF ASSESSING COMMUNICATIVE COMPETENCE OF HIGH SCHOOL STUDENTS

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ABSTRACT. The article examines the evolution of oral language testing systems from early rating scales to modern communicative approaches. It highlights key historical stages in test development, the creation of speaking assessment scales (FSI, ILR, ACTFL), and their significance in forming objective evaluation methods. Special attention is paid to the psychological and pedagogical characteristics of high school students that should be considered when organizing oral testing. Based on the analysis, the article offers methodological recommendations to support the effective assessment of students' communicative competence. The target audience includes language teachers, methodologists, and researchers in foreign language education.

KEYWORDS: oral testing, communicative competence, high school students, assessment scales, history of language testing, adolescent psychology, teaching methodology.

Modern approaches to foreign language education require not only the acquisition of grammatical knowledge but also the development of students' speaking skills. Oral

assessment of communicative competence has become a key element of the educational process, particularly in high school, where learners demonstrate advanced levels of cognitive and personal development. The aim of this article is to analyze the historical stages in the development of oral language testing systems and to identify the psychological and pedagogical features of high school students that must be taken into account when designing oral tests.

The foundation for objective evaluation methods in linguistics was laid in the 19th and early 20th centuries, as education gradually shifted away from the grammar-translation method. At that time, written tasks prevailed, while oral skills received limited attention. However, with the emergence of the communicative approach, the focus moved toward practical language use.

The English scholar F. Galton is considered a pioneer in the field of testing and the use of rating scales [Ellson 1953, 383–384; McReynolds, Ludwig 1987, 281–283]. Nevertheless, it took significant time before these methods were applied in language learning. One of the first structured assessment tools was the FSI scale, which later served as the basis for the more detailed ILR scale, introduced in U.S. government institutions in 1968 [Barnwell 1996, 106].

As early as the 1940s, researchers such as W. Kaulfers [Kaulfers 1944, 136–150] and F. Agard & H. Dunkel [Agard, Dunkel 1948, 87–105] proposed basic speaking assessment scales. Their work became a starting point for developing early tests designed to measure "communicative competence in understanding."

A decisive moment came in 1952 with the development of the first comprehensive rating scale by the Interagency Language Roundtable, based on the analysis of speech samples. The system used a 6-level scale (0 to 5), where each level described a specific degree of language proficiency. This scale became the foundation for future models, including the ACTFL scale, introduced in 1981 and still used in international practice [Spolsky 1995, 99].

High school students (ages 15–18) undergo a stage of active personality formation, which affects their engagement in educational activities. According to L.I. Bozhovich and J.A. Comenius, this period is characterized by the development of analytical thinking, knowledge systematization, and critical reasoning. Self-awareness, motivation, and the realization of learning as a tool for self-development become increasingly important.

As noted by A.N. Poddyakov, high school students demonstrate a higher level of engagement compared to middle school students [Поддъяков 2000, 89]. They show interest in assessing their knowledge, including through oral testing, which they often perceive as a form of self-expression.

It is essential to consider the psychophysiological characteristics of this age group: the development of abstract thinking, communication skills, and the need for autonomy. These factors influence the success of oral testing and must be reflected in the structure of the test tasks.

The organization of oral testing should be based on cognitive learning principles, where students take an active role in the learning process. Teachers should:
- consider the age and individual characteristics of learners;
- use varied tasks reflecting real communicative situations;
- encourage learner autonomy and reflection;
- design tasks aligned with students' professional interests and personal motivation.

Such a methodology enables both an adequate assessment of communicative competence and contributes to its development.

The history of language testing reveals a consistent trend toward objective assessment and the advancement of analytical rating scales. Oral testing as a tool for evaluating

communicative competence in high school students should account for both historical insights and the psychophysiological traits of learners. This ensures not only valid assessment but also its educational value. Promising directions include further development of computer- and web-based test formats, integration of multimodal interaction, and adaptive rating scales.

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THE EFFECT OF THE FLIPPED LEARNING MODEL IN TEACHING ENGLISH GRAMMAR

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ABSTRACT. This study investigates the effect of using the Flipped Learning Model in teaching English language to first-year students at Korkyt Ata University. The research aims to assess both the academic impact of the model and students' satisfaction and attitudes toward flipped learning. A pre-post test design was utilized, involving two experimental groups. A comparative analysis of students' pre-test and post-test scores was conducted to determine the effectiveness of the model and the extent of improvement in their academic achievement. Additionally, an online questionnaire captured students' feelings and satisfaction with the flipped learning experience. The results confirmed the study's hypotheses, demonstrating a significant improvement in students' post-test scores. Furthermore, the findings revealed that students favored the flipped learning approach, expressing positive attitudes and satisfaction toward this innovative teaching method.

KEYWORDS: flipped learning model, teaching English grammar, active learning, student motivation, self-directed learning, academic performance, student engagement, educational technology, interactive teaching methods.

Introduction. In recent years, the flipped learning model has gained significant attention as a revolutionary educational approach, transforming traditional methods of classroom instruction. Unlike conventional teaching methods, where theoretical content is presented during class time and practical tasks are assigned as homework, the flipped learning model reverses this sequence. Students are introduced to new concepts outside the classroom, often through video lectures, digital resources, or online platforms. This allows classroom sessions to focus on interactive activities, collaborative problem-solving, and applied learning exercises, fostering a more student-centered approach.