O‘ZBEKISTON MILLIY UNIVERSITETI JIZZAX FILIALI

ISSN 2181-3884

ZAMONAVIY ILMIY-TEXNIK TADQIQOTLAR

xalqaro jurnali

Vol. 2 No. 4

2026

International Journal of Contemporary Scientific and Technical Research

Volume 2 Issue 4
2026

Zamonaviy ilmiy-texnik tadqiqotlar xalqaro jurnali

4-son
2026

Международный журнал современных научно-технических исследований

Том 2 Выпуск 4
2026

MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY UNIVERSITETINING JIZZAX FILIALI

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Tahririyat manzili:

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TALABALARNING INGLIZ TILIDA YOZMA KOMMUNIKATIV KOMPETENSIYASINI BAHOLASH

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Annotatsiya.

Mazkur maqolada talabalarning ingliz tilida yozish kompetensiyasini baholashga doir yondashuvlar, xususan, nofilologik oliy ta'lim muassasalarida kasbiy yo'naltirilgan yozma nutqni baholash masalalari tadqiq etiladi. Tadqiqotda yozma ishlarni obyektiv, ishonchli va mezonlarga asoslangan holda baholashni ta'minlashda baholash rubrikalarining o'rni yoritiladi. Shuningdek, talabalarning yozish ko'nikmalarini baholashda bir-birini to'ldiruvchi vositalar sifatida obyektiv va subyektiv baholash usullari hamda kuzatish metodidan foydalanish masalalari muhokama qilinadi. Raqamli texnologiyalar va samarali baholash amaliyotlarining talabalarning yozish kompetensiyasi, motivatsiyasi hamda umumiy ta'lim natijalarini yaxshilashdagi ahamiyatiga alohida e'tibor qaratiladi.

Kalit so'zlar: ingliz tilida yozish kompetensiyasi, baholash rubrikasi, kasbiy yo'naltirilgan yozma nutq, baholash mezonlari, obyektiv baholash, subyektiv baholash, yozish ko'nikmalari, raqamli texnologiyalar.

ОЦЕНКА ПИСЬМЕННОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

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Аннотация.

В данной статье рассматриваются подходы к оцениванию компетенции письменной речи студентов на английском языке с особым акцентом на профессионально ориентированное письмо в нефилологических высших учебных заведениях. В исследовании подчёркивается роль оценочных рубрик в обеспечении объективного, надёжного и критериального оценивания письменных работ. Также обсуждаются объективные и субъективные методы оценивания, а также метод наблюдения как взаимодополняющие инструменты оценки навыков письменной речи студентов. Особое внимание уделяется вкладу цифровых технологий и эффективных практик оценивания в развитие письменной компетенции студентов, повышение их мотивации и улучшение общих результатов обучения.

Ключевые слова: компетенция письменной речи на английском языке, оценочная рубрика, профессионально ориентированное письмо, критерии оценивания, объективное оценивание, субъективное оценивание, навыки письменной речи, цифровые технологии.

ASSESSING ENGLISH WRITTEN COMMUNICATIVE COMPETENCE AMONG STUDENTS

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Abstract.

This article examines approaches to assessing students' English writing competence, with particular emphasis on professionally oriented writing in non-linguistic higher education. The study highlights the role of assessment rubrics in ensuring objective, reliable, and criterion-based evaluation of written performance. It also discusses objective and subjective assessment methods and observation as complementary tools for evaluating students' writing skills. Particular attention is given to the contribution of digital technologies and effective assessment practices to improving students' writing competence, motivation, and overall learning outcomes.

Keywords: English writing competence, assessment rubric, professionally oriented writing, assessment criteria, objective assessment, subjective assessment, writing skills, digital technologies.

Introduction. In the context of ongoing globalization and the increasing digitalization of the information environment, Internet technologies have emerged as one of the most promising means of disseminating various forms of scientific knowledge. The rapid development of information and communication technologies (ICT) and their widespread integration into contemporary society provide students studying in the digital era with considerable opportunities for their future academic, professional, and personal development. The global digital environment in which students engage in learning enables them not only to develop essential professional skills and competencies but also to establish their individual position, articulate their perspectives, and advocate for their personal and professional interests. Their engagement in such activities can therefore be regarded as an important dimension of social and professional self-realization.

Consequently, the digital transformation and informatization of educational processes, ranging from preschool education to higher education, have become increasingly significant areas of scholarly and pedagogical interest. In this regard, one of the major priorities in addressing the objectives of higher education, alongside the development of foreign-language communicative competence (FLCC) in the full range of its constituent components, is the formation and enhancement of linguistic and computer competence (LCC). This competence facilitates the development of skills required not only to search for, locate, critically process, and effectively use relevant information available on the Internet, but also to create digital information resources and subsequently share and exchange them within educational and professional communication environments.

The term “assessment” encompasses not only the measurement of students’ knowledge but also the development of their professionally oriented written communication skills throughout the educational process. At present, assessment is no longer confined to the conventional monitoring of knowledge, skills, and abilities; rather, it is regarded as an important means of achieving intended learning outcomes. T. Ekhout emphasizes the fundamental importance of assessment in teaching, while C. Palomba and T. Banta define assessment as the systematic collection and analysis of information, followed by the application of the findings to the design and improvement of educational programmes aimed at enhancing student learning and development [9].

The application of diverse teaching methods enhances the quality of education and enables each student to acquire the professional knowledge, skills, and competencies required for individual development. This, in turn, contributes to improving the overall quality of the educational process, promoting students’ professional development, and deepening their knowledge in accordance with contemporary educational needs in the context of the digitalization of the university learning environment.

Within the framework of the present study, two principal types of assessment were distinguished: objective assessment and subjective assessment. In objective assessment, the teacher selects one response from a set of alternatives that is regarded as correct. Objective assessment is conducted by comparing the results of students’ written work with a predetermined answer key, marking scheme, or assessment framework. The evaluation of tests using answer keys is largely a mechanical procedure and may therefore be automated with the support of appropriate digital technologies and technical tools.

Subjective assessment, by contrast, is primarily applied to productive language skills and competencies characteristic of oral and written communication. This form of assessment requires the teacher to make more complex professional judgments regarding the quality of students’ performance. Its principal purpose is to determine the degree to which a student has successfully completed a given writing task in accordance with established assessment criteria. Subjective assessment therefore represents an important factor in the development and evaluation of productive language skills, particularly speaking and writing.

Observation may also be regarded as a form of assessment, since it makes it possible to evaluate not only students’ knowledge, skills, and performance but also the effectiveness and quality of the educational process itself. Through systematic observation, teachers can identify students’ progress, difficulties, learning strategies, and levels of engagement, thereby obtaining additional evidence for a more comprehensive evaluation of learning outcomes.

LITERATURE REVIEW

In the methodological literature, various interpretations of the term “assessment” can be found. This conceptual diversity necessitates a clear distinction among the notions of “assessment,” “evaluation,” and “testing” in order to provide a comprehensive understanding of assessment as a pedagogical concept. K. Muradkasimova proposes the following analysis and interpretation of the concept of assessment [5].

Table 1

Comparative Analysis of the Concepts of “Assessment,” “Evaluation,” and “Testing” The Concept of Assessment According to K. Muradkasimova

Concept	Definition

Assessment	Monitoring students' progress in language acquisition through the application of various assessment methods.
Evaluation	The process of evaluating students' achievements as well as the effectiveness of the educational process as a whole.
Testing	A traditional form of assessment based on written questions and answers.

Concept	**Definition**
Assessment	The measurement of students' achievement of expected learning outcomes in the process of written and oral communication.
Evaluation	A method used to determine the extent to which students have achieved the expected learning outcomes, taking into account professional criteria and requirements for instruction.
Testing	A method of measuring students' knowledge, abilities, and competencies in the process of written and oral communication.

An analysis of various definitions indicates that assessment (evaluation) is a decision-making process grounded in established principles and empirical evidence. I. Yu. Pavlovskaya defines assessment as a process involving the systematic collection of information necessary for informed decision-making. In contemporary educational practice, some researchers frequently associate assessment with examinations [7]. From N. Bach's perspective, language tests serve as measurement instruments used to determine students' levels of knowledge and proficiency [8]. It follows that assessment constitutes an essential instrument for measuring the quality and effectiveness of education.

Based on an analysis of different scholarly perspectives concerning the purposes and functions of assessment, three principal types can be distinguished:

1. Ongoing assessment (current assessment). This represents a form of formative assessment that enables both teachers and students to identify learning progress and continuously improve knowledge, skills, and competencies throughout the educational process. It provides timely information about students' performance and facilitates appropriate adjustments to teaching and learning strategies.

2. Final assessment (summative assessment). This type of assessment has a summative function and is conducted upon completion of a particular stage of the educational process. Students' learning outcomes are analysed and evaluated according to predetermined criteria and established standards. As one of the most traditional forms of assessment, it provides evidence of the extent to which the intended outcomes of an educational programme have been achieved.

3. Independent assessment (self-assessment). This form of assessment is closely associated with students' ability to evaluate their own learning performance. It promotes learner autonomy, contributes to the development of metacognitive abilities, and facilitates the formation of critical thinking skills. Through systematic self-assessment, students become more actively involved in monitoring, reflecting on, and regulating their own learning process.

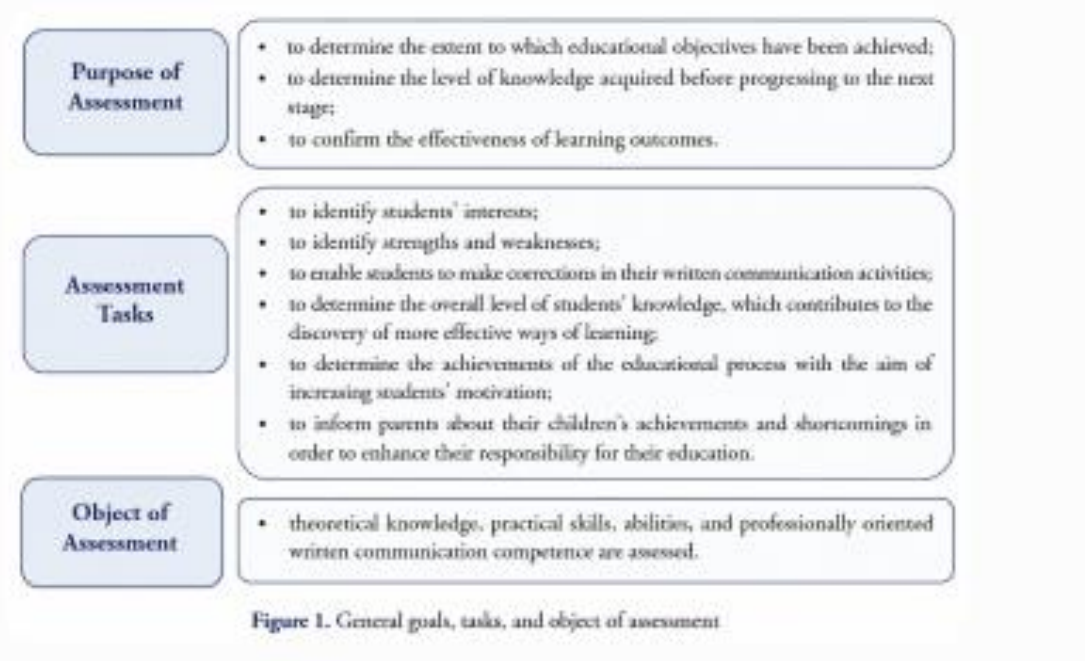

Figure 1. General goals, tasks, and object of assessment

Modern assessment methods play a significant role in the effective organization of students' written language activities and in adapting the instructional process to their individual needs. Students' active and conscious engagement

in the assessment process enables them to understand, monitor, and regulate their own efforts toward developing professionally oriented writing skills, thereby contributing to greater educational effectiveness (Fig. 1.2).

In his research, A. Hughes emphasizes that tests designed to assess writing skills should measure writing ability specifically and should not be conflated with the assessment of other language abilities [10]. One of the key considerations in designing writing assessment tasks is the appropriate identification of assessment criteria. Accordingly, clear and scientifically grounded criteria should be established for evaluating students' written work from linguistic, grammatical, logical, and professional perspectives.

G. Brown proposes five key principles of assessment: accuracy, objectivity, flexibility, fairness, and feedback [11]. These principles are essential for ensuring an equitable and systematic evaluation of students' knowledge, skills, and competencies. Drawing on the assessment approach proposed by G. Brown, the following principles have been formulated for evaluating the written language performance of students in non-linguistic fields of study.

Table 2.

Classification of Principles for Assessing Students' Written Language Competence

Assessment Principle	Academic Description
Practicality	The use of tests for assessing students' knowledge, skills, and competencies should be time-efficient and practical. It should also facilitate the teacher's work, as the evaluation and interpretation of assessment results should require a reasonable amount of time.
Validity	One of the most important principles is that an assessment should accurately measure what it is intended to assess. A writing test should be developed on the basis of the academic and instructional content studied by students in order to ensure its validity.
Reliability	A reliable test should produce consistent and dependable results. Even when a test is administered to students on two different occasions, the results should remain reasonably consistent. This principle ensures the reliability of assessment outcomes for students, teachers, and evaluators.
Authenticity	Authenticity and reliability are essential to ensure that students can apply the knowledge and written communication skills they have acquired in new professional and real-life contexts. Assessment tasks should therefore reflect meaningful and realistic communicative situations.
Feedback	Feedback is one of the essential principles of effective assessment, as it identifies both the strengths and weaknesses demonstrated by students in their completed work. Constructive feedback contributes to the further development and improvement of students' written language competence.

It is essential to apply standardized assessment criteria when analyzing assessment methodologies. This requires coordinated efforts to ensure alignment between learning objectives, the methods employed to achieve them, and the criteria used to evaluate learning outcomes. Accordingly, the careful selection of appropriate assessment instruments for non-language-major students is particularly important in developing their professional English writing competence, especially when such instruments incorporate the five principles outlined above.

The appropriate organization of assessment, monitoring, and instructional guidance constitutes an integral component of the educational process and contributes significantly to enhancing teaching and learning effectiveness. The application of the aforementioned principles can improve the effectiveness of assessing the professionally oriented writing skills and competences of non-language-major students. For this purpose, the following forms of assessment may also be employed:

- Checklists: These help determine the extent to which students have acquired specific skills and achieved the expected learning outcomes.
- Rating scales: These are used to provide differentiated assessments of students' knowledge, skills, abilities, and competences on the basis of predefined measurement indicators.
- Analytic rubrics: These enable the detailed assessment of individual components or dimensions of a particular writing task.

DISCUSSION

The appropriate selection of assessment instruments makes it possible to determine students' levels of knowledge and competence and to organize the instructional process more effectively. Rubrics are widely and effectively employed in the assessment of writing skills, as they provide explicit criteria and contribute to a fair and systematic evaluation of students' professionally oriented written production. M. M. Leykina identifies the following advantages of using rubrics [12]:

- They promote students' active engagement in the learning process and provide them with clear guidelines for completing assigned tasks.
- They facilitate students' self-assessment and provide opportunities for feedback, enabling learners to evaluate their own written work independently.
- They contribute to the fairness and consistency of assessment by establishing a systematic procedure for evaluators.

It is important to distinguish between a rating scale and a rubric. While a rating scale is generally used to determine the level of students' professionally oriented writing skills according to specified performance levels, a rubric provides a detailed description of the criteria associated with each aspect of a particular task. U. S. Nizamova defines a rubric as "an instrument in which assessment criteria are listed," thereby enabling students' written work to be evaluated in a clear, systematic, and equitable manner [13].

Checklists can also strengthen interaction between teachers and students, facilitate the accurate identification of students' current levels of competence, and enable shortcomings in their written work to be identified and addressed in a timely manner. However, it should be noted that when checklist items require only binary responses such as "yes" or "no," they may limit opportunities for a comprehensive assessment of students' knowledge and professionally oriented writing skills. Therefore, the combined use of different forms of assessment in evaluating professionally oriented writing competence can make the assessment process more comprehensive, effective, objective, and equitable.

CONCLUSION

Thus, based on an analysis of the perspectives advanced by the aforementioned scholars, it has been established that the use of assessment rubrics constitutes one of the most effective means of evaluating professionally oriented English writing skills among students in non-linguistic fields of study. A rubric provides a clearly defined set of criteria for assessing students' written performance through the application of a standardized rating scale, thereby contributing substantially to the quality of their written output. Furthermore, rubrics facilitate the identification and systematic application of assessment criteria across all components of students' written performance, thus enhancing the reliability and objectivity of assessment outcomes.

Linguists M. Zhang and W. Chen point out that the quality and quantity of writing assignments may vary depending on students' level of subject-matter knowledge [14]. A more comprehensive understanding of orthographic conventions enables students to make fewer errors in writing, while the effective organization of the instructional process provides them with greater opportunities to concentrate on the content and communicative purpose of writing tasks. Students' success in expressing their ideas in English, accompanied by positive assessment outcomes, encourages them and consequently contributes to an increase in their motivation to develop writing competence.

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