

**MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY
UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR BERUVCHI
DSc.03/30.12.2019. Fil.01.10 RAQAMLI ILMIY KENGASH**

O‘ZBEKISTON MILLIY UNIVERSITETI

FU LEI

**INGLIZ TILIDAN YOZUV AMALIYOTINI O‘QITISH VA
O‘RGANISHDA ARALASH TA’LIM INTEGRATSIYASI
(Xitoy Xalq Respublikasi universitetlari misolida)**

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi

**PEDAGOGIKA FANLARI BO‘YICHA FALSAFA DOKTORI (PhD) DISSERTASIYASI
AVTOREFERATI**

Toshkent – 2025

**Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi
avtoreferati mundarijasi**

**Оглавление автореферата диссертации доктора философии
(PhD) по педагогическим наукам**

**Contents of Dissertation Abstract of Doctor of Philosophy (PhD)
on Pedagogical Sciences**

Fu Lei

Ingliz tilidan yozuv amaliyotini o'qitish va o'rganishda aralash ta'lim integratsiyasi
(Xitoy Xalq Respublikasi universitetlari misolida)3

Fu Lei

Integration of blended teaching and learning into General English Writing (on the
example of universities in China)25

Фу Лей

Интеграция смешанного преподавания и обучения в предмет «английская
письменная речь» (на примере университетов Китая) 47

E'lon qilingan ishlar ro'yxati

Список опубликованных работ

List of published works52

**MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY
UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR BERUVCHI
DSc.03/30.12.2019. Fil.01.10 RAQAMLI ILMIY KENGASH**

O‘ZBEKISTON MILLIY UNIVERSITETI

FU LEI

**INGLIZ TILIDAN YOZUV AMALIYOTINI O‘QITISH VA
O‘RGANISHDA ARALASH TA’LIM INTEGRATSIYASI
(Xitoy Xalq Respublikasi universitetlari misolida)**

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi

**PEDAGOGIKA FANLARI BO‘YICHA FALSAFA DOKTORI (PhD) DISSERTASIYASI
AVTOREFERATI**

Toshkent – 2025

Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi mavzusi O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasida B2023.4.PhD/Ped6608 raqam bilan ro'yxatga olingan.

Dissertatsiya Mirzo Ulug'bek nomidagi O'zbekiston Milliy Universitetida bajarilgan.
Dissertatsiya avtoreferati uch tilda (o'zbek, rus, ingliz (rezyume)) Ilmiy kengash veb-sahifasida (www.nuu.uz) hamda "ZiyoNet" axborot-ta'lim portalida (www.ziynet.uz) joylashtirilgan.

Ilmiy rahbar: **Arustamyan Yana Yuryevna**
filologiya fanlari doktori (DSc), professor

Rasmiy opponentlar: **Xoshimova Sabohat Abdullayevna**
filologiya fanlari doktori (DSc), professor

Aripova Yelena Azizovna
pedagogika fanlari bo'yicha falsafa doktori (PhD)

Yetakchi tashkilot: **Nizomiy nomidagi O'zbekiston Milliy Pedagogika Universiteti**

Dissertatsiya himoyasi O'zbekiston Milliy universiteti huzuridagi DSc.03/30.12.2019.Fil.01.10 raqamli Ilmiy kengashning 2025-yil "12" sentyabr soat 10:00 dagi majlisida bo'lib o'tadi (Manzil: 100174, Toshkent, Farobiy ko'chasi, 400-uy. Tel.: (+99871) 240-08-62; faks: (+99871) 246-65-24; e-mail: nauka@nuu.uz. O'zbekiston Milliy universiteti, Xorijiy filologiya fakulteti (3-qavat, 3-11-xona).

Dissertatsiya bilan O'zbekiston Milliy universitetining Axborot-resurs markazida tanishish mumkin (144 raqami bilan ro'yxatga olingan). Manzil: 100174, Toshkent shahri, Universitet ko'chasi, 4-uy. Tel.: (99871) 246-08-62, faks: (+99871) 246-76-71.

Dissertatsiya avtoreferati 2025-yil "29" avgust kuni tarqatildi.
(2025-yil "29" avgust dagi 1 raqamli reyestr bayonnomasi).



[Handwritten signatures in blue ink]

I.A.Siddikova

Ilmiy darajalar beruvchi Ilmiy kengash raisi,
filologiya fanlari doktori, professor

F.M.Mamatova

Ilmiy darajalar beruvchi Ilmiy kengash ilmiy
kotibi, filologiya fanlari bo'yicha falsafa
doktori (PhD), dotsent

S.E.Kamilova

Ilmiy darajalar beruvchi Ilmiy kengash
qoshidagi ilmiy seminar raisi, filologiya
fanlari doktori, professor

KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Ingliz tili xalqaro muloqot vositasi sifatida insonlarning o‘zaro aloqa o‘rnatishi va tanqidiy fikrlashini rivojlantirishi uchun muhim ahamiyatga ega. Tinglab tushunish, so‘zlashish, o‘qish va yozish kabi to‘rt asosiy ko‘nikma orasida yozish ko‘nikmasi til o‘rganuvchilar uchun alohida o‘rin tutadi. U bilimlarni chuqur o‘zlashtirishga yordam beradi hamda tahlil qilish va qo‘llash qobiliyatini oshiradi. Ingliz tilida yozish butun dunyo arining e’tiborini tortmoqda va ingliz tilida yozishni o‘rgatish til o‘qitish hamda nishning muhim yo‘nalishi hisoblanadi.

Texnologiyaning rivojlanishi bilan birga, aralash ta’lim til o‘qitish va o‘rganishda keng qo‘llanilmoqda. Bu usul onlayn va oflayn ta’limning afzalliklarini uyg‘unlashtirgan holda, vaqt va makon cheklovlarini bartaraf etadi. Tadqiqotchilar aralash ta’limni til o‘rganish jarayoniga integratsiyalash bo‘yicha izlanishlar olib borib, bir nechta modellarni ishlab chiqdilar hamda aralash ta’limning samaradorligini isbotladilar.

Xitoy Ta’lim vazirligi til o‘qitish va o‘rganishni takomillashtirish r “Ingliz tilini o‘rganishning Xitoy standartlari” (CSE) hamda 2020-yi qilingan “Universitetda ingliz tilini o‘qitish bo‘yicha qo‘llanma” kabi bir qa hujjatlarni e’lon qildi. Ushbu hujjatlarda ingliz tilida yozish ko‘nikmasini o‘rgatish va o‘rganish amaliyoti batafsil yoritilgan bo‘lib, yozish mahoratini oshirish tadqiqotning dolzarb masalasi hisoblanadi. Pedagogika sohasida ingliz tilida yozish ko‘nikmasini o‘rgatish va o‘rganish olimlar va pedagog-o‘qituvchilarning diqqatini tortmoqda. Oldingi tadqiqotlar shuni ko‘rsatdiki, yozish ko‘nikmasini rivojlantirish tinglash va gapirish qobiliyatlarini ham yaxshilashi mumkin¹. Zamonaviy tadqiqotlarda ilg‘or texnologiya yordamida yozish ko‘nikmasini o‘rgatish va o‘rganishni takomillashtirish dolzarb mavzuga aylangan.

Aralash ta’lim masalalari O‘zbekiston ilmiy-pedagogik hamjamiyatida ham katta qiziqish uyg‘otmoqda. Bugungi kunda ushbu ta’lim turini joriy etishga bag‘ishlangan bir qator dissertatsiya va monografiyalar yaratilgan. Bu boradagi izlanishlar ma’lum darajada O‘zbekiston Respublikasining 2019-yil 29-oktyabr “Fan va ilmiy faoliyat to‘g‘risida”gi Qonuni, O‘zbekiston Respublikasi Prezidentining 2020-yil 6-noyabrdagi PF-6108-son “O‘zbekistonning yangi taraqqiyot davrida ta’lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to‘g‘risida”gi Farmoni, 2019-yil 29-apreldagi PF-5712-son “O‘zbekiston Respublikasi xalq ta’limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi Farmoni, O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrdagi 1875-son “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi qarorlari, 2012-yil 21-martdagi 1730-son “Zamonaviy axborot-kommunikatsiya texnologiyalarini joriy etish va yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi qarori, 2021-yil 19-maydagi 5117-son “Axborot-kommunikatsiya texnologiyalarini joriy etish faoliyatini sifat jihatidan yangi bosqichga ko‘tarish chora-tadbirlari to‘g‘risida”gi qarori, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2017-yil 6-apreldagi 187-son “O‘rta va o‘rta maxsus, kasb-hunar ta’limining davlat

¹ Huang Y.S. A good article is “written” // Foreign Languages, 2006. – № 5. – P. 13-16.

ta'lim standartlarini tasdiqlash to'g'risida"gi qarori hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu tadqiqot ishi muayyan darajada xizmat qiladi.

Dissertatsiya "Ingliz tili yozma nutqini o'qitish va o'rganishga aralash ta'lim usullarini joriy etishni maqsad qilgan. Tadqiqot jarayonida yangi GPECT MODEL (bu – maqsad qo'yish, amaliyotga tatbiq etish, baholash, tuzatish va kuzatish jarayonlarini o'z ichiga olgan sikl) ishlab chiqilgan va uning samaradorligi isbotlangan. Tadqiqot yozish jarayoniga qaratilgan bo'lib, tadqiqot maqsadiga erishish uchun bir necha yozish strategiyalari va amaliy tadqiqot usullari foydalanilgan. Taqdim etilgan tadqiqot natijalari ushbu sohadagi mavjud bo'shliqlarni to'ldirishga imkon yaratadi.

Tadqiqotning Xitoy va O'zbekistonda qilinayotgan ilmiy ishlarning ustuvor yo'nalishlariga muvofiqligi. Mazkur tadqiqot ishi Xitoyda fan va texnologiyaning rivojlanish tendensiyasiga muvofiq olib borilmoqda. Innovatsion g'oyalar hamda aralash ta'lim modeli demokratik jamiyat taraqqiyotiga to'la mos keladi. Ushbu tadqiqot axborotlashgan jamiyatning ajralmas qismi bo'lgan ijtimoiy, madaniy, huquqiy va iqtisodiy omillarni ham qamrab oladi. Dissertatsiya respublika fan va texnologiyalari rivojlanishining: I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishiga muvofiq bajarilgan.

Muammoning o'rganilganlik darajasi. Xitoyda tadqiqotchilar tomonidan juda ko'p ilmiy izlanishlar olib borilmoqda, jumladan, Hu J.H. va Hu J.S, Li F.J. va Qu S.M., Chen Q.F., Zheng P. va Liu N., Zhang D., Zhu Y.C., Li F.J. va Qu S.M., Chen Z.F., Zhu Y.C., Zhang X.L., Chen J.W., Wang N. va Li J.Y. hamda boshqalar². G'arb mamlakatlarida esa ko'plab tadqiqotlar K.Smith va H.D.Garrison, H.Kanuka, K.Dangwal, A.Vallée, J.Blacher, A.Cariou va E.Sorbets, M.Eryilmaz va boshqa³ olimlar hamda tadqiqotchilar tomonidan keng tadqiq etilgan. Aralash ta'limning samaradorligi isbotlangan bo'lsa-da, ko'pchilik tadqiqotlar o'quv jarayonini loyihalashga va uning natijalarini an'anaviy o'qitish usullari bilan solishtirishga e'tibor qaratmoqda.

² Hu Jiehui & Hu Jiasheng. Theories and Paradigms of University Foreign Language Education Informatization in 70 Years // Foreign language e-learning, 2020. (1). – P. 23-30.; Li Fangjun & Qu Sheming. Dynamic Interaction Model of College Students' English Application Ability Development in Flipped Classroom Environment and Its Effectiveness // Foreign Language Teaching, 2018. (5). – P. 35-46.; Chen Qifeng, Zheng Pei & Liu Nan. Research on O2O University English Teaching Mode in Post-MOOC Era. Education Academic Monthly, 2020. (5). – P. 45-52.; Zhang Dan. Research on the Construction and Practice of Blended Golden Class of College English // Foreign Language E-learning, 2021. (1). – P. 47-58.; Zhu Yuncui. The Ecosystem of College English Teaching Based on the Perspective of Ecolinguistics Investigation and Analysis // College English (Academic Edition), 2017. (1). – P. 78-92.; Zhang Mulin, Sun Xiaojun. Research on Flipped Classroom Teaching Mode Based on Catechism – Taking University English Follow-up Course as an Example // Modern Education Technology, 2015. (8). – P. 29-46.; Chen Juanwen, Wang Na, Li Jinyu. Based on the Blended Teaching Model of College English Community of Practice Exploration // Modern Education Technology, 2017. (9). – P. 55-69.

³ Smith K. & Hill J. Defining the nature of blended learning through its depiction in current research // Higher Education Research & Development, 2018. (38). – P. 383-397.; Garrison D. & Kanuka H. Blended learning: Uncovering its transformative potential in higher education // Internet High. Educ., 2004. (7). – P. 95-105.; Dangwal K. Blended Learning: An Innovative Approach // Universal Journal of Educational Research, 2017. (5). – P. 129-136.; Vallée A., Blacher J., Cariou A. & Sorbets E. Blended Learning Compared to Traditional Learning in Medical Education: Systematic Review and Meta-Analysis // Journal of Medical Internet Research, 2020. (22). – P. 22-32.; Eryilmaz M. The Effectiveness of Blended Learning Environments // Contemporary Issues in Education Research, 2015. (8). – P. 251-256.

Ingliz tilida yozish ko'nikmasini rivojlantirish bo'yicha tadqiqotlar ko'plab olimlar, xususan, L.L.Tian va Y.Zhou, Y.N.Bai va J.J.Wang, J.Huang va Q.H.He, J.Huang va W.X.Zhang, G.F.Li, L.Lu, Y.Wu va W.X.Zhang, L.X.Yang va X.F.Fu, S.S.Zhang va J.F.Xular⁴ tomonidan olib borilmoqda. Natijalar shuni ko'rsatadiki, talabalarning yozish qobiliyatini rivojlantirish uchun yozishni o'rgatishda turli xil yondashuvlarni qo'llash mumkin. Ko'pchilik pedagog-o'qituvchilar natijaga qaratilgan yondashuvdan foydalansalar-da, jarayonga qaratilgan yondashuv talabalar uchun foydalidir.

Pedagogika sohasida yozish ko'nikmasini o'rgatish jarayoniga texnologiyalarni joriy etish ommalashgan bo'lib, M.A.Cro, De Smet, M.Broekkamp, H.Brand-Gruwel S. va P.Kirschner, shuningdek, A.Henry va C.Thorsen kabi olimlar bu borada tadqiqotlar olib bormoqdalar⁵. Yozish ko'nikmasini rivojlantirish jarayonida texnologiyani qo'llash pedagog-o'qituvchilarning mushkulini osonlashtirishi va dars samaradorligini oshirishi isbotlangan.

Baholash jarayoni ingliz tilini o'qitish va o'rganishni takomillashtirishda muhim omil hisoblanadi. Ko'plab tadqiqotchilar yozishni o'rgatishda turli xil baholash usullarining ahamiyati bo'yicha izlanishlar olib borishgan. Ular orasida J.Bitchener va D.Ferris, Y.Han, K.Hyland, R.Lyster va L.Ranta, N.Storch va G.Wigglesworth, N.Vyatkina, S.Vigotskiy, M.Yang, B.Richard va Z.Yu, S.Yu va G.Hu., S.Yu va I.Lee, Y.Gao, C.D.Schunn va Q.Yu⁶ kabi olimlarning ishlari diqqatga sazovordir.

⁴ Tian L.L. & Zhou Y. A Study of Multiple Feedback Absorption in Online English Writing Courses // Foreign Language and Foreign Language Teaching, 2022. (1). – P. 95-104.; Bai Y. & Wang J.J. A study of the influence of feedback methods on the process and quality of writing revision // Journal of Northeast Normal University (Philosophy and Social Science Edition), 2018. (2). – P. 134-139.; Huang J. & He H.Q. A study of the effect of human-computer feedback on students' writing behaviour // Foreign language e-learning, 2018. (1). – P. 19-24.; Huang J. & Zhang W.X. A study on the effect of multiple feedback on college English composition revision // Chinese Foreign Language, 2014. (1). – P. 51-56.; Li G.F. A study of the effect of multiple feedback on English composition revision based on automatic evaluation system // Foreign Language Teaching, 2019. (4). – P. 72-76.; Lu L. A study of second writing process based on automatic evaluation system // Foreign Language Community, 2016. (2). – P. 8-96.; Wu Y. & Zhang W.X. A study of the effects of automatic composition evaluation system and teacher feedback on college students' English composition revision // China Foreign Language Education, 2016. (1). – P. 12-19.; Yang L.X. & Fu X.F. Grammar Teaching Concepts and Practical Changes – Activity Theory Approaches // Foreign Languages and Foreign Language Teaching, 2014. (1). – P. 60-66.; Zhang S.S. & Xu J.F. The effect of online automatic feedback on the writing of learners with different levels of English under the ZPD perspective // Foreign Language and Foreign Language Teaching, 2019. (5). – P. 30-39.

⁵ Cro M.A. Integrating the Digital Humanities into the Second Language Classroom: A Practical Guide. – Washington: Georgetown University Press, 2020. – 72 p.; De Smet M., Broekkamp H., Brand-Gruwel S. & Kirschner P. Effects of electronic outlining on students' argumentative writing performance // Journal of Computer Assisted Learning, 2011. (27). – P. 557-574.; Henry A. & Thorsen C. Disaffection and agentic engagement: 'Redesigning' activities to enable authentic self-expression // Language Teaching Research, 2020. (24). – P. 456-475.

⁶ Bitchener J., Ferris D. Written Corrective Feedback in Second Language Acquisition and Writing. – New York: Routledge, 2012. – 230 p.; Han Y. Mediating and being mediated: Learner beliefs and learner engagement with written corrective feedback // System, 2017. (69). – P. 133-142.; Hyland K. Feedback on second language students writing // Language Teaching, 2006. (39). – P. 83-101.; Lyster R., Ranta L. Corrective feedback and learner uptake: Negotiation of form in communicative classrooms // Studies in Second Language Acquisition, 1997. (19). – P. 37-66.; Storch N., Wigglesworth G. Learners processing, uptake, and retention of corrective feedback on writing // Studies in Second Language Acquisition, 2010. (32). – P. 303-334.; Vyatkina N. The effectiveness of written corrective feedback in teaching beginning German // Foreign Language Annals, 2010. (43). – P. 671-689.; Vygotsky S. Mind in Society: The Development of Higher Psychological Processes. – Cambridge: Harvard University Press, 1978. – 175 p.; Yang M., Richard B., Yu Z. A comparative study of peer and teacher feedback in a Chinese EFL writing class // Journal of Second Language Writing, 2006. (15). – P. 179-200.; Yu S., Hu G. Understanding university students peer feedback practices in EFL writing: Insights from a case study // Assessing Writing, 2017. (33). – P. 25-35.; Yu S., Lee I. Exploring Chinese students' strategy uses in a cooperative peer feedback writing group // System, 2016. (58). – P. 1-

O‘zbek olimlaridan D.Yunusova, X.Xoldarov, I.Nazarov, G.Abduqodirova va G.Xamroyeva, M.Komilova, L.S.Maxmutxodjayeva, A.A.Faxrutdinova, N.Begibayeva, F.Alimov, X.O‘razboyev, X.Axmadjanov, N.Yuldashova, G.Radjabova⁷ va boshqalarning izlanishlari ushbu sohaga salmoqli hissa qo‘shgan. Biroq ilmiy-pedagogik tadqiqotlar tahlili shuni ko‘rsatmoqdaki, taklif etilgan usullar elektron ta‘limning tobora ortib borayotgan ahamiyatini va uni qo‘llab-quvvatlovchi maxsus uslubiy ta‘minot – elektron ta‘lim resurslarini to‘liq qamrab olmagan.

Avvalgi tadqiqotlar aralash ta‘limning yozma nutqni o‘rgatishdagi samaradorligini isbotlagan. Ammo aralash ta‘limni yozma nutqni masofaviy o‘rgatish va dinamik baholash jarayoniga integratsiyalash modeli ilgari o‘tkazilgan tadqiqotlarda yetarlicha o‘rganilmagan.

Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta‘lim muassasasining ilmiy tadqiqot ishlari rejalari bilan bog‘liqligi. Tadqiqot Mirzo Ulug‘bek nomidagi O‘zbekiston Milliy universitetining “Noqardosh tillarning lingvistik-tipologik xususiyatlari va ularni o‘qitish metodikasi” yo‘nalishi bo‘yicha ilmiy tadqiqot ishlari rejasiga muvofiq amalga oshirilgan. Tadqiqotning tuzilishi 2018-yilda Xitoyda ingliz tilini bilish darajasini aniqlash standartlari tomonidan ishlab chiqilgan talablarga mos keladi.

Tadqiqotning maqsadi aralash ta‘limni ingliz tili yozma nutqiga samarali integratsiya qilish modelini ishlab chiqish va uni amaliyotda qo‘llash orqali uning samaradorligini isbotlashdan iborat.

Tadqiqotning vazifalari:

aralash ta‘lim tamoyillari, yondashuvlari va muhim omillarini o‘rganish hamda 2020-yilda nashr etilgan “Universitetda ingliz tilini o‘qitish bo‘yicha qo‘llanma”ga muvofiq tarzda siklik tuzilmani (maqsad qo‘yish → amaliyot → baholash → tuzatish) ishlab chiqish va joriy etish orqali uning ta‘lim natijalariga ta‘sirini tekshirish;

aralash ta‘lim tushunchasini kiritish va amaldagi hamda yangi ishlab chiqilgan yondashuvlar asosida ingliz tilida yozish ko‘nikmasini o‘qitishda natijaga yo‘naltirilgan yondashuvdan jarayonga yo‘naltirilgan yondashuvga o‘tishning ta‘sirini tadqiq qilish;

11.; Gao Y., Schunn C.D., Yu Q. The alignment of written peer feedback with draft problems and its impact on revision in peer assessment // *Assessment & Evaluation in Higher Education*, 2019. 44 (2). – P. 294-308.

⁷ Yunusova D., Khaldarov H., Nazarov I. Blended education in the process of modern education: needs and opportunities // *Society and innovations*, 2021. Issue 2. No 5. – P. 2181-1415.; Abdukadirova G., Khamroeva G. Blended learning: Supporting students’ learning and enhancing their experience. A literature review // *Foreign Languages in Uzbekistan*. – Tashkent, 2019. – P. 45-51.; Комилова М. Смешанное обучение в современном образовательном пространстве. – Ташкент, 2022. – 52 с.; Makhmutkhodjaeva L.S. Online and Digital Education at Universities of Uzbekistan. *Open Education*. – Tashkent, 2021. – P. 46-61.; Фахрутдинова А.А. Интеграция смешанной модели обучения «перевернутый класс в преподавании английского языка в Узбекистане (на примере уровня B1 (CEFR)). – Т., 2022. – 62 с.; Begibayeva N.D. Onlayn resurslardan foydalangan holda maktab pedagog-o‘qituvchilarining yozma nutq kompetensiyasini takomillashtirish (ingliz tili misolida): Ped. fan. fals. dok. ... diss. avtoref. – Т., 2022. – 57 b.; Alimov F.Sh. Ingliz tilida yozuv kompetensiyasini shakllantirish: Ped. fan. fals. dok. ... diss. avtoref. – Т., 2018. – 65 b.; Urazbayev H.I. Bo‘lajak ingliz tili pedagog-o‘qituvchilarini tayyorlashda til portfoliosidan foydalanishning nazariy-metodologik asoslari: Ped. fan. fals. dok. ... diss. avtoref. – Т., 2021. – 57 b.; Axmadjanov X.A. Nofilologik ta‘lim yo‘nalishlaridagi talabalarning ingliz tilidagi yozma nutqini baholash metodlarini takomillashtirish: Ped. fan. fals. dok. ... diss. avtoref. – Т., 2022. – 60 b.; Yuldashova N.M. Talabalarning yozma diskursiv kompetensiyasini takomillashtirishda TBLT texnologiyasini qo‘llashning lingvodidaktik xususiyatlari: Ped. fan. fals. dok. ... diss. avtoref. – Т., 2024. – 62 b.; Radjabova G.G. Korpus texnologiyalari (COCA) talabalarning yozuv kompetensiyasini takomillashtirishda autentik materiallar manbayi sifatida (ingliz tili misolida): Ped. fan. fals. dok. ... diss. avtoref. – Т., 2024. – 55 b.

turli baholash usullarini tahlil qilish va ularning samaradorligini baholash maqsadida bir nechta eksperimental sikllarni o'zida mujassam etgan (rejalashtirish → amalga oshirish → kuzatish → tahlil qilish → qo'llash) yangi modelni ishlab chiqish; ingliz tilida yozish ko'nikmasiga oid yozma topshiriqlarni baholash uchun aniq mezonlar ishlab chiqish, ularning talabalarning yozma faoliyatini baholashda ishonchli va asosli ekanligini tekshirish, o'qitish strategiyalarini takomillashtirish va yozish jarayonida amaliy yordam ko'rsatish.

Tadqiqotning obyekti sifatida GPACT modelini ishlab chiqish va uni amaliyotga tatbiq etish orqali talabalarning yozma nutq kompetensiyalarini rivojlantirish jarayoni olingan.

Tadqiqot predmetini Xitoy oliy ta'lim muassasalarida ingliz tili yozma nutq amaliyoti darslarida aralash ta'lim modelini qo'llash shakllari, usullari hamda muammoni bartaraf etishga qaratilgan tadqiqotning bir necha bosqichlari orqali dinamik baholash bilan uyg'unlashtirishni o'rganish jarayonlari tashkil etadi.

Tadqiqot usullari.

Nazariy: tadqiqot mavzusiga oid ilmiy va uslubiy adabiyotlarni tahlil qilish; qiyosiy tahlil o'tkazish.

Empirik: Pedagogik tajriba va so'rovnoma o'tkazish; suhbat o'tkazish; amaliy tadqiqot olib borish; natijalarni statistik usul yordamida tahlil qilish.

Tadqiqotning ilmiy yangiligi:

asosiy omillar va tamoyillarga asoslangan baholashning ahamiyatini ta'kidlagan holda, "maqsad qo'yish-amaliyot-baholash-tuzatish/xatolar ustida ishlash" siklini shakllantirishga qaratilgan aralash ta'lim nazariyasi ishlab chiqilgan;

natijaga yo'naltirilgan yondashuvdan jarayonga yo'naltirilgan yondashuvga o'tish ingliz tilida yozma nutqni o'qitishni takomillashtirishi, bu esa, o'z navbatida, yozish ko'nikmalarini rivojlantirish jarayoniga texnologiyani joriy etish aralash ta'lim samaradorligini oshirishi ilmiy jihatdan isbotlangan;

GPACT modeli (maqsad qo'yish-amaliyot-baholash-xatolarni tuzatish-rivojlanish jarayonini kuzatish) ishlab chiqilgan va uning samaradorligi metodologiyaga asos bo'lgan rejalashtirish, amalda qo'llash, kuzatish, baholash natijalarini tahlil qilish va mulohaza yuritishdan iborat bir nechta tajriba sikllarining amaliy tahlili orqali isbotlangan, shuningdek, yozma nutq ko'nikmalarini rivojlantirishga qaratilgan turli topshiriqlar matnining o'ziga xos xususiyatlarini qiyosiy tahlil qilish orqali topshiriqlarni baholash usuli takomillashtirilgan;

baholash mezonlari yakuniy ball, lug'at boyligi, grammatik tuzilish, mazmun, dolzarblik va izchillik kabi jihatlarining qiyosiy tahlili asosida ishlab chiqilgan bo'lib, ular o'quv dasturlarini takomillashtirishi va yozish jarayoniga samarali ta'sir ko'rsatishi ilmiy asoslangan.

Tadqiqotning amaliy natijalari ishlab chiqilgan tavsiyalarni aks ettiradi:

Maqsad qo'yish, amaliyot, baholash, tuzatish va kuzatish bosqichlaridan iborat GPACT MODELi izchil jarayon bo'lib, uning samaradorligi nafaqat ingliz tili yozma nutqida, balki ilmiy yozma nutqda ham qo'llash mumkinligi bilan izohlanadi. Ushbu modelni qo'llash orqali talabalarning yozma nutq qobiliyatlarini rivojlantirish va baholash tamoyillariga e'tibor qaratgan holda o'qitish jarayonini takomillashtirishga erishish mumkin.

Yozma nutqni o'qitish til ta'limining muhim tarkibiy qismidir. Shu boisdan turli tillarda yozish ko'nikmalarini o'rgatish usullari bir-biriga o'xshash bo'ladi. Ushbu tadqiqot natijalari pedagog-o'qituvchilarga aralash ta'lim tizimi doirasida o'quv jarayonini takomillashtirish va baholash mezonlariga asoslanib yozma ishlarni baholashga imkon beradi.

Aralash ta'lim til o'qitish va o'rganishga texnologiyani joriy etish orqali o'quv jarayonida pedagog-o'qituvchilarning ish yukini kamaytirish va talabalarning mustaqil o'rganish qobiliyatlarini shakllantirishda muhim rol o'ynaydi. Ushbu tadqiqot natijalari boshqa fanlardan dars mashg'ulotlarini olib boruvchi pedagog-o'qituvchi-pedagoglar uchun ham yangi aralash o'qitish modelini yaratishda katta ahamiyatga ega.

Tadqiqot natijalarining ishonchliligi tadqiqotda qo'llanilgan nazariy g'oya, ilmiy metodologiya va statistik tahlilni qo'llashga asoslangan. Xulosa va tavsiyalar amalda sinovdan o'tkazilgani hamda natijalar vakolatli davlat organlari tomonidan tasdiqlangani bilan asoslanadi. Bundan tashqari, tadqiqot natijalari ilmiy-amaliy anjumanlarda keng muhokama qilinib, ijobiy fikr-mulohazalar bildirilgani bilan izohlanadi.

Tadqiqotning ilmiy va amaliy ahamiyati. Tadqiqotning nazariy ahamiyati aralash ta'lim bo'yicha mavjud tadqiqotlarga qo'shgan hissasi bilan belgilanadi. Tadqiqot ingliz tilida yozma nutq amaliyoti bo'yicha ko'nikmani rivojlantirish maqsadida aralash ta'limning asosiy elementlariga ega yangi modelni taqdim etadi va yozish jarayoniga xos ba'zi muammolarga yechim bo'la oladi. Tadqiqot til o'rgatish va o'rganish uchun yangi namunani taqdim etadigan yangi modelning samaradorligini isbotlashda tadqiqot usuli (action research) xizmat qilishi bilan dalillanadi.

Tadqiqot natijalarining amaliy ahamiyati ingliz tilida yozish ko'nikmasini rivojlantirishda aralash ta'limning rolini o'rganish, "Yozma nutq amaliyoti" fani doirasida yozish ko'nikmasini o'stirishga qaratilgan aralash ta'lim modelini joriy qilish, shuningdek, universitetlarda aralash ta'limni o'quv jarayoniga tatbiq qilish bilan izohlanadi. Yangi model talabalarga yozish ko'nikmasini yaxshilash va pirovardida, yozish malakasini oshirishga, olingan amaliyotni chuqur rivojlantirishga hamda ingliz tili yozish kurslarini o'qitish va o'rganish samaradorligini oshirishga yordam beradi. Bundan tashqari, talabalarda mustaqil o'rganish qobiliyati ham yaxshilanadi. Tadqiqot natijalari "Umumiy pedagogika nazariyasi va amaliyoti", "Til o'rganish metodikasi", "Chet tilini o'qitishning metodik muammolari" kabi fanlarning o'quv dasturlariga ham kiritilishi mumkin.

Tadqiqot natijalarining joriy qilinishi. Dissertatsiyada ishlab chiqilgan nazariy va amaliy xulosalar hamda tavsiyalar asosida:

aralash ta'lim nazariyasini rivojlantirishda baholashning muhim rolini ta'kidlovchi asosiy omillar va tamoyillarga asoslangan xulosalar hamda maqsad qo'yish-amaliyot-baholash-tuzatish siklini shakllantirishga oid g'oyalardan Ichki Mo'g'uliston Moliya va Iqtisodiyot universitetida 2021-2023-yillarda amalga oshirilgan "O'qitish-o'rganish-baholash modelini yozma nutqni masofaviy o'rgatish jarayoniga tatbiq etish" loyihasida foydalanilgan. Ilgari yozma ishlarni baholashda statik baholash va yakuniy ballar usuli qo'llanilar edi. Natijada yozma nutqni masofaviy o'rgatish tizimi tomonidan taqdim etilgan xulosalarga ko'ra, o'qitish va o'rganish modelini qo'llash natijasida talabalarning yozma nutq kompetensiyasi

sezilarli darajada yaxshilandi hamda ular CET 4 imtihonida yuqori natijalarga erishdilar;

o'quv materiallarining baholash tartib-qoidalariga muvofiqligini ko'rsatuvchi o'qitish va o'rganishning yangi ishlab chiqilgan GPACT modeli 2022-2023-yillar davomida Ichki Mo'g'uliston Biznes va savdo kasb-hunar kollejida o'tkazilgan "Aralash ta'lim modelining amaliy tadqiqoti" loyihasiga tatbiq etildi. Natijada Xitoy universitetlarida ingliz tili yozma nutq amaliy darslarida o'qitish va o'rganish modeli mavjud bo'lmaganligi sababli, yangi model ham o'qitish, ham o'rganish jarayonlarini takomillashtirish maqsadida yozma nutq darslarida qo'llanildi. Bundan tashqari, yangi modelni joriy etish natijasida pedagog-o'qituvchilar va talabalar o'rtasidagi o'zaro muloqot kuchaydi, bu esa yozma nutq darslarini yanada jonli va qiziqarli bo'lishiga xizmat qildi;

natijaga yo'naltirilgan yondashuvdan jarayonga yo'naltirilgan yondashuvga o'tishning isbotlangan ahamiyati hamda aralash ta'limni yozma nutqni masofaviy o'rgatish jarayoni bilan integratsiyalash orqali texnologiya samaradorligini oshirish yuzasidan chiqarilgan xulosalardan 598340-EPP-1-2018-1-ES-EPPKA2-CBHE-JP raqamli "O'rta Osiyo va Xitoy universitetlari orasida bilim ayirboshlash tizimini yaratish" (UNICAC) nomli xalqaro loyihada foydalanilgan (Mirzo Ulug'bek nomidagi O'zbekiston Milliy universiteti tomonidan 2024-yil 12-yanvarda berilgan 04/11-689-sonli ma'lumotnoma). Natijada magistratura talabalari uchun test materiallari har bir bosqichdagi insholarni taqqoslash, matnni lug'at tarkibi, tuzilishi va mazmuni jihatidan tahlil qilish asosida qayta ko'rib chiqildi;

yakuniy ball, lug'at boyligi, tuzilish, mazmun, dolzarblik va mantiqiy bog'liqlik asosida baholash uchun ishlab chiqilgan mezonlar tahlili o'qitish uslublarini takomillashtirish hamda yozish jarayoniga samarali tatbiq qilishga asos bo'lib xizmat qildi. Ushbu mezonlar YoA-1-06 "Tarjimonlarning kasbiy ta'limi sifatini nazorat qilishni tashkil etish bo'yicha vakolatli yondashuv" amaliy loyihasiga joriy qilindi (Mirzo Ulug'bek nomidagi O'zbekiston Milliy universitetining 2024-yil 12-yanvardagi 04/11-686-sonli ma'lumotnomasi). Bu mezonlarning tarjima kurslariga tatbiq etilishi tarjimonlar uchun yanada samaraliroq mashg'ulotlarni tashkil etishga yordam berdi, shuningdek, pedagoglarga aralash ta'limda yuzaga kelishi mumkin bo'lgan ayrim qiyinchiliklarni bartaraf etishda ko'maklashdi.

Tadqiqot natijalarining aprobatsiyasi. Ushbu tadqiqot natijalari 6 ta xalqaro va 2 ta respublika konferensiyalarida qilingan ilmiy ma'ruzalarda aprobatsiyadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha jami 14 ta ilmiy maqola chop etilgan, shu jumladan, O'zbekiston Respublikasi Oliy attestatsiya komissiyasi tomonidan doktorlik dissertatsiyalarining asosiy natijalarini chop etish uchun tavsiya etilgan ilmiy nashrlarda 6 ta maqola, shulardan 5 tasi respublika va 1 tasi xorijiy jurnallarda chop etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, xulosa, foydalanilgan adabiyotlar ro'yxati va ilovalardan iborat bo'lib, umumiy hajmi 125 sahifani tashkil qiladi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida dissertatsiya mavzusining dolzarbligi va zarurati asoslangan, tadqiqotning maqsadi, vazifalari, obyekti, predmeti, Respublika fan va texnologiyalar rivojlanishining ustuvor yo‘nalishlariga mosligi, ilmiy yangiligi, amaliy natijalari, olingan natijalarning ishonchliligi, ishning nazariy va amaliy ahamiyati, tadqiqot natijalarining amaliyotga joriy qilinishi, aprobatsiyasi, dissertatsiya tuzilishi bo‘yicha ma‘lumotlar keltirilgan.

Dissertatsiyaning **“Xitoy oliy o‘quv yurtlarida ingliz tilini o‘qitish va o‘rganish holatining nazariy tahlili”** deb nomlangan birinchi bobida CSEda tavsiflangan qobiliyatlar va strategiyalar haqida ma‘lumot beriladi. Til o‘rganish va muloqot qilishda yozish amaliyoti muhim ahamiyatga ega. Til o‘rganuvchilar yozma ifoda orqali o‘z fikrlarini yetkazishi va turli qobiliyatlarini namoyon etishi mumkin, shu bois, yozish amaliyoti til o‘qitish bilan uzviy bog‘liq. Mutaxassisligi ingliz tili bo‘lmagan talabalardan CSE 5 va CSE 6 da belgilangan kompetensiyalarga ega bo‘lishlari talab etiladi. Bu kompetensiyalar tavsif, hikoya, tushuntirish, ko‘rsatma berish, dalillash va o‘zaro muloqotni o‘z ichiga oladi. Ular orasida dalillash alohida o‘rin tutadi va ko‘plab imtihonlarga muhim kompetensiya sifatida kiritiladi.

Texnologiya taraqqiyoti sharofati bilan aralash ta‘lim tobora ommalashmoqda. Kembrij lug‘atida “blend” so‘zi “turli narsalar yoki uslublarning aralashmasi, uyg‘unlashuvi” deb izohlangan⁸.

1-jadval.

Aralash ta‘lim haqida umumiy ma‘lumot

	Umumiy mazmuni
Nazariy funksiya	konstruktivizm va ijtimoiy-madaniy nazariyaning ko‘p qirrali o‘zaro aloqasi
Besh omil	jonli kontekst, onlayn kontent, o‘zaro muloqot, qo‘shimcha materiallar, baholash
Asosiy qoidalar	til o‘rgatishga texnologiyani joriy etish; talabaga yo‘naltirilgan ta‘lim; qulaylik; hamkorlikda ta‘lim olish; muntazam baholash
Umumiy modellar	teskari ta‘lim; SPOC (Kichik xususiy onlayn kurs)

Oldingi tadqiqotlar shuni ko‘rsatdiki, yozish kurslarida aralash ta‘lim yozish qobiliyati va faolligini oshirishda samarali usul hisoblanadi. Biroq yozish jarayoniga bevosita bog‘liq bo‘lgan o‘quv natijalarini yaxshilashda baholash jarayonining ahamiyati masalasiga kam sonli tadqiqotlarga ahamiyat bergan. Ushbu tadqiqotda aralash ta‘limning xususiyatlarini hisobga olgan holda asosiy modelni takomillashtirish va bunda baholashning ahamiyatiga ham alohida e‘tibor qaratiladi.

Ta‘lim jarayoni to‘liq uch elementdan tashkil topadi: o‘qitish, o‘rganish va baholash. O‘qitish ingliz tili fani doirasida ta‘lim-tarbiya faoliyatlarini samarali tashkil etish va amalga oshirish orqali talabalarning kompetensiyalarini rivojlantirishga qaratilgan. O‘rganish esa talabalarning pedagog-o‘qituvchilar rahbarligida turli xil topshiriqlarni bajarishda faol ishtirok etib, bilim olishi va

⁸ <https://dictionary.cambridge.org/dictionary/english-chinese-simplified/blend>

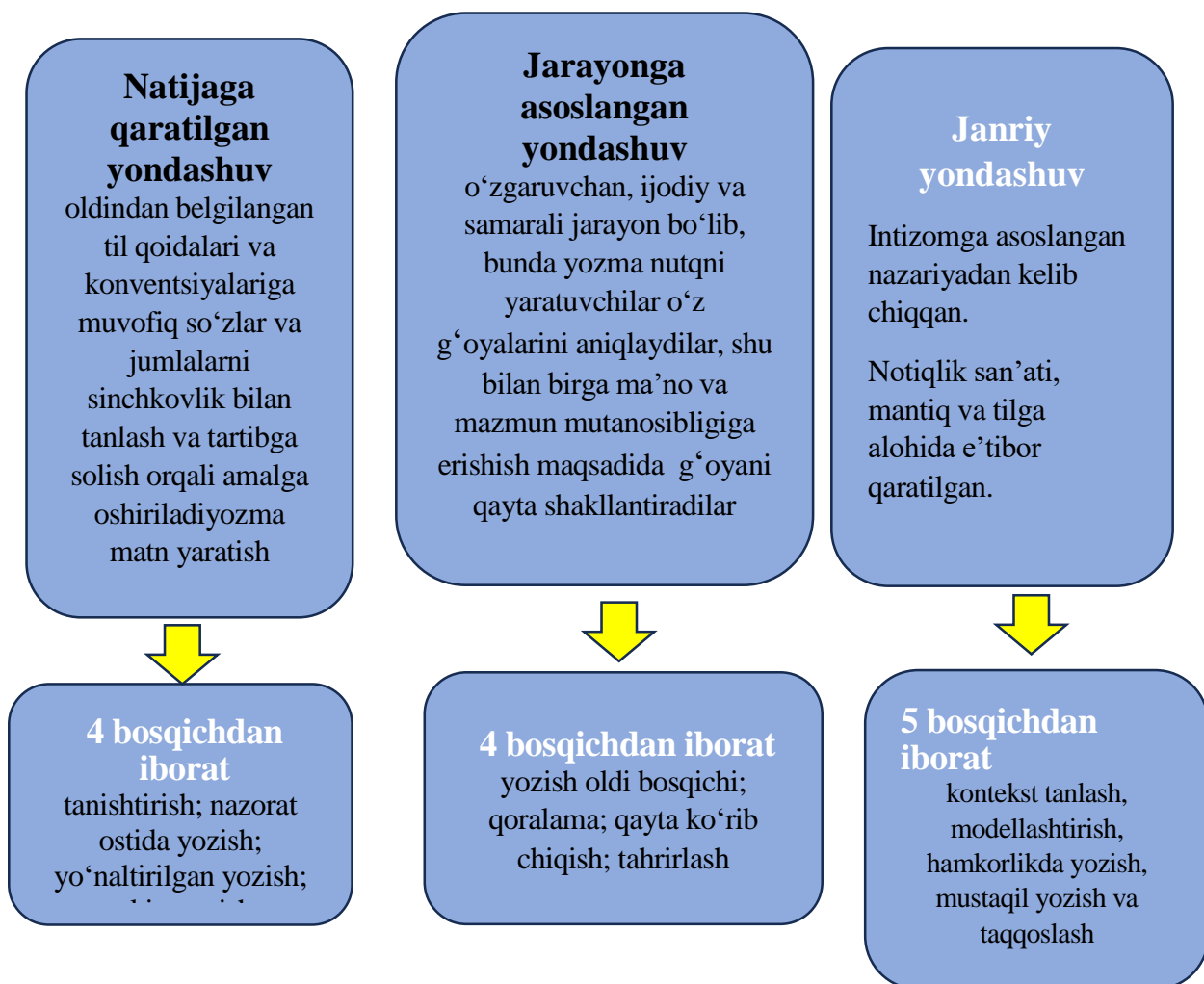
ko'nikmalarini takomillashtirishini o'z ichiga oladi. Baholash – bu pedagog-o'qituvchilar o'quv jarayonini kuzatish, ta'lim samaradorligini tekshirish va o'qitish maqsadlariga asoslangan holda o'rganishni talabalarni rag'batlantirish uchun turli baholash usullarini qo'llashga yo'naltirish hamda tashkil etish jarayonidir. Baholash orqali o'qitish va o'rganishning samaradorligi aniqlanadi hamda o'quv jarayonida qarorlar qabul qilish uchun asos yaratiladi. O'qitish, o'rganish va baholashning uyg'unlashuvi bugungi kunda ham umumiy, ham oliy ta'limda taklif etilgan va ommalashgan muhim g'oyadir. O'qitish va o'rganish bilan bir qatorda, baholash ham tadqiqotchilarning e'tiborini tobora ko'proq jalb etmoqda.

Til o'rganuvchilar yozma nutqni yaxshilash va yozish mahoratini oshirish uchun so'z boyligini kengaytirishi, gap tuzilishini takomillashtirishi, mazmuni boyitishi hamda rejalashtirish, shakllantirish va qayta ko'rib chiqish kabi turli yozuv strategiyalarini qo'llashi lozim. Ushbu tadqiqotning maqsadi aralash ta'lim xususiyatlariga asoslangan modelni yaratish va uni CSE yo'riqnomasi asosida takomillashtirishdan iborat. Baholash aralash yozma ta'lim va o'rganishning yangi modelida eng muhim qism sanaladi, chunki u o'qitish va o'rganish uslublarini takomillashtirish uchun amaliy dalillarni taqdim etadi.

Tadqiqotning **“Nazariya va amaliyot uyg'unligida ingliz tilida yozma nutq ko'nikmasini shakllantirish”** deb nomlangan ikkinchi bobida ingliz tilida yozish ko'nikmasini o'qitish va o'rganish holati tadqiq etiladi. Oliy ta'lim vazirligi oliy o'quv yurtlarida ingliz tilini o'qitish bo'yicha qo'llanma sifatida bir qator hujjatlar nashr ettirgan. Xususan, 2020-yilda nashr qilingan “Universitetda ingliz tilini o'qitish bo'yicha qo'llanma” yozish ko'nikmalarini va yozishga qo'yiladigan talablarni o'zida aks ettiradi. Biroq o'qitish va o'rganishda mavjud ba'zi muammolar tufayli ta'lim oluvchilar uchun bu talablarni bajarish qiyinchilik tug'diradi. Oliy ta'lim muassasalarida ingliz tili uchun ajratilgan kreditlar qisqarganligi sababli, o'quv dasturida yozish kursi mavjud emas. Imtihonga yo'naltirilgan o'qitish modeli yakuniy ballga urg'u beradi, ammo yozish jarayonidagi muammolarni o'rganishni e'tibordan chetda qoldiradi. Pedagog-o'qituvchilar darsda yozish ko'nikmalari bo'yicha ko'rsatmalar berishlari mumkin, ammo ular uchun maqolalarni yuzma-yuz tarzda tekshirish mushkul vazifa hisoblanadi. Yozish ko'nikmasini oshirish samaradorligi masalasi tadqiqotlarda dolzarb mavzu bo'lib qolmoqda.

Til o'rganish jarayonida yozish mashqlari bilimlarni chuqur o'zlashtirishga yordam beradi hamda tilni tahlil qilish va qo'llash qobiliyatini rivojlantiradi. Yozish amaliyotiga o'rgatishning ikkita asosiy yondashuvi mavjud: *natijaga qaratilgan yondashuv* va *jarayonga asoslangan yondashuv*. Bundan tashqari, janriy yondashuv ham mavjud bo'lib, unga turli xil matn turlarini qamrab olgani boisidan ingliz tili yozma nutqini o'qitishning umumiy usuli sifatida qaraladi. Har bir yondashuvning o'ziga xos kamchiliklari mavjud bo'lganligi sababli, muayyan sohalarda yozuv jarayoniga zamonaviy texnologiyalarni joriy etish orqali o'qitish va o'rganish samaradorligini oshirish mumkin.

Yozish ko'nikmasini shakllantirish bo'yicha
yondashuvlar



1-rasm. Yozish koʻnikmasini shakllantirish boʻyicha yondashuvlar

Yozma ishni baholash, aslida insonning qobiliyatlarini baholash demakdir. Test sinovini oʻtkazuvchilar, pedagog-pedagog-oʻqituvchilar va hatto ish beruvchilar ham shaxs taqdim etgan yozma ishga tayangan holda uning yozish koʻnikmasi darajasini aniqlab olishlari mumkin boʻladi. Baholashning bir necha turlari mavjud.

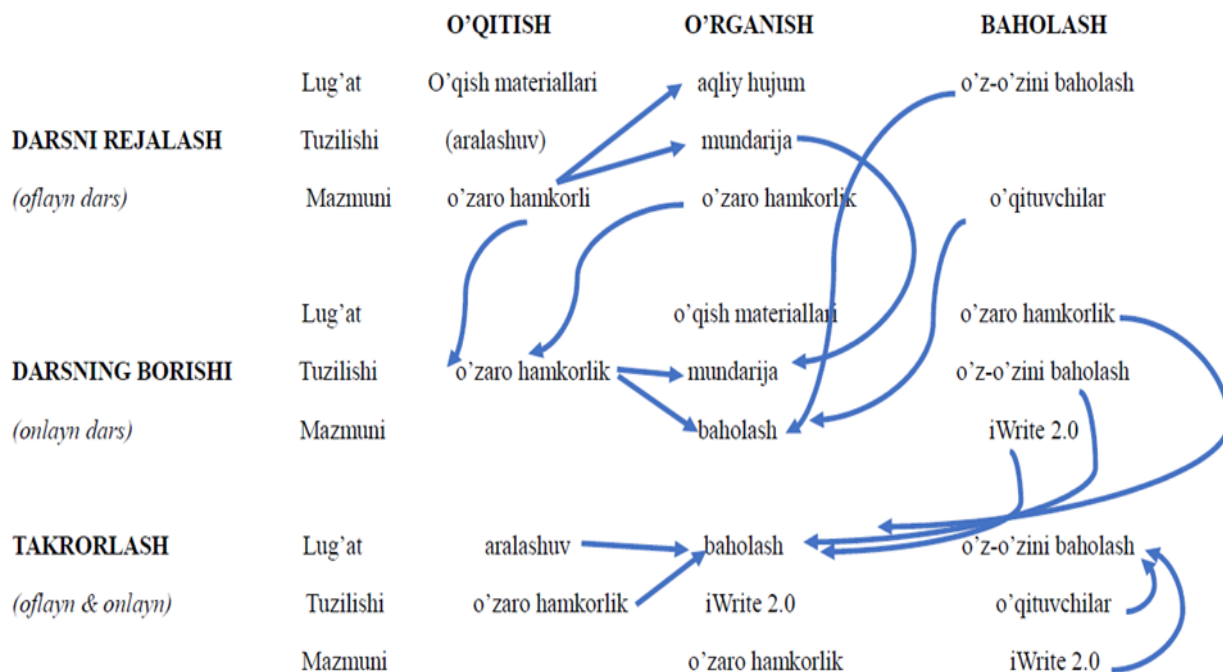
2-jadval

Baholash turlari

Turi	Vazifasi
Pedagog-oʻqituvchi tomonidan baholash	til pedagog-oʻqituvchilari tomonidan yozma ishning ham ijobiy, ham salbiy jihatlariga eʼtibor qaratgan holda yozma fikr-mulohazalarni taqdim etishlari lozim
Oʻz-oʻzini baholash	talabalar til oʻrganish borasida sezilarli yutuqqa erishganlik yoki aksincha ortda qolayotganliklarini tahlil qilishlari nazarda tutiladi
Statik baholash	fanning yakuniy ballini umumiy ball sifatida yoki turli imtihonlardan olingan ballar toʻplami sifatida taqdim etadi; bir vaqtning oʻzida talabanning test natijalari yoki yutuqlari haqida maʼlumot berishga xizmat qiladi
Dinamik baholash	baholash jarayonida ayniqsa tajribali pedagog-pedagog-oʻqituvchilar yoki imtihon

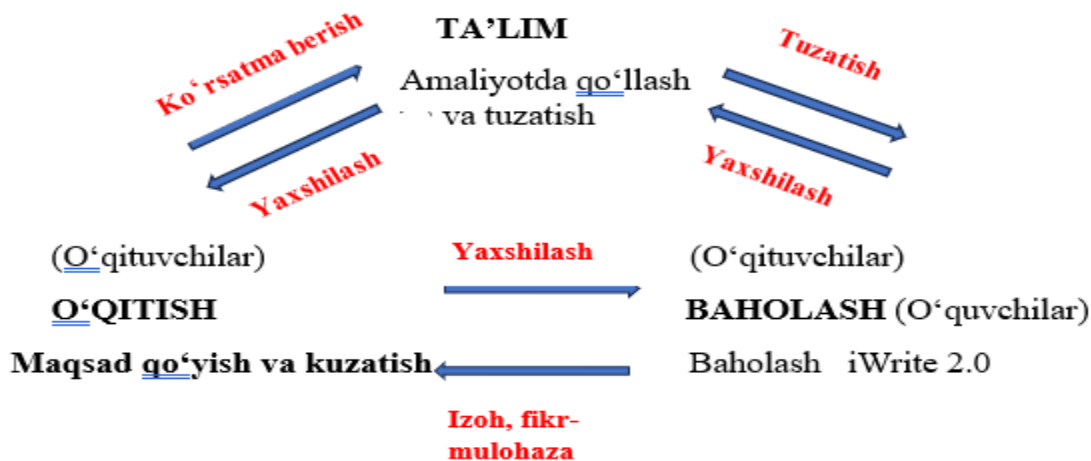
	topshiruvchilar ko‘magida talabalar va pedagog-o‘qituvchilar yoki imtihon topshiruvchilar o‘rtasidagi o‘zaro muloqotga asoslangan holda talabalarning potentsial qobiliyatlarini aniqlash hamda o‘rganishdan iborat
Avtonom yozishni baholash tizimi	har xil turdagi tezkor baholash usullari bilan ta‘minlashni nazarda tutadi.

Ushbu tadqiqot aralash ta‘limni jarayonda yozish yondashuviga uyg‘unlashtiradi, o‘qitish modelini ishlab chiqishni maqsad qiladi va uning samaradorligini isbotlash uchun bir necha bosqichli amaliy tadqiqotni qo‘llaydi. Nazariy asoslarga tayangan holda, tadqiqot aralash o‘qitish-o‘rganish-baholash yozish amaliyoti jarayonini loyihalashtiradi (2-rasm). Yozish jarayoni darsning turli bosqichlarida amalga oshiriladigan REJALASHTIRISH, QORALAMA YOZISH va TAHRIRLAB QAYTA KO‘RIB CHIQISH bosqichlaridan iborat. Bu jarayonning har bir bosqichida pedagog-o‘qituvchilar va talabalar ishtirok etadi. REJALASHTIRISH bosqichi an‘anaviy sinfda o‘tkaziladi. Talabalar pedagog-o‘qituvchilar ularga yuboradigan turli materiallar va ko‘rsatmali videolardan so‘z boyligini, iboralarni va yozuv ko‘nikmalarini o‘zlashtiradilar. Talabalar pedagog-o‘qituvchilar va tengdoshlari bilan o‘zaro muloqot orqali yozish rejalashtirilayotgan mavzuni tasavvur qilishlari, so‘ngra reja tuzishlari mumkin. Bu jarayonda pedagog-o‘qituvchilar, talabalarning o‘zlari va tengdoshlari tomonidan berilgan baholar talabalar uchun foydali hisoblanadi. QORALAMA YOZISH bosqichi onlayn tarzda amalga oshiriladi. Talabalar sinfda tuzgan rejalariga asosan qoralama yozuvni mustaqil ravishda bajaradilar. Bu jarayonda ular iWrite 2.0 onlayn tizimi orqali pedagog-o‘qituvchilar va tengdoshlari bilan muloqot qilishlari mumkin. QAYTA KO‘RIB CHIQISH (TAHRIRLASH) bosqichi oflayn va onlayn tarzda olib boriladi. Oflayn darsda pedagog-o‘qituvchilar iWritedan olingan baholashga asoslanib, keng tarqalgan xatolar, masalan, noto‘g‘ri konstruksiya, grammatik xatolar, mavzuni noto‘g‘ri tushunish va boshqalar bo‘yicha ko‘rsatmalar berishlari mumkin. Qolaversa, talabalar xatolar yuzasidan boshqalar bilan fikr almashishlari mumkin. Darsdan so‘ng ular o‘zlari yozgan yozma topshiriqlarni qayta ko‘rib chiqishlari va eng yaxshi natijani qayd etgunlariga qadar iWrite hamda pedagog-o‘qituvchilarning baholashlari asosida xatolarni bir necha bor tuzatishlari mumkin.



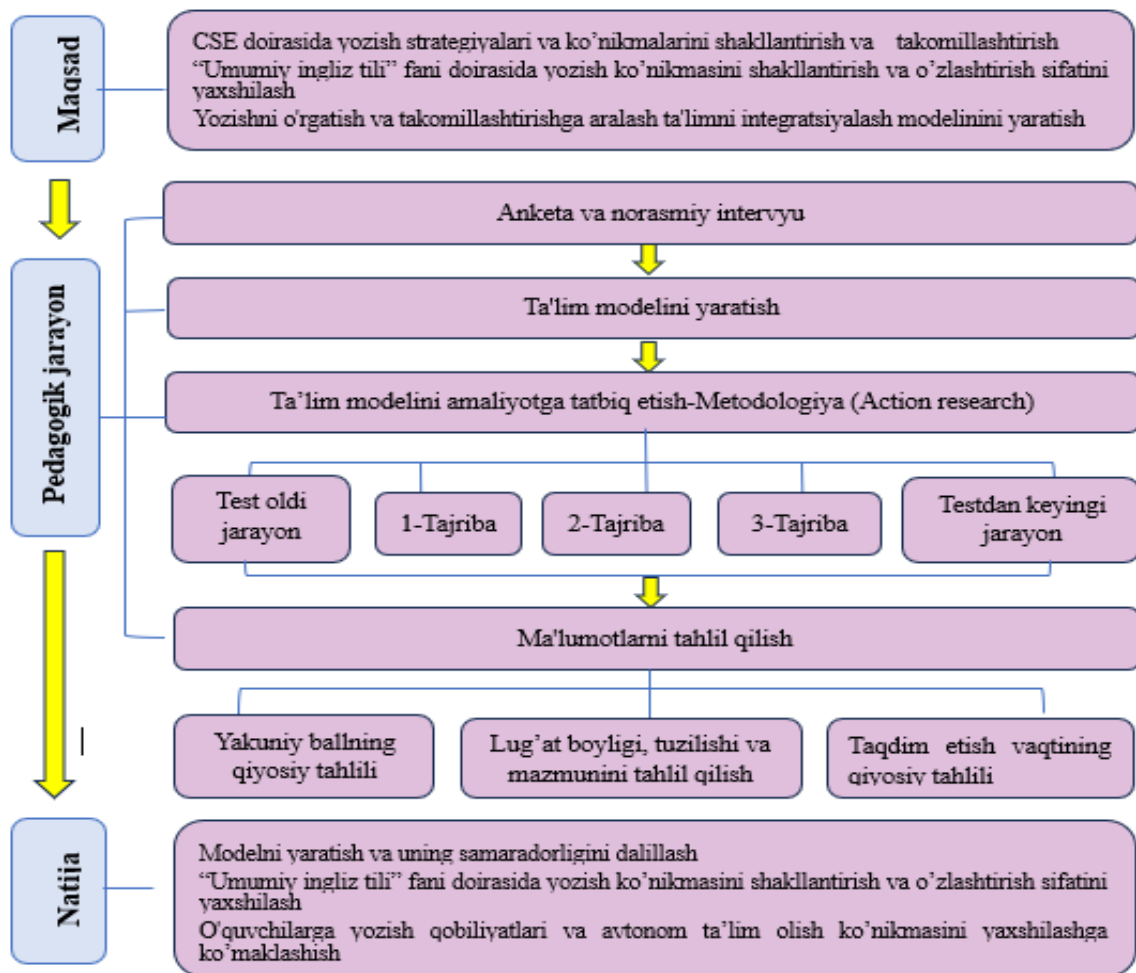
2-rasm. Aralash ta'limda yozish jarayoni

Ushbu tadqiqot nafaqat aralash ta'limni yozish jarayoniga tatbiq etadi, balki GPACT MODEL nomli o'qitish modelini ham ishlab chiqadi.



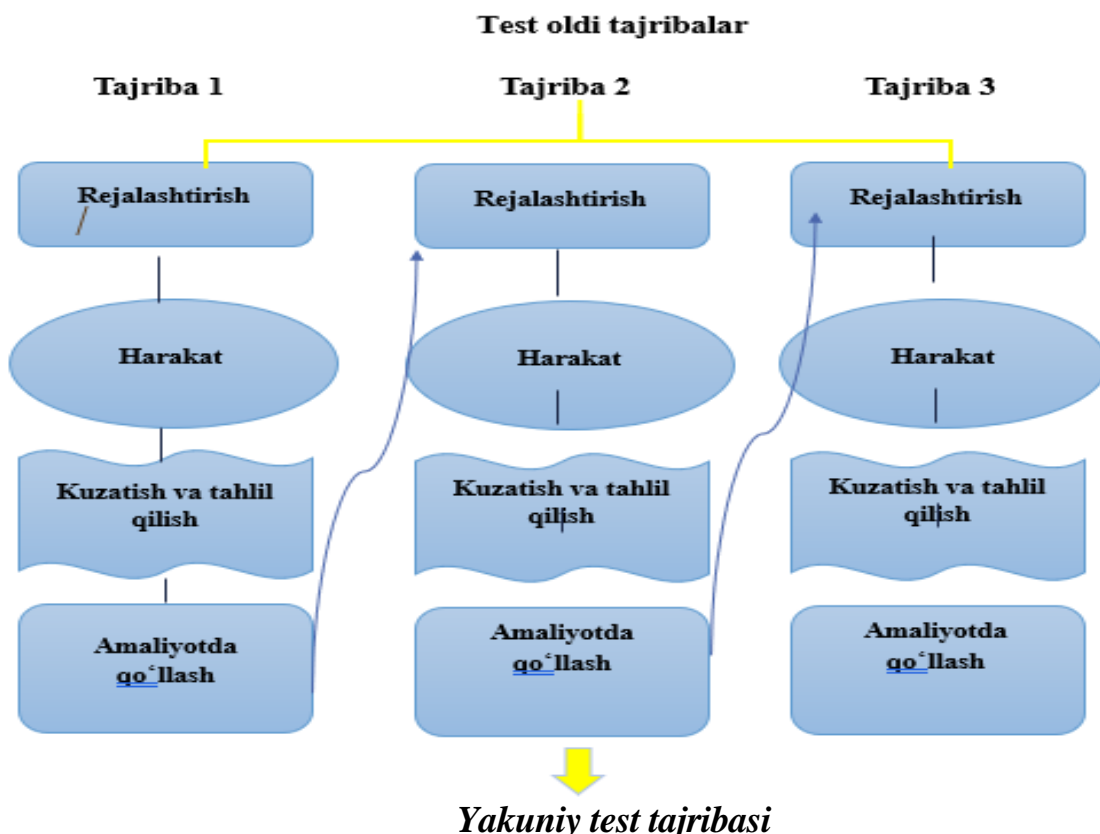
3-rasm. GPACT MODEL (maqsad qo'yish-amaliyotda qo'llash-baholash-tuzatish-kuzatish)

GPACT MODELI maqsad qo'yish (G), amaliyotda qo'llash (P), baholash (A), tuzatish (C) va kuzatish jarayonlaridan (T) tashkil topgan. Pedagog-o'qituvchilar ta'lim maqsadini belgilab, dars rejasini tuzadilar. Talabalar yozuv platformasida yozishni mashq qiladilar. Turli xil baholash usullari pedagog-o'qituvchilarga maqsad va o'qitish uslubini takomillashtirish, talabalarga esa xatolarini tuzatish uchun asos bo'ladi. Yozish jarayoni pedagog-o'qituvchilar tomonidan muntazam kuzatib borilishi lozim.



4-rasm. Tadqiqot loyihasi

Dissertatsiyaning uchinchi bobi **“Ta’lim jarayonida masofaviy yozma nutq amaliyotini eksperimental tekshirish”** deb nomlangan. Tadqiqotda yozish ko‘nikmasini shakllantirish jarayonidagi mavjud vaziyatni o‘rganish uchun so‘rovnoma va suhbat o‘tkazilgan. Tadqiqotda asosiy metodologiya sifatida (action research – muammolarni bartaraf etishda faol qatnashish va bu jarayon ustida mulohaza yuritishni o‘z ichiga olgan tadqiqot usuli)dan foydalanilgan. Bunda har bir bosqich natijalari oldingi bosqichlar bilan taqqoslanadi va GPACT modelining samaradorligini baholash uchun dastlabki hamda yakuniy test natijalari qiyosiy tahlil qilinadi. Tadqiqot ishtirokchilari mutaxassisligi ingliz tili bo‘lmagan turli universitet talabalaridir. Talabalardan yozuv jarayonida dinamik baholashdan o‘tgan holda, aralashuv va o‘zaro ta’sirni o‘z ichiga olgan bahs-munozarali insholar yozish talab etiladi. Metodologiya besh bosqichdan iborat amaliy tadqiqotdan iborat. Tadqiqot har bir bosqich natijalarini avvalgi bosqich natijalari bilan solishtirib, dastlabki test va yakuniy test natijalarining qiyosiy tahlilini o‘tkazadi. Ishtirokchilar tajriba va nazorat guruhlariga bo‘linadi. Tajriba guruhi amaliy tadqiqotda qatnashadi, nazorat guruhi esa natijaga qaratilgan yondashuvni amaliyotda qo‘llaydi. Tadqiqot yakuniy test natijalarini taqqoslab, natijaga hamda jarayonga qaratilgan yondashuvlarning samaradorligi o‘rtasidagi farqni ko‘rsatib beradi.



5-rasm. Muammoni bartaraf etish va uni jarayonda aks ettirish usulining loyihasi

GPACT MODEL o'qitish, aralash ta'lim va baholashni o'z ichiga olgan modeldir. Aralash ta'lim va o'quv faoliyati oflayn hamda onlayn formatdagi mashg'ulotlarni qamrab oladi. Ushbu tadqiqot aralash yozish amaliyotini o'qitish tizimini ishlab chiqadi (3-jadval). O'qitish tizimi yozish ko'nikmasining uch bosqichidan iborat bo'lib, ular rejalashtirish, shakllantirish va qayta ko'rib chiqishni o'z ichiga oladi. Bundan tashqari, u darsning ikki davri uchun bir qator mashg'ulotlarni yaratadi.

3-jadval

Aralash yozuv ta'limi tizimi

	Onlayn/oflayn	O'qitish faoliyati
Rejalashtirish	onlayn/oflayn	videodars, aqliy hujum, so'rovnoma, o'qish, TED fondi, muhokama, reja
Shakllantirish	onlayn	onlayn yozish
Takrorlash	onlayn/oflayn	muhokama, o'z-o'zini/tengqurini baholash, yozish amaliyoti yuzasidan pedagog-o'qituvchining ko'rsatmalari

Yozma topshiriqlarni yanada ilmiyroq baholash maqsadida, tadqiqot doirasida 2 ta asosiy, 4 ta ikkinchi darajali va 16 ta uchinchi darajali ko'rsatkichlardan tashkil topgan baholash mezonlari ishlab chiqildi (4-jadval).

4-jadval

Baholash mezoni

<u>Asosiy ko'rsatkich</u>	<u>Ikkilamchi ko'rsatkich</u>	<u>Uchinchi darajali ko'rsatkich</u>
<u>Insho natijasi</u>	<u>Yakuniy baho</u>	
<u>Matn xususiyatlari</u>	<u>Lug'at</u>	<u>So'zlar majmui (tokenlar)</u>
		<u>Turlari</u>
		<u>Lemma</u>
		<u>TTR (Tur va token nisbati)</u>
		<u>LTTR</u>
	<u>Structure</u>	<u>Oilalar</u>
		<u>Faol so'zlar (%)</u>
		<u>Ilmiy so'zlar</u>
		<u>Xat boshi</u>
		<u>Gaplar</u>
	<u>Content</u>	<u>Ergash gaplar</u>
		<u>O'rtacha gap uzunligi</u>
		<u>O'rtacha xat boshi uzunligi</u>
		<u>Sintaktik murakkab gap</u>
		<u>Aloqadorlik</u>
		<u>Uzvivlik</u>

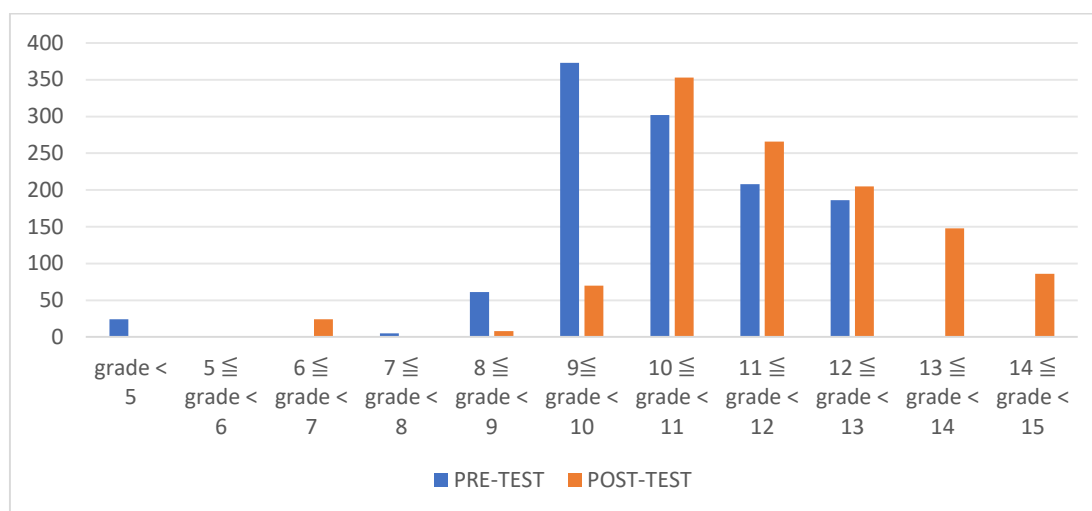
Dastlabki va yakuniy testning qiyosiy tahlili

Har bir bosqich lug'at, tuzilma va mazmun uchun mo'ljallangan bo'lib, keyingi bosqichlarga ta'sir ko'rsatishi hamda u bir necha sikllarni o'z ichiga olishi mumkin. Har bir sikldan so'ng til pedagog-o'qituvchilari talabalar tomonidan taqdim etilgan yozuv namunasining afzallik va kamchiliklarini tahlil qiladilar, takomillashtirish usullarini taklif etadilar va keyingi bosqichga o'tadilar. Tadqiqot 3 ta asosiy bosqichdan iborat: dastlabki test, o'quv tajribalari va yakuniy test. Dastlabki test davomida til o'rganuvchilar yozma topshiriqni mustaqil ravishda bajaradilar. O'quv tajribasi to'rtta alohida sohani qamrab oladi: lug'at, tuzilma, mazmun va ularning jamlanmasi. Bularning barchasi yozish amaliyotini o'rganish hamda pedagog-o'qituvchi aralashuvi va pedagog-o'qituvchi-talaba o'zaro munosabatlarining ta'sirini tekshirish maqsadida amalga oshiriladi.

5-jadval

Yakuniy testda talabalar sonini taqqoslash (jami: 15 ball)

Ballar	≤5	5.1-	6.1	7.1-	8.1	9.1-	10.1-	11.1-	12.1-	13.1	14.1-
Soni		6	-7	8	-9	10	11	12	13	-14	15
Dastlabki test	24	0	1	5	61	373	302	208	186	0	0
Yakuniy test	0	0	24	0	8	70	353	266	205	148	86



1-diagramma. Yakuniy ballni taqqoslash

Diagramma “Ingliz tili yozish kursi”ga ARALASH O‘QITISH va YOZISH KO‘NIKMASINI BAHOLASH MODELINI integratsiyalash orqali talabalar erishgan natijalar sezilarli darajada yaxshilanganini ko‘rsatadi. CET 4/6 (College English Test) standartiga ko‘ra, yozish ko‘nikmasi 5 darajali baholash mezoni vositasida amalga oshiriladi: A (13-15), B (10-12), C (7-9), D (4-6) va E (1-3). Mukammallik darajasi A (13-15) bahosiga sazovor bo‘lgan talabalar ulushini bildiradi. Mukammallik darajasi 20,17 %ga yetishi mumkin. Eng yuqori ko‘rsatkich 72,41 %dan – 81,90 %gacha o‘shirishini ko‘rsatadi.

6-jadval

Ma’lumotlarni qiyosiy tahlil qilish

Guruh	Obs	O‘rtacha qiymat	Standartdan og‘ish	Minimum	Maksimum
Dastlabki test	1160	10.45	1.342	5	12.2
Yakuniy test	1160	11.66	1.534	6.9	14.7

DASTLABKI TEST ko‘rsatkichining standartdan og‘ishi:

$$s = \sqrt{\frac{((x_1 - x)^2 + (x_2 - x)^2 + \dots + (x_n - x)^2)}{n}} = 1,342$$

DASTLABKI TEST ko‘rsatkichining o‘rtacha bali 10,45 va standart og‘ish 1,342 ni tashkil etadi, bu talabalarning o‘zlashtirishi o‘rtacha ball hisobida olinganligini ko‘rsatadi. Eng past ball – 5, eng yuqori ball – 12,2.

YAKUNIY TEST ko‘rsatkichining standartdan og‘ishi:

$$s = \sqrt{\frac{((x_1 - x)^2 + (x_2 - x)^2 + \dots + (x_n - x)^2)}{n}} = 1,534$$

YAKUNIY TEST ko‘rsatkichining o‘rtacha bali 11,66 va standart og‘ish 1,534 ni tashkil etadi, bu ham talabalarning o‘zlashtirishi o‘rtacha ball hisobida olinganligini ko‘rsatadi. Eng past ball – 6,9, eng yuqori ball – 14,7.

DASTLABKI TEST ko‘rsatkichining o‘rtacha bali:

$$M = \frac{(X_1 + X_2 + \dots + X_n)}{n} = 10,45$$

YAKUNIY TEST ko‘rsatkichining o‘rtacha bali:

$$M = \frac{(X_1 + X_2 + \dots + X_n)}{n} = 11,66$$

$$10,45 < 11,66$$

YAKUNIY TEST va DASTLABKI TEST natijalarini solishtirganda o‘rtacha ballning yaxshilanganligini ko‘rish mumkin. Salmoqli foizni tashkil etmaydigan standartdan og‘ishlar talabalarning yutuqlariga ishora qiladi, shuningdek, minimal va maksimal qiymatlar o‘rtasidagi farqlar ham nisbatan kichik bo‘lib, talabalar tomonidan

o'zlashtirilgan bilim darajasi orasida sezilarli farq yo'qligini ko'rsatadi.

7-jadval

Lug'at boyligini qiyosiy tahlil qilish

	Rag'bat	Turi	Lemma	TTR	LTTR	Ma'nodosh so'zlar	Faol so'zlar (%)	Ilmiy so'zlar (%)
DASTLABKI TEST o'rtacha	153.69	99.79	95.56	0.65	0.62	72.71	64.62	2.64
YAKUNIY TEST o'rtacha	189.76	113.61	109.47	0.61	0.59	83.10	67.96	4.04

8-jadval

So'z boyligini qiyosiy tahlil qilish

	Paragraflar	Gaplar	Qo'shma gaplar	O'rtacha gap uzunligi	O'rtacha paragraf uzunligi	Sintaktik murakkablik darajasi
DASTLABKI TEST o'rtacha	3.13	10.26	7.62	17.98	2.95	0.38
YAKUNIY TEST o'rtacha	3.69	11.42	6.76	19.22	3.92	1.74

9-jadval

Grammatik strukturaning qiyosiy tahlili

	Muvofiqlik (%)		Izchillik (%)
DASTLABKI TEST	Min	34	69
	Max	91	100
YAKUNIY TEST	Min	20	42
	Max	94	100

So'z boyligining qiyosiy tahlili shuni ko'rsatadiki, leksemalar ma'lum bir yo'nalish bo'yicha talab qilinadigan so'zlardan ortib borishiga qaramay, turlar, lemmalar, TTRlar, LTTRlar va turkumlarning ham soni ko'payishiga olib keladi. Yakuniy test ko'rsatkichida faol va akademik so'zlar dastlabki test ko'rsatkichiga nisbatan yuqoriroq bo'lib, bu o'qish materiallari talabalarning insho yozishda so'z boyligini yaxshilashi va uni yozma nutq amaliyotida qo'llay olish qobiliyatini yanada oshirishi mumkinligini ko'rsatadi.

Grammatik strukturaning qiyosiy tahlili shuni ko'rsatadiki, so'zlar sonining oshishi oqibatida paragraflar va jumlar ko'payib ketishini, ammo qo'shma hamda ergash gaplarning kamroq ishlatilganligini ko'rish mumkin. Paragraflar va jumlarning o'rtacha uzunligi biroz o'zgargan hamda ularda sintaktik murakkablik sezilarli darajada yaxshilanganligi kuzatilgan. Bu shuni ko'rsatadiki, talabalar o'qish materiallarida uchraydigan murakkab gap tuzilmalarini o'zlashtirishlari va yozish amaliyotida ularni samarali qo'llashlari mumkin.

Dastlabki test va yakuniy test ko'rsatkichlari o'rtasida muvofiqlik hamda izchillik bo'limlari bo'yicha farqlar yo'q. Muvofiqlik va izchillik bo'limlarida past ballga baholangan insholarda turli muammolar, mantiqiy izchillikdagi kamchiliklar va mavzuga nomuvofiq ma'lumotlarni keltirish kabilar uchraydi. Shuni ham ta'kidlab o'tish joizki, eng yuqori ballga baholangan insho har doim ham eng yuqori darajadagi muvofiqlik va izchillikni aks ettirmasligi mumkin. 10 dan 13 gacha ball to'plagan insholar kutilgan muvofiqlik va izchillik darajasiga ega hisoblanadi. Shu sababli, til

pedagog-o‘qituvchilaridan muvofiqlik va izchillik darajasi past bo‘lgan barcha insholarni ko‘zdan kechirishlari hamda shunga ko‘ra boshqa insholarga nisbiy baho berishlari talab etiladi. Bu tajriba, o‘z navbatida, talabalarning insho yozish ko‘nikmasini yaxshilashga qaratilgan ko‘rsatmalar bera olishlarida ma’lum bilimga ega bo‘lishlariga ko‘maklashadi.

+	222110830	张敬	3	2023.05.26	486 min	★★★★★	8 min	13.2	--	原	222070238	罗玉丹	1	2022.10.27	24 min	9.4	--	原创	🗨️	🔍	🔒
+	222110824	孙博	2	2023.05.26	91 min	★★★★★	10 min	11.4	--	原	222110114	冯楷楷	4	2022.10.27	1 min	11.1	--	原创	🗨️	🔍	🔒
+	222070742	张瑞...	2	2023.05.25	208 min	★★★★★	14 min	11.8	--	原	222110116	李雅洁	4	2022.10.26	2 min	10.8	--	原创	🗨️	🔍	🔒
+	222110230	徐鹏...	9	2023.05.20	9 min	★★★★★	4 min	12.8	--	原	222110621	徐莉琪	2	2022.10.26	1 min	10	--	原创	🗨️	🔍	🔒
+	222110114	冯楷...	6	2023.05.19	59 min	★★★★★	9 min	12.8	--	原	222180207	高嘉悦	1	2022.10.25	53 min	11	--	原创	🗨️	🔍	🔒
	222110116	李雅...	1	2023.05.17	621357 ...	★★★★★	4 min	12.7	--	原	222050445	孙长瑞	1	2022.10.25	13 min	8.8	--	原创	🗨️	🔍	🔒
+	222070934	杨智...	2	2023.05.17	250 min	★★★★★	1 min	12.3	--	原	222090342	李虹庆	1	2022.10.25	41 min	9.5	--	原创	🗨️	🔍	🔒

6-rasm. Yakuniy test topshirishga ajratilgan imkoniyatlar soni

10-jadval

Yakuniy test topshirishga ajratilgan imkoniyatlar soni tahlili

	Minimum	Maksimum	O‘rtacha
DASTLABKI TEST	1	4	1.72
YAKUNIY TEST	1	9	2.02

Ushbu ko‘rsatkichlar iWrite 2.0 onlayn baholash tizimidan olingan bo‘lib, u talabalarning dastlabki va yakuniy test topshirish imkoniyatlari sonini ko‘rsatadi. Dastlabki va yakuniy test natijalarini solishtirish orqali talabalarning insholarni qayta ko‘rib chiqish hamda o‘zgartirish borasida ancha faollashganini kuzatish imkoniyatiga ega bo‘lamiz. Ba’zi talabalar bilan suhbat olib borish asnosida talabalar yozish ko‘nikmasidan yuqori ball olish va pedagog-pedagog-o‘qituvchilar tomonidan taqdim etilgan materiallar hamda ko‘rsatmalar yordamida insholarini yaxshilash istagida ekanliklarini bildiradilar. Ushbu jarayon talabalarda yozma nutqni masofaviy o‘rganishga bo‘lgan munosabatlarini ijobiy tomonga o‘zgarishiga olib keladi.

Tadqiqot jarayonida tajriba va nazorat guruhlari natijalari yana bir bor qiyosiy tahlil qilindi. Natijalar yakuniy ball va matn xususiyatlarida sezilarli yaxshilanish borligini ko‘rsatdi. Bu esa jarayonga asoslangan yozuv usuli natijaga asoslangan yozuv usuliga nisbatan samaraliroq ekanligini isbotladi.

XULOSA

So‘rovnomalar va norasmiy suhbatlar yordamida o‘tkazilgan tadqiqot natijasida mutaxassisligi ingliz tili bo‘lmagan birinchi kurs talabalarining til bilish darajasi hamda qobiliyatlari aniqlandi. Tadqiqot davomida yangi aralash o‘qitish va ta’lim modeli ishlab chiqildi, bu orqali mavjud mahalliy va xalqaro tadqiqotlar takomillashtirildi hamda integratsiyalashtirildi. Ushbu model doirasida an’anaviy va onlayn darslar uchun yozma topshiriqlar loyihalashtirildi, bunda yozish jarayonining har bir bosqichiga mos keladigan usullar va strategiyalar qo‘llanildi. Mazkur tadqiqot 15 hafta davomida amaliyotga tatbiq etildi va sezilarli natijalar qayd etildi. Amalga oshirilgan ilmiy izlanish natijasida quyidagi xulosalar chiqarildi:

1. Zamonaviy axborot-kommunikatsiya texnologiyalarining ta’lim tizimiga tatbiq etilishi talabalarning mustaqil ta’lim olish salohiyatini oshiradi. Tadqiqotlar shuni ko‘rsatmoqdaki, onlayn ta’lim platformalari orqali berilgan topshiriqlarning 85 foizdan

ortig'i talabalar tomonidan mustaqil ravishda bajarilishi mumkin. Bu esa ta'lim jarayonida "flipped classroom" (teskari sinf) modeli asosida sinfda o'tkaziladigan darslarning mazmun va shakl jihatidan samaradorligini oshirishi bilan bir qatorda talabalar hamda pedagog-o'qituvchilarning o'zaro muloqoti uchun ko'proq imkoniyatga ega bo'lishlari aniqlangan.

2. Tadqiqot shuni ko'rsatadiki, ishlab chiqilgan yangi model jarayonga yo'naltirilgan yondashuv natijaga yo'naltirilgan yondashuvdan ko'ra samaraliroq hisoblanadi. Yozish jarayonida o'zaro muloqot, ko'rsatmalar va materiallar orqali amalga oshiriladigan amaliyotlar talabalarning yozma nutq qobiliyati hamda tanqidiy fikrlashini rivojlantirish uchun zarur va foydali hisoblanadi.

3. Kompleks baholash (multi-dimensional assessments) usullarining joriy etilishi yozma nutqni rivojlantirish jarayonida nafaqat xolislik va ishonchlilikni ta'minlaydi, balki talaba va pedagog-o'qituvchi o'rtasidagi reflektiv (o'z-o'zini tahlil qilishga asoslangan) muloqotni ham rag'batlantiradi. Bu yondashuv orqali pedagoglar ta'lim jarayonining real holatini chuqur tahlil qilish imkoniga ega bo'ladilar, talabalar esa baholashdan o'rganish, tuzatish va o'z yozma ishlarini takomillashtirish orqali tanqidiy hamda ijodiy fikrlash ko'nikmalarini rivojlantirishlari mumkinligi ilmiy jihatdan dalillangan.

4. Yozish jarayoni talabalarning leksik salohiyatini kengaytirish, mantiqiy fikrlashni shakllantirish va yozma nutq strukturasi takomillashtirishda muhim vosita hisoblanadi. Yangi so'zlarni kontekstda qo'llash va ularni yozma amaliyot orqali mustahkamlash, o'quvchilarda uzluksiz o'sish va o'z ustida ishlash motivatsiyasini shakllantiradi. Ayni vaqtda, o'zaro muloqot asosidagi yozuv faoliyati talabalarni fikrlarini aniqlik va mantiqiylik bilan ifodalashga undaydi. Bu esa nafaqat yozma kompetensiyani, balki o'quv jarayonidagi umumiy faollik va ishtirokni ham sezilarli darajada oshiradi.

5. Ta'limda texnologiyalardan foydalanish nafaqat baholash jarayonidagi ortiqcha yukni kamaytiradi, balki pedagog-o'qituvchilarning baholash savodxonligini rivojlantirishga ham xizmat qiladi. Zamonaviy baholash vositalarining integratsiyasi orqali pedagog-o'qituvchilar an'anaviy bilim yetkazuvchidan ta'lim jarayonini loyihalashtiruvchi, monitoring olib boruvchi va reflektiv yordamchi rolga o'tishlari mumkinligi o'z tasdig'ini topdi.

6. Mustaqil ta'lim olish jarayonida talabalar o'quv faoliyatini ongli ravishda boshqarish, o'z bilim darajasini baholash va kelgusidagi o'sish uchun maqsadlar belgilash kabi metakognitiv ko'nikmalarni egallaydilar. Bu esa vaqt o'tishi bilan ularning o'z-o'zini nazorat qilish, baholash va refleksiya qilish salohiyatini kuchaytirib, mustaqil o'qish madaniyatini shakllantirishga xizmat qiladi.

7. GPACT modeli o'qitish va baholash jarayonini uzviy bog'lovchi siklik yondashuv bo'lib, maqsad qo'yishdan boshlab amaliyot, baholash, tuzatish va kuzatuv bosqichlarini o'z ichiga oladi. Bu model asosida ishlab chiqilgan tizimli o'qitish strategiyalari va aniq baholash mezonlari ta'lim jarayonining samaradorligini oshirishga xizmat qiladi, shuningdek, talabalarda mustaqil o'rganish va o'z-o'zini baholash ko'nikmalarini shakllantirishda ham muvaffaqiyatli qo'llanilishini tasdiqlaydi.

8. GPACT modeli nafaqat yozish ko'nikmalarini, balki boshqa til kompetensiyalarini ham samarali shakllantirishga xizmat qiladi. Uning moslashuvchan

va bosqichma-bosqich tuzilishi modelni turli tillarni o'rgatishda qo'llash imkonini beradi. Til o'rgatish jarayonining murakkabligi texnologiyalarning integratsiyasini taqozo etadi.

Tadqiqot natijalariga muvofiq quyidagi tavsiyalar ishlab chiqildi:

- Axborot texnologiyalarining ta'lim jarayoniga keng joriy etilishi pedagog-o'qituvchini yagona bilim manbai sifatidagi an'anaviy roldan chiqarib, uni o'quv jarayonini boshqaruvchi, yo'naltiruvchi va motivatsiya beruvchi murabbiyga aylantirdi. Zamonaviy talabalar Internet orqali cheksiz miqdorda ma'lumotga ega bo'la olishsa-da, bu ma'lumotlarni anglash, tanlab olish va to'g'ri qo'llashda pedagog-o'qituvchining metodik yondashuvi hal qiluvchi ahamiyat kasb etadi. Shunday ekan, hozirgi davr ta'limida o'qituvchining asosiy vazifasi bilim berishdan ko'ra, o'quvchini faol, mustaqil va tanqidiy fikrlaydigan subyektga aylantirish hamda talabalarni turli vositalar bilan rag'batlantirishdir.

- Zamonaviy ta'limda pedagog-o'qituvchilarning mas'uliyati faqat bilim berish bilan cheklanmay, balki masofaviy va an'anaviy darslarning samarali integratsiyasini ta'minlash orqali o'quv jarayonini puxta tashkil etishni ham o'z ichiga oladi. Aralash ta'lim (blended learning) modeli esa pedagog va talaba o'rtasidagi o'zaro munosabatni mustahkamlab, interaktivlik va hamkorlikni rivojlantirishga xizmat qiladi. Bu jarayonda talabalar faol ishtirok etishi, fikr almashuvi va chuqurroq bilim olishlari uchun aniq, maqsadli va metodik asoslangan ko'rsatmalar muhim omil sifatida qaraladi.

- Zamonaviy chet tilini o'qitish jarayoni ma'lumotlarga asoslangan va individuallashtirilgan yondashuvlar bilan tavsiflanadi. Pedagog-o'qituvchilar talabalarning o'zlashtirish darajasi, ehtiyojlari va rivojlanish dinamikasini chuqur tahlil qilish orqali ta'lim jarayonini samarali boshqarishlari talab etiladi. Shu maqsadda onlayn platformalar va ta'limiy tahlil vositalaridan foydalanish o'qituvchilarga asosli pedagogik qarorlar qabul qilish, ta'limni shaxsga yo'naltirish va dars jarayonini strategik tashkil etishda muhim imkoniyatlar yaratadi. Bu esa ta'lim sifatini oshirishga va o'quvchilarning o'rganishga bo'lgan motivatsiyasini kuchaytirishga xizmat qiladi.

- Ta'lim-tarbiya haqidagi konseptual qarashlarini ongli ravishda o'qitish amaliyotiga tatbiq etgan va bu tamoyillarni shaxsiy xulq-atvorida mujassamlashtirgan pedagog-o'qituvchilar ta'lim sifatini oshirishda yetakchi rol o'ynaydilar. Ayniqsa, til pedagoglari o'zlarining kasbiy xatti-harakatlarini muntazam ravishda tahlil qilib, ularni ijobiy tomonga o'zgartirish hamda pedagogik tamoyillar asosida harakat qilish zaruratini chuqur anglashlari kerak. Kasbiy rivojlanish esa ko'p sonli amaliy mashg'ulotlar va reflektiv tahlil jarayonlari orqali shakllanadi. Bu esa o'qituvchining pedagogik mahoratini oshirib, samarali va barqaror ta'lim muhitini yaratishga xizmat qiladi.

**SCIENTIFIC COUNCIL ON AWARDING SCIENTIFIC DEGREES
DSc.03/30.12.2019.Fil.01.10 AT NATIONAL UNIVERSITY
OF UZBEKISTAN NAMED AFTER MIRZO ULUGBEK**

NATIONAL UNIVERSITY OF UZBEKISTAN

FU LEI

**INTEGRATION OF BLENDED TEACHING AND LEARNING INTO
GENERAL ENGLISH WRITING
(on the example of universities in China)**

13.00.02 - Theory and methods of education and upbringing (English)

**DISSERTATION ABSTRACT OF THE DOCTOR OF PHILOSOPHY (PHD)
ON PEDAGOGICAL SCIENCES**

Tashkent – 2025

The topic of the thesis of Doctor of Philosophy in Pedagogical Sciences (PhD) is registered under the number B2023.4.PhD/Ped6608 in the Higher Attestation Commission under the Cabinet of Ministers of the Republic of Uzbekistan.

The dissertation was completed at the National University of Uzbekistan named after Mirzo Ulugbek. The doctoral dissertation has been prepared at the National University of Uzbekistan named after Mirzo Ulugbek. The abstract of the dissertation is posted in three languages (Uzbek, English, Russian (abstract)) on the Scientific council website (www.nuu.uz) and on the website "ZiyoNet" information and educational portal website (www.ziynet.uz).

Scientific supervisor: Arustamyan Yana Yuryevna
Doctor of Philological Sciences, Professor

Official opponents: Xoshimova Sabohat Abdullayevna
Doctor of Philological Sciences, Professor

Aripova Yelena Azizovna
Doctor of Philosophy (PhD) in Pedagogy

Leading organization: National Pedagogical University of Uzbekistan named after Nizami Nizomiy

The defense will take place on «12» September 2025 at 10:00 at the meeting of the Scientific Council DSc.03/30.12.2019.Fil.01.10 at National University of Uzbekistan. (Address: 100174, Tashkent city, Farabi street, 400. Phone: (+99871) 246-08-62; Fax: (+99871) 246-65-24. E-mail: nauka@nuu.uz.)

The dissertation can be reviewed at the Information Resource Center of National University of Uzbekistan (registered under the number 144). Address: 100174, Tashkent city, Farabi street, 400. Faculty of Foreign Philology (3rd floor, room – 3-11. Phone: (+99871) 246-02-24.)

The abstract of the dissertation was distributed on «29» August 2025 y.
(Registry record № 1 on «29» August 2025).



I.A.Siddikova

Chairperson of the Scientific Council awarding Scientific degrees Doctor of Philological Sciences, Professor

F.M.Mamatova

Scientific Secretary of the Scientific Council on award of scientific degrees, Doctor of Philosophy (PhD), Associate Professor

S.E.Kamilova

Chairperson of the Academic seminar under the Scientific council awarding scientific degrees, Doctor of Philological Sciences, Professor

INTRODUCTION (Abstract of the Doctoral (PhD) Thesis)

Topicality and relevance of the dissertation topic. English, as the lingual franca, is important for people to communicate and develop critical thinking. Among the four core competences of listening, speaking, reading and writing, writing is of particular significance for language learners and can promote the internalization of knowledge and improve the ability of language analysis and application. English writing attracts researchers' attention from the whole world and English writing teaching is the one important field of language teaching and learning.

As the technology develops, Blended learning is widely applied in language teaching and learning, combining the advantages of online and offline learning, overcoming the limitations of time and space. The researchers have conducted investigations on integration blended learning into language learning, constructed some models, and proved the effectiveness of blended learning.

The Ministry of Education in China has released some official documents to guide language teaching and learning, such as China's Standards of English Language Ability (CSE) and the Guide to Teaching English at the University (2020 Edition). English writing teaching and learning is described in detail, and how to improve writing competence is the key point of research. The pedagogical field has attracted scholars' and educators' attention in teaching and learning English writing, and previous research has demonstrated that enhancing writing proficiency can also improve listening and speaking capabilities.¹ Improving writing teaching and learning with technology is a hot topic of modern research.

The issues of blended learning are also of high demand in Uzbekistan research and pedagogical society, and nowadays a number of dissertations and monographies devoted to the implementation of this type of education exist. To a certain degree, the present research serves for accomplishment of the tasks, which were put forward in such decrees and resolutions as: the Law of the Republic of Uzbekistan dated October 29, 2019 "On science and scientific activities", the Decree of the President of the Republic of Uzbekistan dated November 6, 2020 No. 6108 "On measures to develop the fields of education and upbringing, and science in a new period of development of Uzbekistan", the Decree of the President of the Republic of Uzbekistan No.5712 "On approval of the concept for the development of the public education system of the Republic of Uzbekistan until 2030" dated April 29, 2019, resolutions of the President of the Republic of Uzbekistan No. 1875 "On measures to further improve the system of learning foreign languages" dated December 10, 2012, No. 1730 "On measures for the further implementation and development of modern information and communication technologies" dated March 21, 2012, No. 5117 "On measures on raising to a qualitatively new level activities to promote the study of foreign languages in the Republic of Uzbekistan" dated May 19, 2021, Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 "On approval of state educational standards for secondary and secondary specialized, vocational education" dated April 6, 2017 and others regulatory documents related to this area of activity.

¹ Huang Y.S. A good article is "written" // Foreign Languages, 2006. – № 5. – P. 13-16.

The dissertation aims to integrate blended teaching and learning into General English writing teaching and learning. The study constructs a new model, GPACT MODEL, and proves its effectiveness. The research focuses on the writing process and applies action research, which aligns with writing strategies and process writing. The results of the present research may fill in the existing gaps in this field.

The compliance of the study with priority areas of scientific research in China and Uzbekistan. The research is carried out in accordance with the trend of development of science and technology in China. The innovative ideas and the teaching and learning model is correspondent with the development of a democratic society and educational advancement. This study considers social, cultural, legal, and economic factors pertinent to an informed society. The dissertation research was also carried out in accordance with the priority direction of the development of science and technology in the Republic of Uzbekistan: “Formation of a system of innovative ideas and ways of their implementation in the social, legal, economic, cultural, spiritual and educational development of the information society and a democratic state”.

Degree of study of the problem. A great number of research are conducted by researchers in China, including Hu J.H. & Hu J.S., Li F.J. & Qu S.M., Chen Q.F., Zheng P. & Liu N., Zhang D., Zhu Y.C., Li F.J. & Qu S.M., Chen Z.F., Zhu Y.C., Zhang X.L., Chen J.W., Wang N. & Li J.Y. et al.² In western countries, a lot of studies are done by Smith, K., & Hill, Garrison, D., & Kanuka, H. Dangwal, K., Vallée, A., Blacher, J., Cariou, A., & Sorbets. E, Eryilmaz, M. et.al.³ The effectiveness of blended learning has been proved, most research focuses on the teaching design and comparison of results with the conventional teaching methods.

The research of English writing is conducted by a lot of researchers by Tian L.L. & Zhou Y., Bai Y.N. & Wang J.J, Huang J. & He Q.H., Huang J. & Zhang W.X., Li G.F., Lu L., Wu Y. & Zhang W.X., Yang L.X. & Fu X.F., Zhang S.S. & Xu J.F. et.al.⁴

² Hu Jiehui & Hu Jiasheng. Theories and Paradigms of University Foreign Language Education Informatization in 70 Years // Foreign language e-learning, 2020. (1). – P. 23-30.; Li Fangjun & Qu Sheming. Dynamic Interaction Model of College Students' English Application Ability Development in Flipped Classroom Environment and Its Effectiveness // Foreign Language Teaching, 2018. (5). – P. 35-46.; Chen Qifeng, Zheng Pei & Liu Nan. Research on O2O University English Teaching Mode in Post-MOOC Era. Education Academic Monthly, 2020. (5). – P. 45-52.; Zhang Dan. Research on the Construction and Practice of Blended Golden Class of College English // Foreign Language E-learning, 2021. (1). – P. 47-58.; Zhu Yuncui. The Ecosystem of College English Teaching Based on the Perspective of Ecolinguistics Investigation and Analysis // College English (Academic Edition), 2017. (1). – P. 78-92.; Zhang Mulin, Sun Xiaojun. Research on Flipped Classroom Teaching Mode Based on Catechism – Taking University English Follow-up Course as an Example // Modern Education Technology, 2015. (8). – P. 29-46.; Chen Juanwen, Wang Na, Li Jinyu. Based on the Blended Teaching Model of College English Community of Practice Exploration // Modern Education Technology, 2017. (9). – P. 55-69.

³ Smith K. & Hill J. Defining the nature of blended learning through its depiction in current research // Higher Education Research & Development, 2018. (38). – P. 383-397.; Garrison D. & Kanuka H. Blended learning: Uncovering its transformative potential in higher education // Internet High. Educ., 2004. (7). – P. 95-105.; Dangwal K. Blended Learning: An Innovative Approach // Universal Journal of Educational Research, 2017. (5). – P. 129-136.; Vallée A., Blacher J., Cariou A. & Sorbets E. Blended Learning Compared to Traditional Learning in Medical Education: Systematic Review and Meta-Analysis // Journal of Medical Internet Research, 2020. (22). – P. 22-32.; Eryilmaz M. The Effectiveness of Blended Learning Environments // Contemporary Issues in Education Research, 2015. (8). – P. 251-256.

⁴ Tian L.L. & Zhou Y. A Study of Multiple Feedback Absorption in Online English Writing Courses // Foreign Language and Foreign Language Teaching, 2022. (1). – P. 95-104.; Bai Y. & Wang J.J. A study of the influence of feedback methods on the process and quality of writing revision // Journal of Northeast Normal University (Philosophy and Social Science Edition), 2018. (2). – P. 134-139.; Huang J. & He H.Q. A study of the effect of human-computer

The results illustrate different writing teaching approaches can be applied in writing teaching to improve learners' writing ability. Product approach is used by most teachers, but process approach is beneficial to learners.

Integration of technology into teaching writing is popular in the pedagogical field, and some researchers conduct the studies, such as Cro M A., De Smet, M., Broekkamp, H., Brand-Gruwel, S., & Kirschner, P., Henry, A., & Thorsen, C. et.al.⁵ The application of technology was proved to reduce teachers' burden and improve efficiency of in-class instruction.

Assessment is a critical factor to improve English teaching and learning. Many scholars do some research on function of different types of assessment in teaching writing, including Bitchener, J. & D. Ferris, Han, Y., Hyland, K., Lyster, R. & L. Ranta, Storch, N. & G. Wigglesworth, Vyatkina, N., Vygotsky, S., Yang, M., B. Richard & Z. Yu, Yu, S. & G. Hu., Yu, S. & I. Lee., Gao, Y., Schunn, C. D. D., & Yu, et.al.⁶

Among Uzbek scholars, a number of research contributed to this field are the work done by Yunusova D., Khaldarov H., Nazarov I., Abdukadirova G. and Khamroeva G., Komilova M., Makhmutkhodjaeva L.S, Faxrutdinova A.A., Begibaeva N., Alimov F., Urazbayev H., Axmadjanov X., Yuldashova N., Radjabova G.,⁷ and others. The proposed methods, as shown by the analysis of scientific and

feedback on students' writing behaviour // Foreign language e-learning, 2018. (1). – P. 19-24.; Huang J. & Zhang W.X. A study on the effect of multiple feedback on college English composition revision // Chinese Foreign Language, 2014. (1). – P. 51-56.; Li G.F. A study of the effect of multiple feedback on English composition revision based on automatic evaluation system // Foreign Language Teaching, 2019. (4). – P. 72-76.; Lu L. A study of second writing process based on automatic evaluation system // Foreign Language Community, 2016. (2). – P. 8-96.; Wu Y. & Zhang W.X. A study of the effects of automatic composition evaluation system and teacher feedback on college students' English composition revision // China Foreign Language Education, 2016. (1). – P. 12-19.; Yang L.X. & Fu X.F. Grammar Teaching Concepts and Practical Changes – Activity Theory Approaches // Foreign Languages and Foreign Language Teaching, 2014. (1). – P. 60-66.; Zhang S.S. & Xu J.F. The effect of online automatic feedback on the writing of learners with different levels of English under the ZPD perspective // Foreign Language and Foreign Language Teaching, 2019. (5). – P. 30-39.

⁵ Cro M.A. Integrating the Digital Humanities into the Second Language Classroom: A Practical Guide. – Washington: Georgetown University Press, 2020. – 72 p.; De Smet M., Broekkamp H., Brand-Gruwel S. & Kirschner P. Effects of electronic outlining on students' argumentative writing performance // Journal of Computer Assisted Learning, 2011. (27). – P. 557-574.; Henry A. & Thorsen C. Disaffection and agentic engagement: 'Redesigning' activities to enable authentic self-expression // Language Teaching Research, 2020. (24). – P. 456-475.

⁶ Bitchener J., Ferris D. Written Corrective Feedback in Second Language Acquisition and Writing. – New York: Routledge, 2012. – 230 p.; Han Y. Mediating and being mediated: Learner beliefs and learner engagement with written corrective feedback // System, 2017. (69). – P. 133-142.; Hyland K. Feedback on second language students writing // Language Teaching, 2006. (39). – P. 83-101.; Lyster R., Ranta L. Corrective feedback and learner uptake: Negotiation of form in communicative classrooms // Studies in Second Language Acquisition, 1997. (19). – P. 37-66.; Storch N., Wigglesworth G. Learners processing, uptake, and retention of corrective feedback on writing // Studies in Second Language Acquisition, 2010. (32). – P. 303-334.; Vyatkina N. The effectiveness of written corrective feedback in teaching beginning German // Foreign Language Annals, 2010. (43). – P. 671-689.; Vygotsky S. Mind in Society: The Development of Higher Psychological Processes. – Cambridge: Harvard University Press, 1978. – 175 p.; Yang M., Richard B., Yu Z. A comparative study of peer and teacher feedback in a Chinese EFL writing class // Journal of Second Language Writing, 2006. (15). – P. 179-200.; Yu S., Hu G. Understanding university students peer feedback practices in EFL writing: Insights from a case study // Assessing Writing, 2017. (33). – P. 25-35.; Yu S., Lee I. Exploring Chinese students' strategy uses in a cooperative peer feedback writing group // System, 2016. (58). – P. 1-11.; Gao Y., Schunn C.D., Yu Q. The alignment of written peer feedback with draft problems and its impact on revision in peer assessment // Assessment & Evaluation in Higher Education, 2019. 44 (2). – P. 294-308.

⁷ Yunusova D., Khaldarov H., Nazarov I. Blended education in the process of modern education: needs and opportunities // Society and innovations, 2021. Issue 2. No 5. – P. 2181-1415.; Abdukadirova G., Khamroeva G. Blended learning: Supporting students' learning and enhancing their experience. A literature review // Foreign Languages in Uzbekistan. – Tashkent, 2019. – P. 45-51.; Комилова М. Смешанное обучение в современном

pedagogical research, do not fully take into account the growing role of e-learning and the specialized methodological support that provides its support - electronic educational and assessment resources.

The previous research illustrates the effectiveness of blended learning in writing teaching. However, a teaching model of integration of blended learning into online writing and dynamic assessment has not been discussed in the previous studies.

Relation of the dissertation topic with the plans of scientific research work of a professional educational institution. The dissertation research was carried out in accordance with the plan of scientific research work of the National University of Uzbekistan named after Mirzo Ulugbek in the direction “Linguistic and typological features of contrastive languages and methods of their teaching”. The research design also adheres to the guidance provided by China’s Standards of English Language Ability, which were proposed in 2018.

The aim of the research is to develop an effective model of integration of blended learning into general English writing and apply it into practice to prove its effectiveness.

To achieve the goal of the work, **the tasks of the research** are as follows:

to study principles, approaches, and important factors of blended learning to design and introduce a cyclical framework (goal-setting → practice → assessment → correction) to test its impact on learning outcomes, which is on line with Guide to Teaching English at the University (2020 Edition);

to introduce the concept of teaching-learning-assessment and examine the effects of shifting from product-focused to process-focused writing instruction into general English language teaching on the bases of existing and newly developed approaches;

to analyze different kinds of assessments and construct a new model with the focus on diverse assessments through application of this model in multiple experimental cycles (planning → acting → observing → analyzing → reflecting) to assess its effectiveness;

to design rubrics for evaluating writing assignments based on key criteria for general English writing, test their reliability and validity in assessing student writing performance, and refine teaching strategies and provide targeted interventions in the writing process.

The object of the research is the process of improving the students’ writing competences by constructing and implementing GPACK MODEL.

образовательном пространстве. – Ташкент, 2022. – 52 с.; Makhmutkhodjaeva L.S. Online and Digital Education at Universities of Uzbekistan. Open Education. – Tashkent, 2021. – P. 46-61.; Фахрутдинова А.А. Интеграция смешанной модели обучения «перевернутый класс в преподавании английского языка в Узбекистане (на примере уровня B1 (CEFR)). – Т., 2022. – 62 с.; Begibayeva N.D. Onlayn resurslardan foydalangan holda maktab pedagog-o'qituvchilarining yozma nutq kompetensiyasini takomillashtirish (ingliz tili misolida): Ped. fan. fals. dok. ... diss. avtoref. – Т., 2022. – 57 b.; Alimov F.Sh. Ingliz tilida yozuv kompetensiyasini shakllantirish: Ped. fan. fals. dok. ... diss. avtoref. – Т., 2018. – 65 b.; Urazbayev H.I. Bo'lajak ingliz tili pedagog-o'qituvchilarini tayyorlashda til portfoliosidan foydalanishning nazariy-metodologik asoslari: Ped. fan. fals. dok. ... diss. avtoref. – Т., 2021. – 57 b.; Axmadjanov X.A. Nofilologik ta'lim yo'nalishlaridagi talabalarning ingliz tilidagi yozma nutqini baholash metodlarini takomillashtirish: Ped. fan. fals. dok. ... diss. avtoref. – Т., 2022. – 60 b.; Yuldashova N.M. Talabalarning yozma diskursiv kompetensiyasini takomillashtirishda TBLT texnologiyasini qo'llashning lingvodidaktik xususiyatlari: Ped. fan. fals. dok. ... diss. avtoref. – Т., 2024. – 62 b.; Radjabova G.G. Korpus texnologiyalari (COCA) talabalarning yozuv kompetensiyasini takomillashtirishda autentik materiallar manbayi sifatida (ingliz tili misolida): Ped. fan. fals. dok. ... diss. avtoref. – Т., 2024. – 55 b.

The **subject** of the research is the forms and methods of application of blended teaching and learning model and combination with dynamic assessment in General English writing classes in higher education in China through multiple cycles of action research.

The following **research methods** were used to solve the problems:

Theoretical: analysis of scientific and methodological literature on the research topic; comparative analysis.

Empirical: Pedagogical experiment; questionnaire; interview; action research; quantitative analysis of the results.

The scientific novelty of the research consists in the following:

Blended learning theory is developed with emphasis on the critical role of assessment based on key factors and principles, and forming a cycle of goal-setting-practice-assessment-correction.

The significance of transitioning from a product-oriented approach to a process-oriented approach is proved to improve English writing teaching. The effectiveness of technology is improved by the integration blended learning into process writing

The GPACT MODEL is constructed, and its effectiveness is proved through action research of multiple experimental cycles consisting of planning, acting, observing, analyzing data of assessment, and reflecting, served as the primary methodology. Based on a comparative analysis of the text features of various assignments for developing writing skills, the assessment method for evaluating assignments was improved.

The rubric for assessing is developed based on comparative analysis of final score, vocabulary, structure, content, relevance, and coherence, providing evidence to refine teaching designs and intervene effectively in the writing process.

The practical results of the study reflect the recommendations:

The effectiveness of GPACT MODEL has been proved. The model is a cycle of goal-setting-practice-assessment-correction-track. It can be applied to not only general English writing but academic writing. The application of the model can improve learners' writing abilities and teaching design with the focus on the function of assessment.

Writing teaching is an important component of language teaching. Writing teaching approaches are similar across different languages. The results of this study can help teachers refine the teaching design in accordance with the blended teaching framework and evaluate the writing products based on the rubric of assessment.

Blended learning integrates technology into language teaching and learning. Technology plays a significant role in the teaching process to reduce teachers' workload and cultivate learners' abilities of autonomous learning. The results of the study are of considerable value to teachers teaching other subjects to construct a new blended teaching model.

The reliability of the results of the study is supported by evaluation of reliability by employing theoretical guidance, scientific methodology, and statistical analysis applied in the research. The conclusions and recommendations are implemented in practice, and the required results are confirmed by the competent authorities. Furthermore, the research findings were extensively discussed in

scientific-practical conferences, affirming their validity by obtaining positive feedback.

The scientific and practical significance of the study. The theoretical significance of the study is supported by its contribution to existing research on blended teaching. The research presents a new model with key elements of blended teaching and learning into general English writing and tackle some issues in process writing. The research conducts action research to prove the effectiveness of this new model, which supplies a new sample for language teaching and learning.

The practical significance of the study is conditioned by investigation of a status of blended learning applied in English writing, construction of the teaching-learning-assessment model for general English writing, as well as the teaching design of action research provide a reference for the implementation or reform of blended learning in universities. The new model can facilitate students in enhancing their process writing skills and ultimately enhancing their writing competence and helps to promote the in-depth development of the practice and to improve the effectiveness of the teaching and learning of English writing courses. The autonomous learning ability is also improved. The research results may also be included in syllabi of such disciplines as “Practice and theory of general pedagogy”, “Methodology of learning language”, and “Methodological problems of teaching foreign language”.

Implementation of the research results. Based on the theoretical and practical conclusions and recommendations developed in the dissertation:

The conclusions related to the development of Blended learning theory with emphasis on the critical role of assessment based on key factors and principles, and forming a cycle of goal-setting-practice-assessment-correction were used in the project “Application of Teaching-Learning-Assessment Model into Online writing” conducted between 2021-2023 at Inner Mongolia University of Finance and Economics. Previously, static assessment and final scores have been the way of assessing writing. Based on the conclusions given by online writing system, as a result of the application of the teaching and learning model, the writing competence of students has been improved and acquired a higher mark in CET 4.

The new developed model of teaching and learning GPACT MODEL demonstrating the compliance of learning materials with assessment procedures was implemented into the project “A Case Study of Teaching-Learning-Assessment Model”, which was conducted between 2022-2023 at Inner Mongolia Business & Trade Vocational College. As there has not been a teaching and learning model in General English writing class in Chinese universities, the new model is applied in writing class to improve both teaching and learning processes. Moreover, the writing class became more vivid for more interaction between teachers and students due to the application of the new model.

The proved significance of transitioning from a product-oriented approach to a process-oriented approach and improved effectiveness of technology by the integration blended learning into process writing was used in the international project № 598340-EPP-1-2018-1-ES-EPPKA2-CBHE-JP “University Cooperation

Framework for Knowledge Transfer in Central Asia and China (UNICAC)” (Certificate N. 04/11-689 from 12.01.2024, National University of Uzbekistan named after Mirzo Ulugbek). As a result, test materials for Master Degree students were revised with taking into consideration comparison of the essays of every cycle, analyzing the text from vocabulary, structure, and content.

The developed rubrics for assessing based on comparative analysis of final score, vocabulary, structure, content, relevance, and coherence, providing evidence to refine teaching designs and intervene effectively in the writing process was implemented into applied project YoA-1-06 “Competent approach to organization of quality control of translators’ professional education” (Certificate N. 04/11-686 from 12.01.2024, National University of Uzbekistan named after Mirzo Ulugbek). The implementation of these rubrics into translation courses helped to promote more effective trainings for translators as well as helped educators to overcome certain risks and challenges in blended learning.

Approbation of the research results. The results of this study have been presented in the form of scientific reports discussed at 6 international and 2 republican conferences.

Publication of research results. A total of 14 scientific papers have been published on the subject of the dissertation including 6 articles in scientific journals recommended by the Higher Attestation Commission of the Republic of Uzbekistan for publishing the main results of doctoral dissertations, among which 5 were in national and 1 in foreign journals.

The outline of the thesis. The dissertation consists of an introduction, three chapters, conclusion, the list of used literature and appendixes. The volume of the dissertation is 125 pages.

MAIN CONTENT OF THE DISSERTATION

The **Introduction** substantiates the relevance of the dissertation topic, its connection with the compliance of the study with priority areas of scientific research in China, review of foreign and domestic literature on the research topic; defines the purpose and objectives, object and subject of the work; indicates the research methods used; reveals the novelty of the research; outlines the scientific and practical significance of the research; substantiates the reliability of the results obtained; provides information about the implementation, publication, approbation, and structure of the dissertation.

Chapter one titled “**Theoretical analysis of the state of college English teaching and learning in China**” introduces abilities and strategies described in CSE. Writing is important in language learning and communication. Language learners can convey their opinions and reflect their different abilities through written expression, thus connecting writing research to language teaching. Non-English majors should have competence described in CSE 5 and CSE 6, which include description, narration, exposition, instruction, argumentation, and interaction. Among these genres, argumentation is essential and tested in many high-stakes tests.

With the development of technology, blended learning has become popular. The term “blend” is defined by the Cambridge Dictionary as “a mixture of different things or styles”.⁸

Table 1.

General Information of Blended Learning

	General Contents
Theoretical Function	constructivism & multiple interaction of sociocultural theory
Five Factors	live context, online content, interaction, supportive materials, assessment
Basic principles	Integration of technology into language teaching; student-centered learning; accessibility; collaborative learning; continuous assessment
General Models	Flipped classroom; SPOC

The previous studies have proved that Blended learning in writing courses is an effective approach to improving writing abilities and engagement. However, less studies pay attention to assessment and how to improve learning effects in writing process with assessment. This research is conducted based on the characteristics of blended learning and improve the basic model, paying the same attention to the assessment.

A complete teaching and learning process consists of three elements: teaching, learning, and assessment. Teaching aims to cultivate students’ competences under the guidance of the English language discipline through effective organization and implementation of teaching and learning activities. Learning involves students actively participating in various activities under the guidance of teachers to acquire knowledge and improve skills. Assessment is a process in which teachers organise and guide students to complete various evaluation activities to monitor the learning process, test the effectiveness of teaching and learning, and promote learning through evaluation based on teaching and learning objectives. Assessments can examine the effectiveness of teaching and learning and serve as evidence for making decisions in the teaching process. The integration of teaching, learning and assessment is a great concept that has been proposed and become popular nowadays in both fundamental education and higher education. In addition to teaching and learning, assessment has attracted more attention from researchers.

To compose good writing and improve writing competence, language learners must acquire vocabulary, improve the structure, enrich the content and apply various writing strategies, including planning, formulating, and revising. The research is to construct a model based on the characteristics of blended learning and to enhance the typical model under the guidance of CSE. Assessment is the most important part in the new model of blended writing teaching and learning, as it furnishes empirical evidence to support the enhancement of teaching and learning methodologies.

⁸ <https://dictionary.cambridge.org/dictionary/english-chinese-simplified/blend>

The second chapter of the dissertation “Connecting theory and practice in the implementation of general English writing” investigates the status of English writing teaching and learning. The Ministry of Education publishes some documents to be a guide for college English teaching. The Guide to Teaching English at the University (2020 Edition) describes the writing skills and the requirements of writing. However, it is difficult for learners to fulfil the requirements, because there are some problems in writing teaching and learning. General English writing refers to writing teaching for non-English majors. As the credits of college English are reduced, there is no writing course in curriculum. Examination-oriented teaching model emphasizes final score but neglects to explore the problems in writing process. Teachers can provide instruction on writing skills in class, but it is a heavy burden for them to revise articles face-to-face. How to teach writing effectively is a hot topic in research.

In the language learning process, writing can promote the internalization of knowledge and improve the ability of language analysis and application. **There are two typical approaches of writing teaching: product approach and process approach.** Besides, **Genre approach** is considered as a general English writing teaching approach for its covering different genres. There are some shortcomings of different approaches, so applying modern technology in writing process in some specified field can improve effectiveness of teaching and learning.

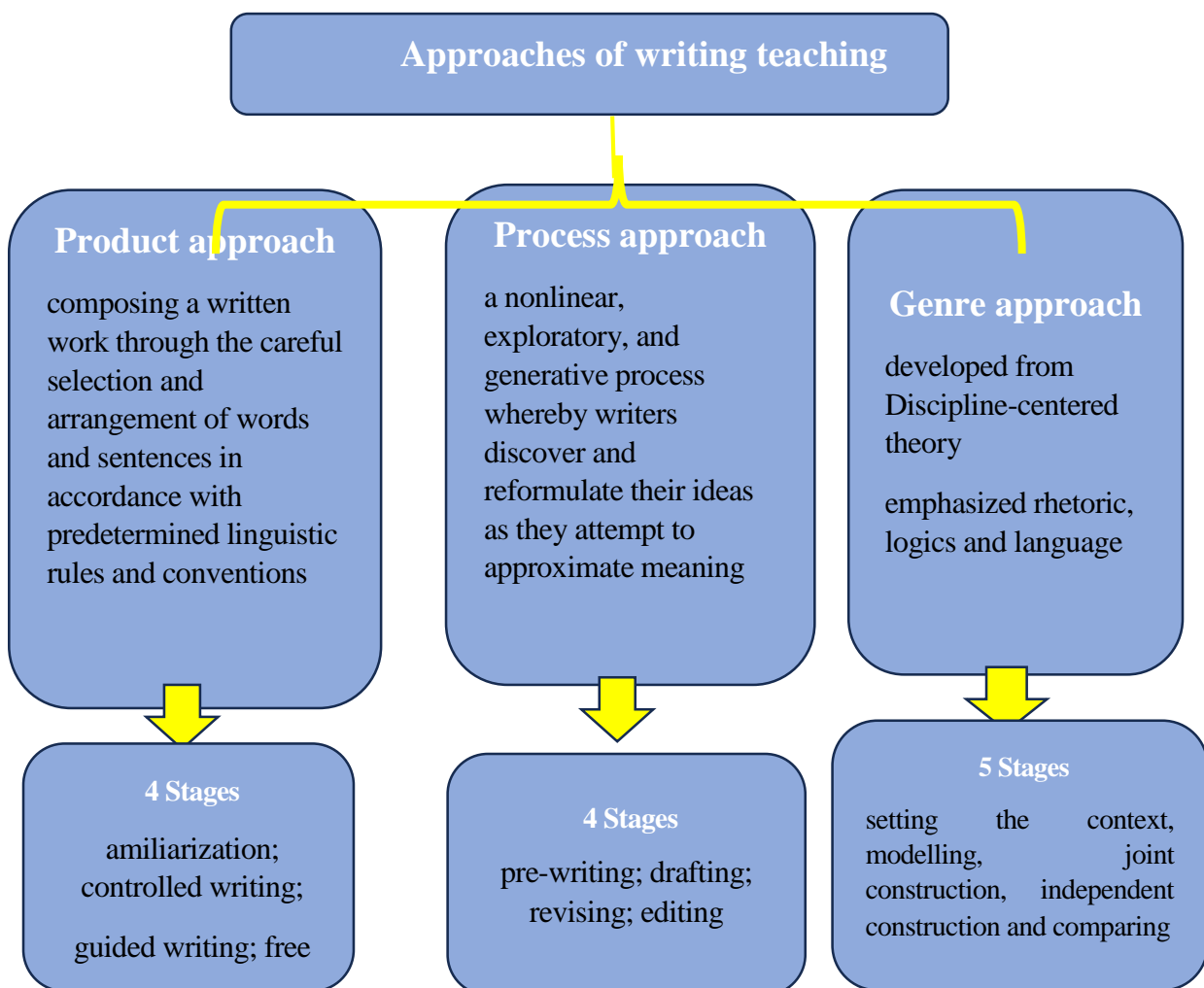


Fig.1. Approaches of Writing Teaching

Writing assessment is also to evaluate one's ability and testers, academic instructors and even employers may make decisions on one's competence illustrated by writing. There are different types of assessment.

Table 2.

Types of Assessment

Type	Function
Teachers' assessment	providing written feedback, language teachers should focus on highlighting both the positive and negative aspects
Self-assessment	deciding for learners' selves if they think their progress or language use is good or not
Static assessment	provides the subject's final score, either as a total score or as a set of scores from various subtests; providing information about a student's test performance or achievement at a single point in time
Dynamic assessment (DA)	identifying and exploring the potential abilities of learners through the interaction between the learners and teachers or test takers in the process of assessment, especially with the help of experienced teachers or test takers
Autonomous writing evaluation system (AWES)	providing different kinds of immediate assessment

This research integrates Blended learning into a process writing approach, aims to construct a teaching model and applies several-cycle action research to prove its effectiveness. Based on the theories, the research designs the blended teaching-learning-assessment writing process. (Fig. 2) The writing process consists of PLANNING, DRAFTING and REVISION(EDITING) which are completed in different periods of class. Teachers and learners participate in the whole process. The PLANNING stage is carried out in the traditional classroom. Learners acquire vocabulary, expression and writing skills from different materials and instruction videos teachers send to them. Learners can conceptualize the content through interaction with teachers and peers, then draw the outline. The assessment from teachers, learners' themselves and peers are helpful for learners. The DRAFTING stage is implemented online. Learners complete writing a draft by themselves according to the outline they have drawn in the classroom. During this process, they can also interact with teachers and peers in iWrite 2.0. The REVISION(EDITING) stage is carried out offline and online. In the offline classroom, teachers can provide some instruction on some common mistakes based on the assessment from iWrite, such as proper structure, grammar errors, misunderstandings of topic and so on. Learners can interact with others. After class, they can revise their article and correct errors many times based on assessment from iWrite and teachers, until the best version is submitted.

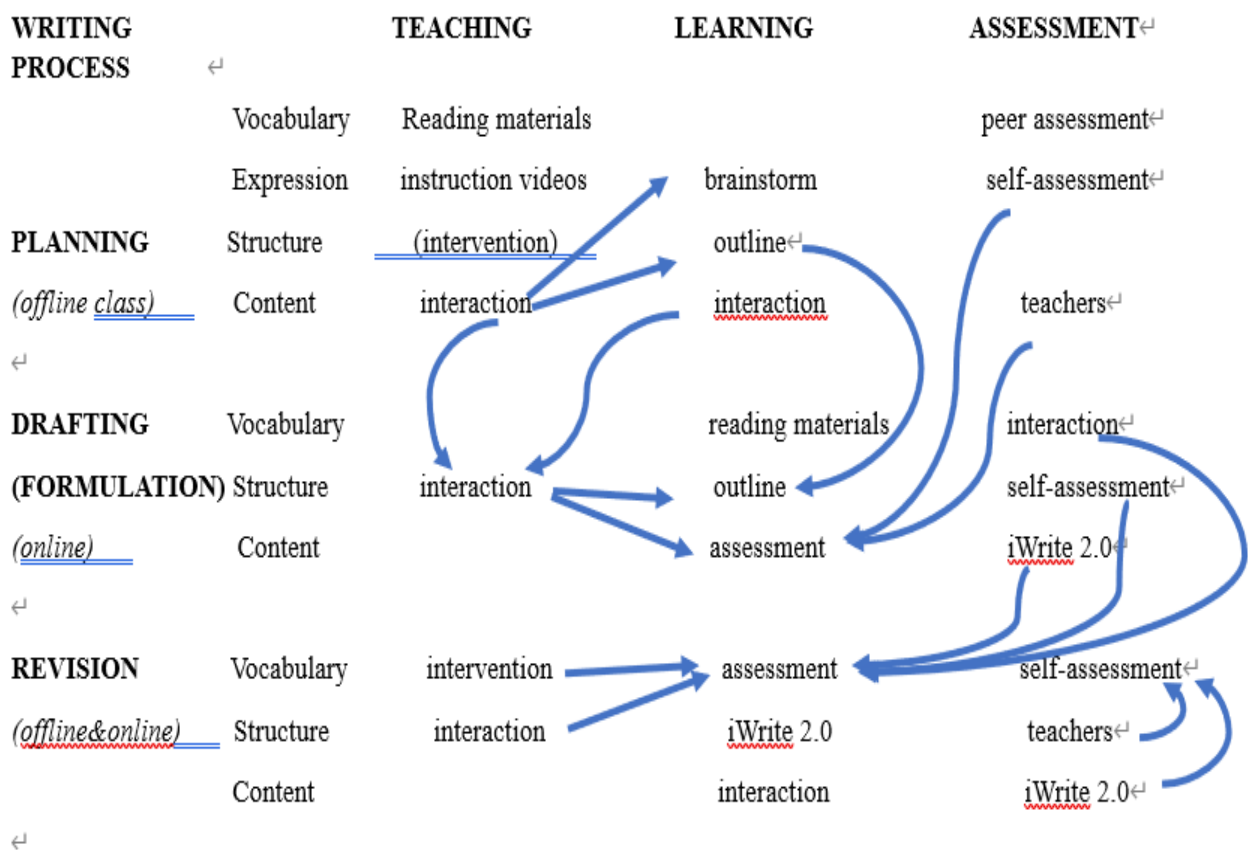


Fig. 2. Blended teaching-learning-assessment writing process

This research not only integrates blended learning into process writing but constructs a teaching model **GPACT MODEL**.

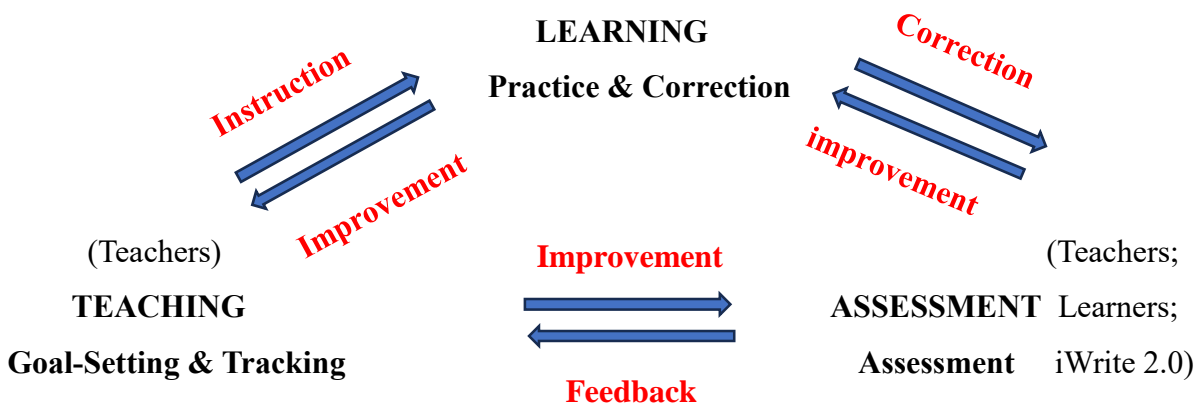


Fig. 3. Gpact model (Goal-setting-Practice-Assessment-Correction-Tracking)
(Learners)

GPACT MODEL consists of goal-setting(G), practice(P), assessment(A), correction(C) and tracking(T). Teachers set the goal of teaching and make the teaching plan. Learners practice writing on the writing platform. Different types of assessments provide evidence for teachers to improve the goal and teaching design and provide evidence for learners to make corrections. The writing process should be tracked by teachers.

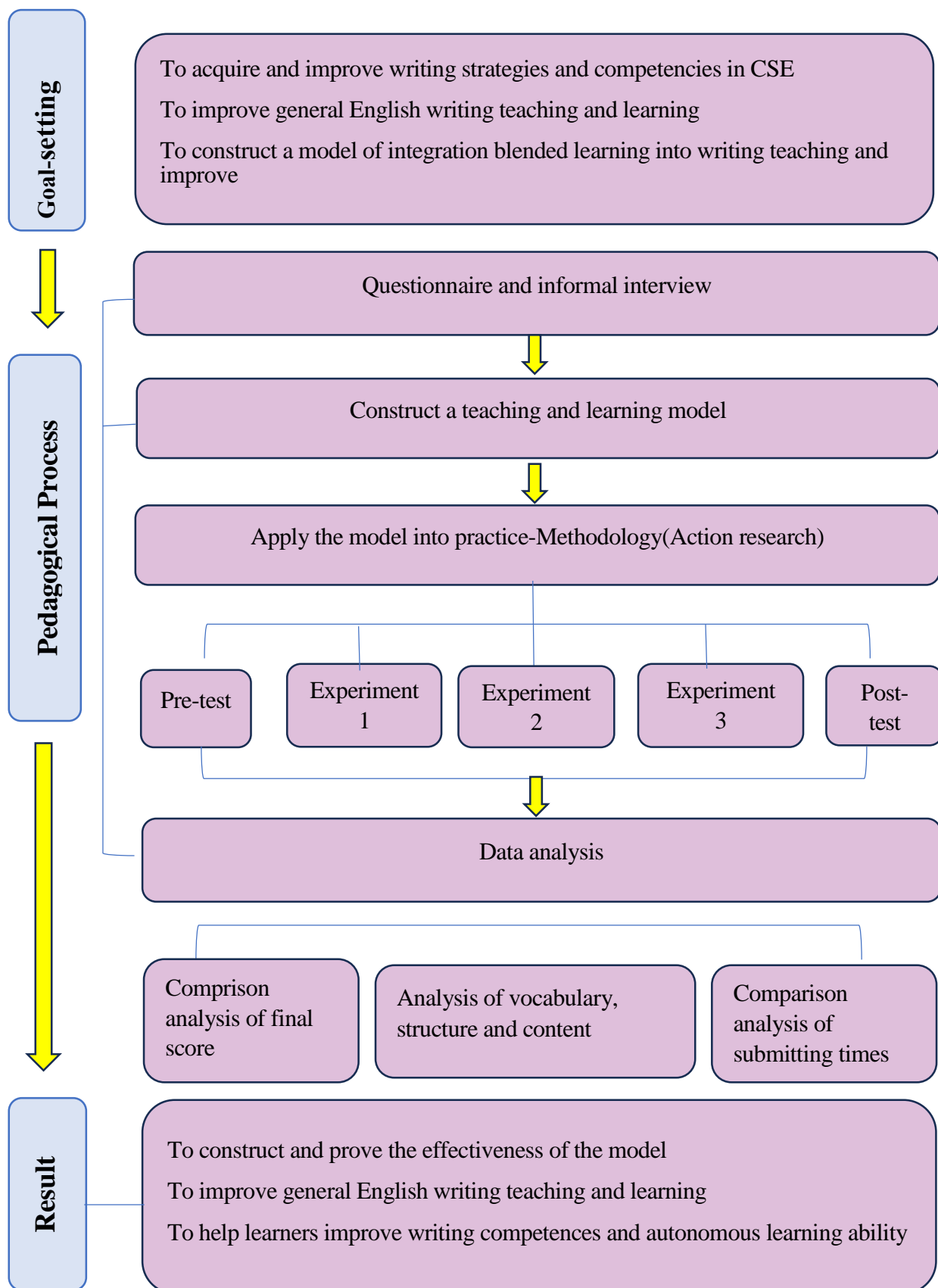


Fig. 4. Research Design

The third chapter of the dissertation “**Experimental verification of online writing in teaching and learning**”. The research conducted a questionnaire and interview to investigate the current situation in writing learning. The research adopts

action research as the main methodology, comparing results of each cycle with previous ones and conducts a comparative analysis of results of pre-test and post-test to the effectiveness of GPACK model. The participants are non-English majors from different universities. Students are required to write argumentative essays that incorporate intervention and interaction while undergoing dynamic assessment during writing process. The methodology is action research consisting of 5 cycles. The research compares results of each cycle with the previous one and conducts a comparative analysis of pre-test and post-test. The participants are divided into one experiment group and one control group. The experiment group participates in the action research and the control group applies product approach. The research compares the results of the final test to illustrate the difference in effectiveness of product approach and process approach.

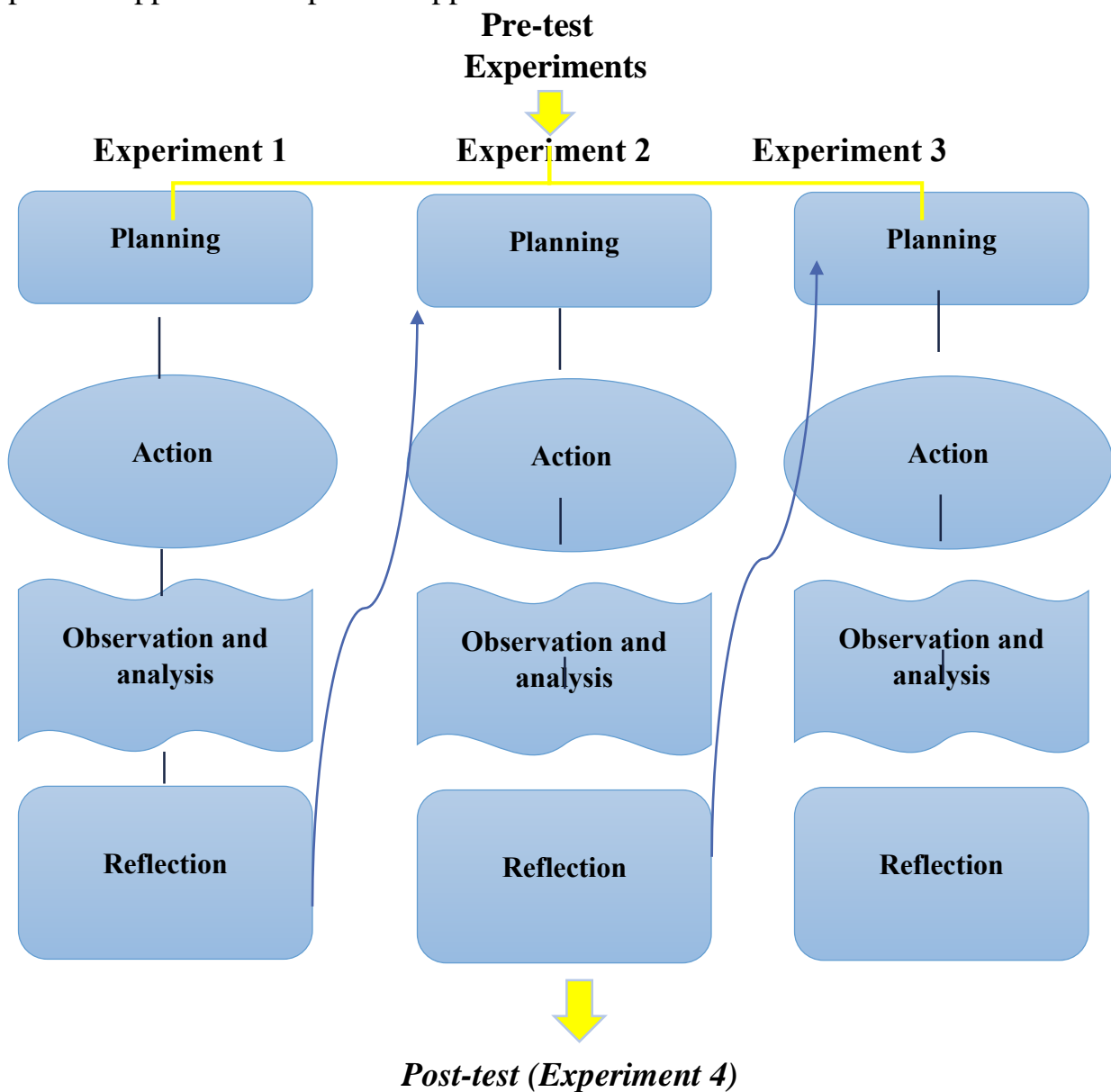


Fig. 5. Design of the Action Research

GPACK MODEL is a model with the combination of teaching, blended learning and assessment. Blended teaching and learning activities include offline

activities and online activities. The research constructs a blended writing teaching framework. (Table.3) The teaching framework consists of 3 stages of writing, planning, formulating, revising and designing some activities for two periods of class.

Table 3.

Blended Writing Teaching Framework

	Online/Offline	Teaching Activities
Planning	online & offline	teaching video, brainstorm, questionnaire, reading, TED, discussion, outline
Formulating	online	Online Writing
Revising	online & offline	discussion, self/peer assessment, teachers' instruction on writing

In order to evaluate the products of writing more scientifically, the research builds a rubric for assessment which consists of 2 primary indicators, 4 secondary indicators and 16 tertiary indicators. (Table. 4)

Table 4.

Rubric for Assessment

Primary Indicator	Secondary Indicator	Tertiary Indicator
Results of Essays	Final Score	
Text Features	Vocabulary	Token
		Types
		Lemma
		TTR
		LTTR
		Families
		Active words (%)
		Academic words (%)
	Structure	Paragraphs
		Sentences
		Clauses
		Avg. Sentence Length
		Avg. Paragraph Length
	Content	Syntactic Complexity
		Relevance
		Coherence

Each stage is designed for vocabulary, structure, and content, which can have an impact on the subsequent stages. The research may consist of several cycles of action research. After a cycle, language teachers will examine the advantages and disadvantages, recommend improvement approaches, and begin the subsequent cycle of action. The research includes 3 primary stages: pre-test, teaching

experiments, and post-test. During the pre-test, language learners complete a writing task independently. The teaching experiment involves four distinct domains: vocabulary, structure, content, and combination of all , for the purpose of process writing and investigating the impact of intervention and teacher-learner interaction.

Comparison analysis of pre-test and post-test

Table. 5

Comparison of Numbers of Students in Final Test (Total:15 points)

Points \ Num.	≤5	5.1-6	6.1-7	7.1-8	8.1-9	9.1-10	10.1-11	11.1-12	12.1-13	13.1-14	14.1-15
Pre-test (Num.)	24	0	1	5	61	373	302	208	186	0	0
Post-test (Num.)	0	0	24	0	8	70	353	266	205	148	86

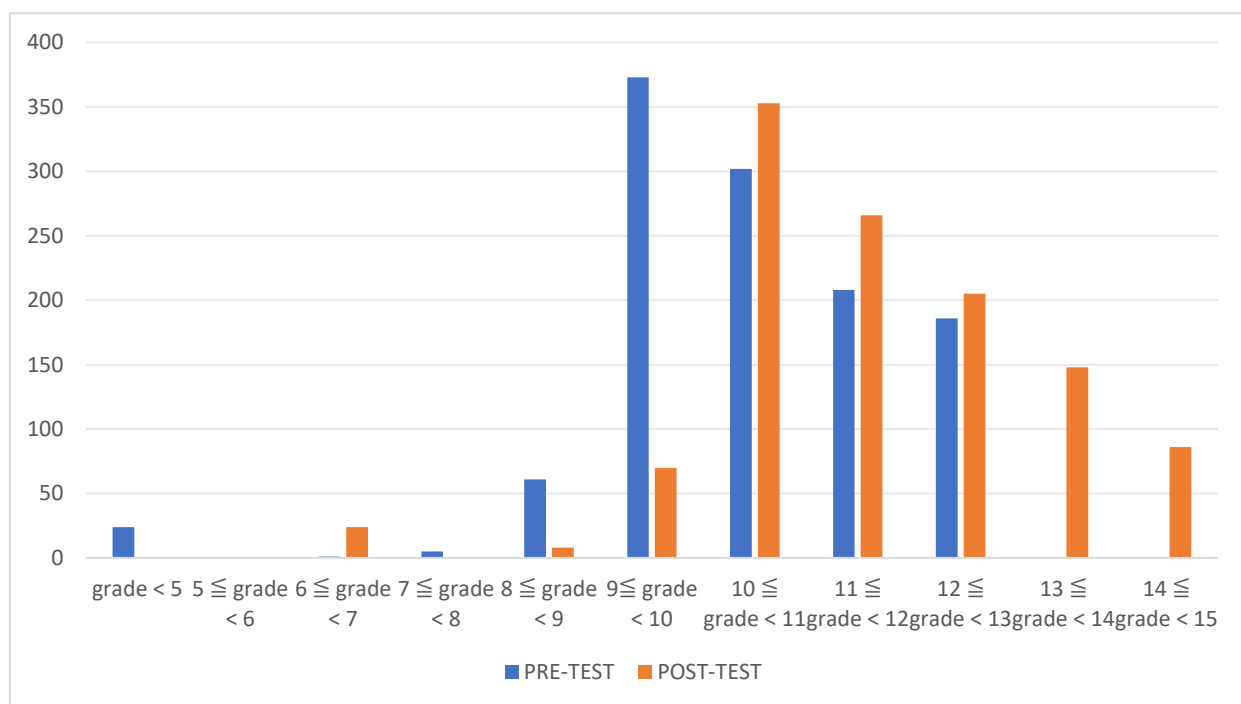


Chart 1. Comparison of Final Score

The diagram demonstrates a significant improvement in results following the implementation of the BLENDED TEACHING-LEARNING-ASSESSMENT WRITING MODEL in the General English writing class. According to the standard of CET 4/6, the writing level can be divided into 5 grades based on the score (15 points in total): A (13-15), B (10-12), C (7-9), D (4-6), and E (1-3). The excellence rate means the proportion of students awarded Grade A (13-15). The excellence rate can reach 20.17%. The upgraded rate demonstrates an increase from 72.41% to 81.90%.

Table 6.**Comparative Data Analysis**

Group	Obs	Mean	Std. Dev.	Min	Max
PRE-TEST	1160	10.45	1.342	5	12.2
POST-TEST	1160	11.66	1.534	6.9	14.7

Standard Deviation of PRE-TEST

$$s = \sqrt{((x_1 - x)^2 + (x_2 - x)^2 + \dots + (x_n - x)^2) / n} = 1.342$$

The average score of PRE-TEST is 10.45 and the standard deviation is 1.342, demonstrating that student performance is centered around the average score. The lowest score is 5, the highest one is 12.2.

Standard Deviation of POST-TEST

$$s = \sqrt{((x_1 - x)^2 + (x_2 - x)^2 + \dots + (x_n - x)^2) / n} = 1.534$$

The average score of POST-TEST is 11.66 and the standard deviation is 1.534, also indicating that student performance is centered around the average score. The lowest score is 6.9, the highest one is 14.7.

Mean of PRE-TEST

$$M = (X_1 + X_2 + \dots + X_n) / n = 10.45$$

Mean of POST-TEST

$$M = (X_1 + X_2 + \dots + X_n) / n = 11.66$$

$$10.45 < 11.66$$

The results of POST-TEST indicate an improvement in average score compared to the PRE-TEST. The smaller standard deviations indicate a greater concentration of student achievement, and the differences between minimum and maximum values are also relatively small, indicating that there is less variation in the degree of knowledge acquired by students.

Table 7.**Comparative Analysis of Vocabulary**

	Tokens	Types	Lemma	TTR	LTTR	Families	Active words(%)	Academic words(%)
PRE-TEST Avg.	153.69	99.79	95.56	0.65	0.62	72.71	64.62	2.64
POST-TEST Avg.	189.76	113.61	109.47	0.61	0.59	83.10	67.96	4.04

Table 8.**Comparative Analysis of Structure**

	Paragraphs (Num.)	Sentences (Num.)	Clause (Num.)	Avg. Sentence Length (Num.)	Avg. Paraph Length (Num.)	Syntactic Complexity
PRE-TEST Avg.	3.13	10.26	7.62	17.98	2.95	0.38
POST-TEST Avg.	3.69	11.42	6.76	19.22	3.92	1.74

Table 9.**Comparative Analysis of Content**

		Relevance (%)	Coherence (%)
PRE-TEST	Min	34	69
	Max	91	100
POST-TEST	Min	20	42
	Max	94	100

A comparative analysis of vocabulary illustrates the number of types, lemma, TTR, LTTR and families increases with an increase in tokens, despite the tokens exceeding the required words in a specific direction. The post-test has a higher count of active and academic words compared to the pre-test, indicating that reading materials can enhance learners' acquisition and application of vocabulary in essay writing.

A comparative analysis of structure reveals there are more paragraphs and sentences as the words increase but fewer clauses. The average length of paragraphs and sentences has undergone slight changes, and there has been a significant improvement in syntactic complexity. This suggests that learners can benefit from the complex sentence structures found in reading passages.

There are no differences of relevance and coherence between pre-test and post-test. The researcher observes that essays receiving lower scores exhibit a variety of issues, including poor logical structure and irrelevant content. It is worth noting that the essay with the highest score may not necessarily exhibit the highest coherence and relevance. Essays scoring between 10 and 13 display good coherence and relevance in comparison. Hence, it is recommended that language teachers read through all essays, especially those with lower coherence and relevance, in order to assist learners in improving their abilities.

222070238	罗玉丹	1	2022.10.27	24 min	9.4	--	原创	🗨️	🔄	🔍	+	222110830	张敏	3	2023.05.26	496 min	★★★★★	8 min	13.2	--	限
222110114	冯楷楷	4	2022.10.27	1 min	11.1	--	原创	🗨️	🔄	🔍	+	222110824	孙蝶	2	2023.05.26	91 min	★★★★★	10 min	11.4	--	限
222110116	李雅洁	4	2022.10.26	2 min	10.8	--	原创	🗨️	🔄	🔍	+	222070742	张瑞...	2	2023.05.25	208 min	★★★★★	14 min	11.8	--	限
222110621	徐莉琪	2	2022.10.26	1 min	10	--	原创	🗨️	🔄	🔍	+	222110230	徐璐...	9	2023.05.20	9 min	★★★★★	4 min	12.8	--	限
222180207	寇嘉悦	1	2022.10.25	53 min	11	--	原创	🗨️	🔄	🔍	+	222110114	冯楷...	6	2023.05.19	59 min	★★★★★	9 min	12.8	--	限
222050445	孙长瑞	1	2022.10.25	13 min	8.8	--	原创	🗨️	🔄	🔍		222110116	李雅...	1	2023.05.17	621357 ...	★★★★★	4 min	12.7	--	限
222090342	李虹庆	1	2022.10.25	41 min	9.5	--	原创	🗨️	🔄	🔍	+	222070934	杨智...	2	2023.05.17	250 min	★★★★★	1 min	12.3	--	限

Printscreen. 1&2 Times of submission of post-test

Table 10.

Comparison of Times of Submission

	Min	Max	Avg.
PRE-TEST	1	4	1.72
POST-TEST	1	9	2.02

These two prescreens are from iWrite 2.0, which displays the times of submission of learners in pre-test and post-test. Comparing times of submission by learners between pre-test and post-test, the research illustrates students are more active in revising the essays and modifying in the post-test. The interview with some students concludes that students want to get a higher score and improve their essays with the materials and instruction teachers provide. During this process, students change their attitude towards online writing.

The research conducts another comparative analysis on the results of experiment group and control group. The results illustrate there is an improvement in final score and text feature, which proves the process writing is more effective than product writing.

CONCLUSION

Through the use of questionnaires and informal interviews, the research concludes the background and characteristics of non-English major students, targeting first-year students. The research improved and integrated the existing domestic and international studies through constructing a new blended teaching and learning model. The model designed the activities in offline class and online writing tasks, incorporating intervention and strategies suitable for each stage of the writing process. This research was implemented over a 15-week period with significant progress noted and the conclusions are as follows:

1. More than 85% of online learning tasks can be completed by the learners, so that the efficiency of in-class time can be improved a lot. Integration of technology into language teaching can reduce the time of instruction in class and make teachers and learners spend more time on interaction.

2. A process-oriented approach is more effective than a result-oriented approach. The practice of writing through dialogue, instructions, and materials is

necessary and beneficial for the development of students' written communication skills and critical thinking.

3. Multi-dimensional assessments can effectively reduce subjective scoring bias. Traditional writing assessments depend on teachers and peers, but different types of assessments are more objective. Teachers can improve teaching design based on reflection on assessment, and learners can improve critical thinking after correcting writing tasks according to assessment criteria.

4. In the writing process, students can acquire more vocabulary, build a more logical structure, and have more content to write about after learning some materials so they can improve their writing abilities gradually. Learners are more willing to express themselves effectively through interaction. The engagement in instructional activities has been increased significantly.

5. The application of technology can help teachers reduce workload from tedious grading work. Teachers can cultivate evaluation literacy when they focus more on assessment and make use of different assessments to improve teaching. The role of teachers has been transitioned from instructor to designer, facilitator, and assessor.

6. An autonomous learning is a life-long competence. Learners can manage their learning process, assess their learning performance by themselves, and set a goal for further learning. Gradually learners can develop autonomous learning based on self-regulating learning and self-assessing.

7. The GPACT MODEL is a cycle of goal-setting-practice-assessment-correction-track. In the process of building this model, the research constructs teaching framework and assessment rubrics. The sufficient experimental results prove the effectiveness of this model.

8. This model can be applied in teaching other language skills and teaching different languages. Language teaching is a complex process. Integration of technology into language teaching and learning can be more effective by implementation digital technologies into assessment procedures.

In accordance with the results of the research the following recommendations were suggested:

- Information technology has made the teacher no longer the sole source of information. The Internet can provide more comprehensive knowledge and information than the teacher, but human cognitive ability is after all limited. The most important task of the teacher is not to impart knowledge, but to become a designer of learning behaviors and to motivate students through various means.

- Teachers are responsible for organizing teaching activities in both online and offline classes. Blended learning allows for interaction between teachers and students to extend. Students must also be effectively guided to participate, exchange ideas, and deepen their understanding.

- In the realm of big data, foreign language education has entered the era of data-driven and personalized learning. Teachers must possess a comprehensive understanding of the importance of learning analysis. They should use online platforms or specialized learning analysis tools to collect and analyze students'

learning data. This will enable them to provide support for teaching decisions and refine the design and management of teaching.

- The quality and effectiveness of teaching can only be improved when teachers consciously apply their teaching concepts to their teaching practice and embody them in their teaching behavior. Therefore, language teachers must prioritize transforming their teaching behaviors, in addition to upgrading their teaching beliefs. Teachers can develop their teaching ability only through the cycle of practice, reflection, practice and reflection.

**НАУЧНЫЙ СОВЕТ DSc.03/30.12.2019.Fil.01.10 ПО ПРИСУЖДЕНИЮ
УЧЕНЫХ СТЕПЕНЕЙ ПРИ НАЦИОНАЛЬНОМ УНИВЕРСИТЕТЕ
УЗБЕКИСТАНА ИМЕНИ МИРЗО УЛУГБЕКА**

НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ УЗБЕКИСТАНА

ФУ ЛЕЙ

**ИНТЕГРАЦИЯ СМЕШАННОГО ПРЕПОДАВАНИЯ И ОБУЧЕНИЯ В
ПРЕДМЕТ «АНГЛИЙСКАЯ ПИСЬМЕННАЯ РЕЧЬ»
(на примере университетов Китая)**

13.00.02 – Теория и методика обучения и воспитания (английский язык)

АВТОРЕФЕРАТ

диссертации доктора философии (PhD) по педагогическим наукам

Ташкент – 2025

Введение (аннотация к диссертации доктора философии PhD)

Целью исследования является разработка эффективной модели интеграции смешанного обучения в процесс преподавания письменной речи на английском языке в университетах Китая и ее апробация для доказательства ее эффективности.

Задачи исследования:

изучить принципы, подходы и основополагающие факторы смешанного обучения, разработать и внедрить циклические механизмы (постановка целей → практика → оценка → коррекция) в учебный процесс, чтобы протестировать его влияние на результаты обучения, в соответствии с Руководством по преподаванию английского языка в университете (издание 2020 г.);

внедрить концепцию «преподавание-обучение-оценивание» и спопоставить результаты перехода от ориентированного на продукт к ориентированному на процесс обучению письму в преподавании общего английского языка на основе существующих и новых разработанных подходов;

проанализировать различные виды оценок и выстроить новую модель с акцентом на разнообразие оценочных средств путем применения данной модели в нескольких экспериментальных циклах (планирование → действие → наблюдение → анализ → осмысление) для оценки ее эффективности;

разработать критерии оценки письменных заданий на основе ключевых критериев для развития письменной речи на английском языке, проверить их надежность и обоснованность при оценке успеваемости студентов по предмету «письменная речь», а также усовершенствовать стратегии обучения и обеспечить их эффективную интеграцию на занятиях по развитию письменной речи на английском языке.

Объектом диссертационного исследования является процесс усовершенствования письменных навыков студентов путем построения и внедрения модели GРАСТ (постановка цели-практика-оценка-коррекция-отслеживание прогресса).

Предметом диссертационного исследования являются формы и методы применения модели смешанного преподавания и обучения и ее сочетание с динамической оценкой на занятиях по развитию письменной речи на занятиях по английскому языку в высших учебных заведениях Китая посредством нескольких циклов практического исследования.

Научная новизна исследования определена следующими результатами: разработана теория смешанного обучения с акцентом на важнейшую роль оценки на основе ключевых факторов и принципов и формирования цикла «постановка цели-практика-оценка-коррекция/работа над ошибками»;

доказано, что переход от подхода, ориентированного на продукт, к подходу, ориентированному на процесс, улучшает преподавание письменной речи на английском языке, что в свою очередь повышает эффективность

технологии за счет интеграции смешанного обучения в процесс развития письменных навыков;

создана модель GРАСТ (постановка цели-практика-оценка-коррекция-отслеживание прогресса), и ее эффективность доказана посредством практического анализа нескольких экспериментальных циклов, состоящих из планирования, действия, наблюдения, анализа данных оценки и осмысления, которые послужили основой для методологии; на основе сравнительного анализа особенностей текста различных заданий по развитию навыков письменной речи был усовершенствован способ проверки заданий;

критерии оценки разработаны на основе сравнительного анализа итоговой оценки, словарного запаса, структуры, содержания, релевантности и согласованности, что наглядно демонстрирует необходимость усовершенствования учебных планов и эффективного интеграции в процесс обучения письменной речи.

Внедрение результатов исследования.

На основе теоретических и практических выводов и рекомендаций, разработанных в диссертации:

выводы, связанные с разработкой теории смешанного обучения с акцентом на решающую роль оценки на основе ключевых факторов и принципов, а также формирование цикла «постановка целей-практика-оценка-коррекция», были использованы в проекте «Application of Teaching-Learning-Assessment Model into Online writing», проведенном в 2021-2023 годах в Университете финансов и экономики Внутренней Монголии. Ранее в качестве способа оценки письма в основном использовалась статическая оценка и итоговый балл. На основании выводов, данных онлайн-системой письма, в результате применения модели преподавания и обучения письменная компетентность студентов была улучшена и получила более высокую оценку в CET 4;

новая разработанная модель преподавания и обучения GРАСТ model, демонстрирующая соответствие учебных материалов процедурам оценки, была внедрена в проект «A Case Study of Teaching-Learning-Assessment Model», который проводился в 2022-2023 годах в профессиональном колледже бизнеса и торговли Внутренней Монголии. Поскольку в китайских университетах не было модели преподавания и обучения на уроках обучению письменной речи на английском языке, новая модель применяется на уроках по развитию письменных навыков для улучшения как процессов преподавания, так и обучения. Более того, занятия по развитию письменной речи стали более содержательными для большего взаимодействия между преподавателями и студентами благодаря применению новой модели.

доказанная значимость перехода от подхода, ориентированного на продукт, к подходу, ориентированному на процесс, и повышение эффективности технологий путем интеграции смешанного обучения в процесс обучения письменной речи были использованы в международном проекте № 598340-EPP-1-2018-1-ES-EPPKA2-SBHE-JP «Рамки университетского

сотрудничества по передаче знаний в Центральной Азии и Китае (UNICAC)» (справка № 04/11-689 от 12.01.2024, Национальный университет Узбекистана имени Мирзо Улугбека). В результате были пересмотрены тестовые материалы для магистрантов с учетом сравнения эссе каждого цикла, анализа текста по лексике, структуре и содержанию;

разработанные критерии оценки, основанные на сравнительном анализе итогового балла, словарного запаса, структуры, содержания, релевантности и связности, предоставляющие основания для усовершенствования учебных планов и эффективной интеграции на занятиях по обучению письменной речи, были внедрены в прикладной проект УоА-1-06 «Компетентностный подход к организации контроля качества профессионального образования переводчиков» (справка № 04/11-686 от 12.01.2024, Национальный университет Узбекистана имени Мирзо Улугбека). Внедрение этой модели на занятиях по развитию письменной речи помогло повысить эффективность обучения переводчиков, а также помогло преподавателям преодолеть определенные риски и проблемы в смешанном обучении.

Структура и объем диссертации. Диссертация состоит из введения, трёх глав, заключения, списка использованной литературы. Основной объем работы составляет 125 страницы.

E'LON QILINGAN ISHLAR RO'YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
LIST OF PUBLISHED WORKS

I bo'lim (I часть; I part)

1. Fu Lei. The Effect of Feedback on Writing from Automated Evaluation System iWrite 2.0 // O'zMU Xabarlari. – Toshkent, 2023. Maxsus son. – B. 124-128.
2. Арустамян Я.Ю., Леи ФУ. Изучение английского языка в Китае: подходы и оценка результатов // O'zA Ilm-fan bo'limi (Elektron jurnal). – Toshkent, 2023. – № 12 (50). – B. 126-130.
3. Fu Lei. A Comparative Study on Complexity of Texts in College English Textbook and in CET 4 // EPRA International Journal of Multidisciplinary Research, 2023. – № 08 (9). – P. 334-338.
4. Fu Lei. A Study on Types and Causes of Online Writing Errors Based on iWrite // Markaziy Osiyoda Jamiyat, Gender va Oila, 2023. – № 03 (8). – B. 130-137.
5. Fu Lei. The Analysis on Difference between Machine Scoring and Human Scoring in Writing Assessment // Education and Innovative Research, 2023. – № 12. – P. 155-160.
6. Fu Lei. A Study on Application of Continuation Writing in College English Writing Based on iWrite 2.0 // Language and Literature Teaching, 2023. – № 10. – P. 33-35.

II bo'lim (II часть; II part)

7. Fu Lei. Implements of Task-Based Formative Assessments in College English Teaching and Learning in China // Assessment in Teaching Foreign Languages: Achievements, Challenges and Solutions, 2021. 04.09. – P. 232-235.
8. Fu Lei. The Contributing Factors of the Low Passing Rate in CET 4 Based on the Reading Text Complexity Analysis // International Conference on “Economics, Business, Tourism & Social Sciences”, 2021. 12.19. – P. 23.
9. Fu Lei. The Research on School-Based Listening Test Assessment Based on Cognitive Abilities // On measures to further improve the system of learning foreign languages, 2022. 03.18. – P. 8-12.
10. Fu Lei. The Impact of Feedback from Automated Evaluation System iWrite 2.0 on Writing Teaching and Learning // The12th International Conference on Foreign Language Teaching and Applied Linguistics (FLTAL), 2022. 12.02. – P. 27.
11. Fu Lei. Research on Teaching and Learning of Online Writing under Dynamic Assessment // 1st Uzbekistan-Azerbaijan Academic Forum on Educational Research & Innovation “Inspiring Regional Collaborations”, 2023. 10.21. – P. 47-54.

12. Fu Lei. Research on The Construction of Blended Teaching-Learning-Assessment Model for General English Writing // VIII International Scientific and Practical Conference “New problems of science and ways of their solution”, 2023. 11.15. – P. 100-104.

13. Fu Lei. A Study on the Construction of a Blended Teaching and Learning Model for General English Writing // The 13th International Conference on Foreign Language Teaching and Applied Linguistics (FLTAL), 2023. 11.29. – P. 24.

14. Fu Lei. The Impact of Feedback from AWES on Revision Behavior in English Writing // International Scientific and Practical Conference, 2024. 04.25. – P. 91-94.

Avtoreferat «_____» jurnali tahririyatida
tahrirdan o‘tkazilib, o‘zbek, rus va ingliz tillaridagi matnlar o‘zaro
muvofiglashtirildi.

Bosmaxona litsenziyasi:



9338

Bichimi: 84x60 ¹/₁₆. «Times New Roman» garniturası.
Raqamli bosma usulda bosildi.
Shartli bosma tabog‘i: 3,7BI5. Adadi 100 dona. Buyurtma № 29/25.

Guvohnoma № 851684.
«Tipograff» MCHJ bosmaxonasida chop etilgan.
Bosmaxona manzili: 100011, Toshkent sh., Beruniy ko‘chasi, 83-uy.