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ASSESSMENT CRITERIA FOR READING AND WRITING SKILLS IN TEACHING EFL TO ECONOMICS STUDENTS: A COMPARATIVE PERSPECTIVE ON UZBEKISTAN AND INTERNATIONAL STANDARDS

Annotation

This paper investigates the assessment of English reading and writing skills among economics students in Uzbekistan in comparison with global standards. It examines key evaluation tools, pedagogical approaches, and assessment methods in both contexts. The findings reveal significant differences in evaluation techniques and their influence on students' academic and professional development. The study underscores the necessity for a more standardized evaluation approach to enhance students' language proficiency in an increasingly competitive global landscape.

Key words: teaching EFL, assessment methods, reading and writing proficiency, global benchmarks, CEFR, IELTS.

КРИТЕРИИ ОЦЕНКИ НАВЫКОВ ЧТЕНИЯ И ПИСЬМА ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ СТУДЕНТОВ-ЭКОНОМИСТОВ: СРАВНИТЕЛЬНЫЙ АНАЛИЗ СТАНДАРТОВ УЗБЕКИСТАНА И МЕЖДУНАРОДНЫХ НОРМ

Аннотация

В данной статье рассматривается оценка навыков чтения и письма на английском языке среди студентов-экономистов в Узбекистане в сравнении с мировыми стандартами. Анализируются ключевые инструменты оценки, педагогические подходы и методы тестирования в обоих контекстах. Результаты исследования выявляют значительные различия в методах оценки и их влияние на академическое и профессиональное развитие студентов. Исследование подчеркивает необходимость стандартизированного подхода к оценке для повышения языковой компетентности студентов в условиях растущей глобальной конкуренции.

Ключевые слова: Обучение английскому как иностранному, методы оценки, владение чтением и письмом, международные стандарты, CEFR, IELTS.

IQTISODIYOT YO'NALISHI TALABALARIGA CHET TILI SIFATIDA INGLIZ TILINI O'QITISHDA O'QISH VA YOZISH KO'NIKMALARINI BAHOLASH MEZONLARI: O'ZBEKISTON VA XALQARO STANDARTLARNING QIYOSIY TAHLILI

Annotatsiya

Ushbu maqolada O'zbekistonning iqtisodiyot yo'nalishi talabalari orasida ingliz tilida o'qish va yozish ko'nikmalarini baholash jarayoni xalqaro standartlar bilan taqqoslab tahlil qilinadi. Tadqiqotda asosiy baholash vositalari, pedagogik yondashuvlar hamda baholash usullari har ikki kontekstda ko'rib chiqiladi. Natijalar shuni ko'rsatadiki, baholash texnikalari orasida sezilarli farqlar mavjud bo'lib, ular talabalarning akademik va professional rivojlanishiga ta'sir ko'rsatadi. Tadqiqot natijalari shuni tasdiqlaydiki, talabalar til kompetensiyasini oshirish uchun baholash jarayonini yanada standartlashtirish zarurati ortib bormoqda.

Kalit so'zlar: Chet tili sifatida ingliz tili o'qitish, baholash usullari, o'qish va yozish kompetensiyasi, xalqaro mezonlar, CEFR, IELTS.

Introduction. In today's interconnected academic and professional environment, proficiency in English reading and writing is crucial for economics students. Given English's dominance in economic literature, students must develop adequate skills to engage with scholarly materials and professional documents effectively. Despite notable improvements in English instruction in Uzbekistan, assessment methods still diverge significantly from international practices. This article explores these inequalities, comparing the evaluation of reading and writing skills in Uzbekistan with global standards.

Literature Review. Teaching EFL to non-philology students in improving reading and writing skills involves a wide range of innovative methods, approaches, and techniques in many developed countries, whereas, in developing countries the implementation of them confronts significant difficulties because of the limited teaching resources and technological tools. Some researchers' works and survey reports about the improvement of reading and writing skills of economics students around the world are discussed in this part of the article. Hyland (2016) posits that students with strong reading and writing abilities can engage more effectively with scholarly materials and construct well-reasoned arguments. The Common European Framework of Reference for Languages (CEFR) serves as an internationally accepted standard
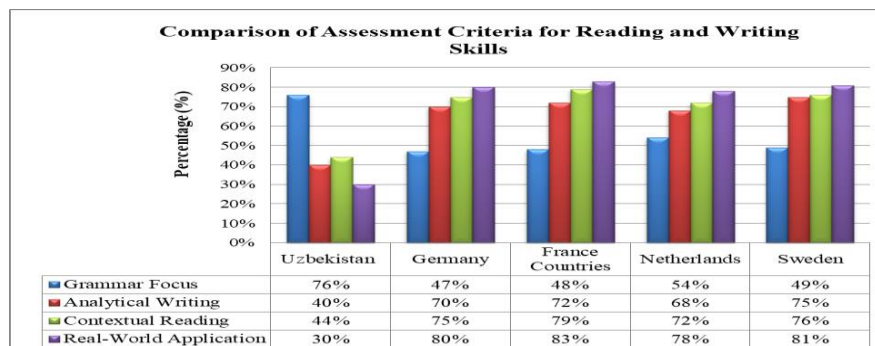
for language assessment (Council of Europe, 2020). Furthermore, standardized exams such as IELTS and TOEFL are widely regarded as effective tools for evaluating English proficiency across disciplines (Brown & Abeywickrama, 2019). The Global Employability Survey (2021) reports that graduate with experience in writing business communication documents and research papers exhibit a 30% higher employability rate than those with purely theoretical knowledge. Case studies from European universities suggest that students exposed to practical writing tasks display enhanced adaptability and problem-solving skills in professional settings (European Commission Education Report, 2022). Additionally, the British Council (2019) indicates that students from countries without CEFR-aligned assessments face difficulties in gaining admission to international universities and securing employment in multinational corporations.

While European institutions implement CEFR-based assessments to ensure compatibility with global academic and business standards (Council of Europe, 2021), Uzbekistan has initiated educational reforms to align its English language instruction with international frameworks (Karimov et al., 2021). However, research indicates that Uzbekistan's evaluation methods still prioritize grammatical accuracy over practical application, thereby limiting students' ability to perform effectively in real-

world scenarios (Tursunova & Rahimov, 2022). Unlike global best practices, which emphasize analytical writing and contextual reading, Uzbekistan's education system tends to overlook these critical areas (Smith & Jones, 2021).

Methodology. This study employs a mixed-methods approach, integrating qualitative and quantitative research.

Results.

Surveys were conducted with university professors and students in Uzbekistan, supplemented by an analysis of international evaluation frameworks such as CEFR and IELTS. Additionally, statistical methods were applied to assess the effectiveness of different assessment strategies.

Comparison of Assessment Criteria for Reading and Writing Skills

	Uzbekistan	Germany	France Countries	Netherlands	Sweden
Grammar Focus	76%	47%	48%	54%	49%
Analytical Writing	40%	70%	72%	68%	75%
Contextual Reading	44%	75%	79%	72%	76%
Real-World Application	30%	80%	83%	78%	81%

Picture 1. Comparative Analysis of Reading and Writing Assessment Criteria in Uzbekistan and European Countries

The assessment criteria for reading and writing skills among economics students vary significantly between Uzbekistan and European nations, specifically Germany, France, the Netherlands, and Sweden. The primary distinctions lie in assessment focus areas, with Uzbekistan emphasizing grammatical accuracy, while European countries prioritize analytical thinking, contextual comprehension, and real-world application.

Grammar Emphasis. Uzbekistan's evaluation system allocates approximately 76% weight to grammatical accuracy in reading and writing tasks. Consequently, students are primarily assessed on their ability to construct grammatically correct sentences rather than their ability to convey ideas clearly or critically analyze texts. In contrast, Germany, France, the Netherlands, and Sweden allocate between 47% and 54% to grammar, recognizing it as an essential but not overriding factor in assessing reading and writing proficiency. European institutions balance grammatical accuracy with logical coherence, clarity, and analytical depth.

Analytical Writing. Analytical writing skills are fundamental to academic and professional success, particularly in economics, where structured reasoning and argumentation are crucial. Uzbekistan assigns only 40% weight to analytical writing, indicating a lower emphasis on students' ability to construct well-supported arguments. In contrast, European countries place a higher priority on analytical writing (70%-75%), requiring students to interpret data, analyze economic concepts, and formulate reasoned arguments.

Contextual Reading. The ability to comprehend and interpret texts within their broader context is an essential component of language proficiency. Uzbekistan's evaluation system assigns a mere 44% weight to contextual reading, meaning students' comprehension is predominantly assessed based on surface-level understanding and grammatical correctness rather than critical text analysis. In contrast, Germany, France, the Netherlands, and Sweden allocate between 72% and 79% weight to contextual reading, ensuring that students engage with texts beyond their syntactic structure.

Real-World Application. A crucial difference between Uzbekistan and European assessment systems is the emphasis on real-world applications of reading and writing skills. In Uzbekistan, assessments allocate only 30% to practical applications, resulting in students seldom utilizing their reading and writing abilities in authentic economic contexts. Conversely, European systems place significant emphasis on real-world applications (78%-83%), requiring students to engage with actual economic reports, business documents, and research papers.

A comparative analysis of Uzbekistan's assessment system and those in Germany, France, the Netherlands, and Sweden highlights several areas for improvement. While Uzbekistan prioritizes grammatical accuracy, European institutions emphasize analytical writing, contextual reading, and real-world applications, better preparing students for academic and professional challenges.

To modernize Uzbekistan's assessment system and align it with international best practices, the following recommendations are proposed:

Reducing excessive emphasis on grammar and increasing the weight of analytical writing to foster students' reasoning and argumentation skills.

Incorporating contextual reading tasks requiring students to critique, interpret, and synthesizing economic texts to enhance their comprehension abilities.

Integrating real-world application tasks, such as business reports, policy analyses, and case study reviews, ensuring students can apply their language skills in practical settings.

Adopting CEFR-based assessments to align Uzbek universities with international English proficiency benchmarks.

Implementing formative assessment strategies (peer reviews, self-assessment, and digital tools) to support continuous development in reading and writing skills.

By implementing these reforms, Uzbekistan can ensure that economics students acquire the English proficiency necessary to compete effectively in international academia and the global job market.

Discussion. The findings of this study emphasize the importance of a well-rounded and internationally aligned approach to assessing English reading and writing skills among economics students in Uzbekistan. The divergence from global standards, particularly in analytical writing and contextual reading, suggests the need for a paradigm shift in assessment strategies.

One of the critical takeaways is the necessity of integrating frameworks such as CEFR and IELTS into the university curriculum. These frameworks not only provide a standardized measure of language proficiency but also ensure that students acquire skills applicable beyond academia. A structured assessment system that balances grammatical accuracy with analytical depth can significantly improve students' abilities to engage with economic discourse effectively.

Moreover, including real-world applications in assessment practices can bridge the gap between theory and practice. For instance, requiring students to analyze financial reports, draft business proposals, and synthesize economic data in English can enhance their adaptability to professional environments. This approach aligns with best practices in European institutions, where language proficiency is assessed in conjunction with practical economic applications.

Furthermore, formative assessment methods, such as peer reviews, self-evaluation, and digital tools, can play a pivotal role in enhancing students' reading and writing capabilities. These strategies encourage continuous improvement, allowing students

to refine their analytical skills and develop a deeper understanding of economic literature. Implementing such methods would facilitate a shift from rote learning to a more interactive and competency-based evaluation model.

Overall, aligning Uzbekistan's assessment system with global benchmarks will not only enhance students' academic performance but also increase their employability in international markets. As the demand for proficient English communication in the economic sector continues to grow, it is imperative that assessment practices evolve to meet these global standards. Integrating internationally recognized frameworks such as CEFR and IELTS into university curricula could substantially enhance students' reading and writing skills. Additionally, incorporating authentic economic texts and case studies into assessments could bridge the gap between theoretical knowledge and practical application. Evidence from leading universities suggests that formative assessments, peer evaluations, and digital tools play a pivotal role in evaluating language proficiency.

Conclusion. The assessment of English reading and writing skills among economics students in Uzbekistan remains an area requiring substantial improvement to align with global academic standards. The comparative analysis highlights the necessity of refining evaluation methods to ensure students acquire the essential language competencies needed for academic and professional success.

A shift from an overly grammar-focused assessment system toward a more balanced approach incorporating analytical writing and contextual reading is imperative. By integrating internationally recognized frameworks such as CEFR, Uzbek

institutions can provide students with structured language development pathways, enhancing their ability to critically engage with economic texts and express complex ideas coherently.

Moreover, increasing the emphasis on real-world applications in reading and writing assessments will better prepare students for practical challenges in global markets. The ability to analyze economic reports, draft business communications, and engage in policy discussions using proficient English skills is crucial in the evolving international economic landscape.

To achieve these goals, universities should adopt a multi-faceted approach that includes formative assessment strategies, digital tools, and interdisciplinary collaboration. Encouraging peer reviews, self-assessment, and interactive learning methodologies will foster continuous improvement in students' language proficiency.

As globalization continues to shape economic education, Uzbekistan's academic institutions must adapt their assessment practices to meet international expectations. By embracing modern evaluation techniques and fostering a more dynamic learning environment, Uzbek universities can equip their students with the linguistic and analytical skills necessary to excel in both academia and the global workforce. Economics students' reading and writing skills in English remains an area requiring improvement in Uzbekistan. A comparative review of local assessment methods and international benchmarks underscores the need for a more integrated and contextually relevant approach. As the global academic landscape continues to evolve, adopting modern assessment techniques will be essential for preparing students for success in an increasingly competitive world.

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