



CRITERIA AND INDICATORS FOR ASSESSING THE DEVELOPMENT OF STUDENTS' SPEAKING COMPETENCE THROUGH AUTHENTIC VIDEO MATERIALS

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ABSTRACT

This article analyzes the criteria and indicators for assessing the development of students' speaking competence through authentic materials and, on this basis, highlights the possibilities of using authentic video materials in English language courses at higher education institutions. Until recently, written and oral examinations were the primary methods used in higher education institutions of the republic to diagnose and assess learning outcomes. In the early years of independence, pedagogical testing was introduced as an additional and more objective assessment method

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The value of written and oral examinations lies not only in their simplicity and ease of application, but also in their ability to assess students' independence of thinking. Written examinations develop students' abilities to work independently and to express ideas and opinions fluently and coherently, while oral examinations foster thinking activity, analytical and synthetic skills, and the ability to justify one's viewpoints.

The low level (reproductive) is characterized by the student's inability to independently reproduce acquired knowledge and by a low volume of subject-related knowledge. At this level, students are able to apply acquired knowledge and methods of activity only in similar situations. It is also marked by insufficient skills in setting realistic short-term goals, a lack of sustained interest in learning, weak cognitive motivation, and limited orientation toward future professional activity. Students at this level lack persistence, goal orientation, self-organization, self-regulation, and adequate self-assessment, and they are often unable to complete tasks they have begun.

The intermediate level (productive) is characterized by the presence of basic knowledge that students can reproduce with the help of guiding questions. At this level,

students sufficiently master key concepts, rules, and principles, enabling them to describe phenomena and empirically obtained facts orally, as well as to analyze various actions based on the application of learned rules or laws. This level involves the acquisition of basic cognitive processes such as analysis and synthesis. Although students' goals are not always clearly defined, they demonstrate a conscious effort to achieve them and are motivated primarily by external factors, such as earning credits or passing examinations. In general, students display an optimistic internal attitude, while manifestations of persistence, goal orientation, initiative, and work capacity are situational. They are capable of self-management and mutual control.

The high level (creative) is characterized by the presence of solid subject knowledge that students can reproduce independently and transfer to new situations. At this level, students are able to work with facts derived through logical reasoning, apply acquired knowledge to problem-solving, and obtain subjectively new information. This level presupposes systematic knowledge and the practical application of knowledge, skills, and competencies. Students' learning activity takes on a research-oriented and creative character, manifested in their ability to identify problems and find optimal solutions. They are capable of setting goals in accordance with objective requirements, independently defining goals and long-term perspectives. Such students demonstrate strong professional and self-development motivations, an optimistic internal attitude, a positive approach to the learning process, self-confidence, persistence, goal orientation, and diligence. They are capable of effective self-management, self-analysis, and self-organization.

The main forms of assessing professional competence and pedagogical creativity differ from those used to assess general competencies, due to the specific nature of the indicators used to evaluate professional competencies and elements of pedagogical creativity. When perceiving new material, students are required not only to understand definitions and symbolic representations, but also to grasp their meaning as related to real-life phenomena and processes. Consciousness and activity, as key instructional principles, encourage students to consciously acquire knowledge and independently identify its essence. Game-based programs that develop observation, memory, attention, spatial imagination, and logical thinking foster students' ability to think independently and consciously.

Learning activity represents both students' cognitive engagement in acquiring knowledge and the teacher's activity in creating conditions for knowledge acquisition and ensuring students' intellectual development. The quality and intensity of students' learning activities determine not only the quality of education, but also the outcomes of professional training. When a student enters the educational system as an active subject, it is assumed from the outset that they are capable of independent, conscious, and goal-oriented action: planning their activities by selecting goals and determining ways and means of achieving them; organizing their capabilities to solve assigned tasks; and monitoring and evaluating their activities by exercising self-control and self-assessment.

Accordingly, the teacher implements the following principles: students should be aware not only of the objectives of a lesson, but also of the expected learning outcomes; the ways to achieve learning outcomes should be clearly explained, including instructions on methods, techniques, or procedures for task completion; students should be informed about

the forms and types of assessment—written (essays, reports, term papers) and oral (presentations, answering questions)—as well as qualitative and quantitative assessment criteria for each task. Tasks recommended for self-assessment in each lesson (tests, questions, exercises, and assignments) ensure ongoing pedagogical monitoring and continuous self-evaluation of progress toward learning objectives. The “Student Achievement Record Sheet” serves as a tool for obtaining timely information on the accumulation of rating points.

The first level of activity, referred to as reproductive activity, is characterized by students’ ability to remember, reproduce, and apply the presented material according to a given model. At this level, students do not seek to deeply comprehend the material.

The second level, referred to as explanatory activity, is characterized by students’ efforts to understand and interpret the material, relate it to previously acquired knowledge, apply it in new situations, complete tasks independently, and overcome difficulties.

The third level, known as creative activity, is characterized by students’ attempts to find novel solutions to problems rather than relying solely on provided models.

Speaking competence integrates students’ linguistic, sociocultural, and communicative activities in a unified manner. The effectiveness of developing sociocultural competence depends on the extent to which students’ development corresponds to the following scientifically grounded criteria:

Cognitive criterion — the level of knowledge of national, cultural, and social characteristics of the target language community, reflecting the mastery of a system of sociocultural knowledge.

Behavioral criterion — the ability to apply sociocultural skills in practice and demonstrate appropriate behavior in various communicative situations.

Affective-evaluative criterion — the demonstration of tolerance toward other cultures, empathy, and respectful attitudes toward cultural differences.

Thus, speaking and sociocultural competences ensure that students acquire a language not only grammatically, but also within its cultural and value-based context. One of the key sociocultural components of educational content is authentic material, through which learners acquire new knowledge and values and develop experience in communicating with native speakers of the target language. The inclusion of authentic materials creates favorable conditions for developing students’ communicative abilities and sociocultural competence.

In working with video materials, three main stages are distinguished: the pre-viewing stage, aimed at motivating students and eliminating potential comprehension difficulties; the while-viewing stage; and the post-viewing (creative) stage, during which students may discuss the film topic, as well as related newspaper and magazine articles.

As emphasized in classroom practice, systematic and purposeful work with authentic films contributes to the development of cultural awareness, observation of distinctive features of other cultures, improvement of communicative partnership skills, readiness for participation in intercultural communication, and the intensive development of students’ self-education and self-development skills

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