METHODS FOR ASSESSING THE QUALITY OF LANGUAGE EDUCATION ON ONLINE PLATFORMS

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Abstract: This article examines modern methodological frameworks and innovative approaches to assessing the quality of language education on online platforms. Specifically, it highlights the integration of diagnostic, formative, and summative assessment methods used to determine learning effectiveness in digital environments. Furthermore, the study scientifically substantiates the potential of artificial intelligence and analytical tools for monitoring learners' linguistic competencies.

Keywords: online education, quality of language education, assessment methods, digital platforms, linguistic competence, artificial intelligence, learning analytics

Globalization and digital transformation processes exert a significant influence on all stages of the education system, leading to the emergence of new paradigms, particularly in the field of language education. In recent years, language instruction via online platforms has become widespread, evolving into a vital tool that supplements - and in some instances replaces - traditional forms of education. However, this shift necessitates a reconsideration of the criteria and methods used to evaluate the quality of language education, as identifying learners' knowledge, skills, and competencies in a digital environment differs fundamentally from traditional assessment approaches.

The interactivity, adaptability, and capacity of online learning platforms to provide individualized learning trajectories are among the primary factors enhancing their effectiveness. At the same time, ensuring objectivity, reliability, and validity when assessing the learning process on these platforms remains a pressing scientific challenge. Specifically, evaluating communicative competence, pragmatic skills, and authentic speech activity in language education requires complex methodological approaches within a digital setting.

Modern scientific research indicates that an effective assessment system is multi-component, wherein the integration of diagnostic, formative, and summative assessment methods plays a crucial role. Additionally, artificial intelligence technologies, learning analytics, and big data processing tools make it possible to monitor the developmental dynamics of language learners in real time. This opens new prospects for managing educational quality and strengthening individualized approaches.

The relevance of this article lies in its comprehensive analysis of scientifically grounded methods and strategies for assessing the quality of language education on online platforms. The findings of this study contribute to developing effective assessment mechanisms in digital educational environments, optimizing the teaching process, and advancing learners' linguistic competencies.

This study aims to identify the theoretical and practical foundations for assessing the quality of language education on online platforms, utilizing a synthesis of systemic, competency-based, and integrative approaches. The methodological basis of the research is grounded in the scientific perspectives of Uzbek scholars working in modern pedagogy and linguistics. In particular, local studies emphasize learner-centered approaches, pedagogical mastery, and the application of innovative technologies, which serve as key factors in improving assessment systems.

The research employed a mixed-methods methodology, ensuring the integration of qualitative and quantitative analytical techniques. Initially, a content analysis was conducted based on scientific

sources - including H. Akhmedov's textbook *"Uzbek Language"* and pedagogical literature - to specify the core indicators defining the quality of language education [Akhmedov, 2022: 181]. Furthermore, the theoretical perspectives of Uzbek pedagogical scholars regarding quality enhancement and formative assessment were adopted as a conceptual foundation [Karimova, 2023: 34].

During the empirical phase, survey and semi-structured interview methods were administered to students and educators engaged with online platforms. The collected data were processed through mathematical and statistical analysis to identify factors influencing educational effectiveness. In this process, the methodological principles of international assessment programs - particularly systems such as PISA - were also taken into account, given their focus on determining learners' authentic communicative and functional literacy [Abdusalomov, 2023: 102].

Another critical aspect of the study involved examining digital footprints generated during the learning process, namely student activity, task completion dynamics, and interactive participation. Drawing upon research at the intersection of Uzbek linguistics and modern linguistic technologies (such as corpus analysis and algorithmic assessment approaches), the complexity levels of instructional materials were compared against mastery indicators [Madatov, 2023: 105]. Additionally, an experimental method was applied to conduct a comparative analysis between control and experimental groups. While innovative, digital, and adaptive assessment tools were implemented in the experimental group, traditional assessment formats were retained in the control group. The results were analyzed using variational-statistical methods to determine the efficiency of the assessment system.

Overall, this methodology was developed through the convergence of Uzbek pedagogical traditions and modern digital education concepts, serving to interpret quality assessment in online language education as a multifactorial and dynamic process.

The empirical findings confirmed that assessing the quality of language education on online platforms is a complex, multi-component system. Specifically, survey and interview results revealed that the level of development of learners' linguistic competencies directly depends on the adaptability and degree of individualization of the applied assessment methods. Statistical analysis established that mastery indicators in groups utilizing adaptive assessment elements were significantly higher compared to those under traditional assessment systems [Karimova, 2023: 141].

The analysis also identified a positive correlation between active student participation, the completion rate of interactive tasks, and learners' communicative competence. This demonstrates that modern language assessment must encompass not only final outcomes but also the learning process itself. Moreover, analytical metrics generated from digital platform activity data (such as task completion speed, error frequency, and repeated attempts) were proven to serve as vital instruments for mapping individual developmental trajectories [Kholmurodov, 2021: 72].

The experimental results demonstrated substantial differences between the control and experimental groups. In particular, the formative assessment strategies applied in the experimental group positively influenced the development of students' independent thinking, speech activity, and self-monitoring skills. Furthermore, automated AI-based analytical tools reduced instructor workload and ensured immediate feedback by rapidly evaluating pronunciation, grammatical accuracy, and lexical richness.

The experimental findings demonstrated substantial differences between the control and experimental groups. In particular, the formative assessment strategies applied in the experimental group positively influenced the development of students' independent thinking, speech performance, and contextual usage of linguistic units. Conversely, in the control group, the predominantly

summative nature of assessment was observed to inadequately foster learners' deep analytical thinking skills [Akhmedov, 2022: 257]. Furthermore, the study established that assessment systems based on artificial intelligence elements ensure high accuracy and efficiency in monitoring the learning process. However, it was also noted that the effectiveness of these systems directly depends on their methodological soundness and proper integration in alignment with pedagogical objectives. In certain instances, automated assessment tools proved unable to fully capture learners' creative and pragmatic competencies, highlighting the necessity of adopting a comprehensive assessment approach [Madatov, 2023: 98].

Overall, the research findings substantiated the importance of applying an integrated, multi-level, and flexible approach to assessing the quality of language education on online platforms. The obtained data indicate that the effectiveness of the assessment process depends not only on technological tools, but also on their sound didactic organization. This reality creates the need to reconceptualize assessment within the modern education system and serves as a basis for interpreting it as an integral, dynamic component of the learning process [Abdusalomov, 2023: 156]. This study aimed to systematically analyze the theoretical and practical aspects of assessing the quality of the language learning process on online educational platforms. The research findings demonstrate that, alongside traditional assessment methods (standardized tests, written assignments), adaptive assessment systems, automated speech and writing analyzers, and interactive, real-time feedback mechanisms make it possible to objectively and effectively monitor the quality of language acquisition.

To enhance the quality of the assessment process, it is necessary to implement an integrated system comprising learners' individual growth trajectories, linguistic error-detection algorithms, and personalized learning activity indicators. At the same time, strategies aimed at minimizing subjective evaluative factors, stimulating learner motivation, and advancing the adaptive features of the learning process significantly increase overall effectiveness.

Advancements in technological tools render the assessment process more dynamic, objective, and flexible, which allows for greater accuracy in measuring learning outcomes and conceptually and practically improving the quality of language education. Thus, it has been established that integrated approaches to assessing language education quality on online platforms play a vital role in strengthening pedagogical effectiveness and the learner-centered teaching paradigm.

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