

**CRITERIA FOR ASSESSING THE CREDIBILITY OF ACADEMIC  
SOURCES.**

**Scientific advisor: Husanova Mohira Sherali qizi**

Jizzakh branch of the National  
University of Uzbekistan named after Mirzo Ulugbek  
The Faculty of Psychology, the department of Foreign  
languages Philology and foreign languages

**Student of group 301-21: Ahmedova Sohiba Sherali qizi**

**Annotation:** In this article, the key elements that ought to be considered in evaluating the credibility of academic authorities are discussed. It offers a systematic approach to the assessment of sources which consists of the evaluation of authors' qualifications, the place of publication, whether it was peer-reviewed, the number of times it has been cited, and its impartiality. The article is practically useful for scholars, teachers, and learners who wish to improve their academic performance in terms of trustworthiness and accuracy of the content.

**Key words:** Academic credibility, source evaluation, scholarly sources, author credentials, peer review, objectivity, citation frequency, publication venue, research quality, academic publishing, reliability, academic integrity.

**Author Credentials:** Most, if not all, people believe that a source of reference reveals the credibility of the author. It is either an advanced degree or knowledge that is an author's requirement in order to recognize them as a reliable academic author. It is worthwhile to take into consideration the following author qualifications when evaluating the credentials of the author:

**Education:** Should the author be opposed to degree courses taken in specific fields of study? For instance, a piece explaining astrophysics which has been penned down by someone with a PhD in physics is more constructive than a piece written by a journalist who has no formal training in any scientific or technical discipline.

**Research institutions:** An author's research institution and exact Department in the relevant field which supports and broadens the specific author's work would be sufficient.

**Publications:** Does the author write only about topics that are close to the author's core competencies as a rule?

## FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

Contact details: Listing one's email address enhances one's credibility, as would listing one's place of work or the institution to which one is associated.

Publication Venue: When using any source, the publication venue is important as it helps define whether the information used is credible or not. Many of the academic sources are published by certain reputable journals, University presses, and Conference proceedings. These establishments maintain a professional code of practice with regards to editorial work and even peer review. The following things should be looked into:

Journals that require peer review: All articles featured in peer reviewed journals are subjected to reviewing by experts in that area who teachers, researchers and professionals.

Citation Frequency: Citation frequency constitutes one of the general measures of a source's reputation or validity. Such articles are often considered as standard by many in the field. In order to know the citation counts: Regularly check academic databases such as Google Scholar, Scopus, Web of Science, etc.

Seek citation indices. These indices are created by scholars whose articles or authors have been frequently cited by others, thereby indicating their popularity.

Nevertheless, citation frequency has to be treated with other parameters. This is because, some influential works in new specialist areas are likely to have few citations, if any at all.

Recency and Relevance: With the development of medical, technical, and ecological studies, such factors as the accuracy and the currency of the material prima facie seem to be very important. See Examples: The date of publication: The publication date of the source must be related to the subject of the investigation. For instance, in discussions of AI's evolution, it might be hard to locate papers published in the early 2000s which touch on cutting edge developments in machine learning.

Relevance: the source should be pertinent to the research problem or contribute to it in a substantive way. A source should not be used even though it is credible, if its content is peripheral to the research in question.

Objectivity and Bias: Legitimate sources attempt to inform rather than convince. They make conclusions based on evidence, with no personal or institutional bias. Indicators of objectivity include:

## FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

Argument balance: "The author has researched multiple viewpoints and does not present selected pieces of evidence in an attempt to prove an argument that has already been decided upon."

Use of data: "Claims are backed up with documented data and references."

Tone: "The writing lacks emotionally loaded or subjective language."

Be wary of sources coming from organizations that have a vested interest, as the data may be interpreted in a biased manner.

Accuracy and Consistency: A good academic source has logical consistency and correlates with the generally accepted knowledge within the subject area. To check for accuracy, one should question:

Does the source have clear, verifiable references for its claims?

Is the methodology transparent and replicable?

Does the information correlate with the findings of other reputable sources?

If a source contradicts widely accepted research without substantial evidence, its credibility should be questioned.

Purpose and Intended Audience: Understanding the purpose of a source and its intended audience can help gauge its reliability. Academic sources are typically aimed at scholars, researchers, and students, and their primary purpose is to contribute to knowledge rather than entertain or persuade. Consider:

Purpose: Is the source intended to inform, educate, or add to the scholarly debate?

Audience: Is the content directed toward a sophisticated scholarly audience or to a more general audience?

Sources intended for general readership, such as popular science magazines or blog entries, can economize complex ideas or distort them.

Publisher Reputation: Added to this is the reputation of the publisher. Reputable academic publishers have strict editorial and reviewing standards. Those with questionable practices, including predatory journals, are to be avoided. Check a publisher's reputation by consulting: Databases such as the Directory of Open Access Journals. Academic institutions' or library databases vetted journals and publishers.

Cross-Referencing and Verification: Credible works generally use other credible works as references; one can thus trace the origin of certain data or the verification of an assertion. If a source does not have citations or uses questionable references, then its reliability is suspect.



# FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

## Conclusion

Assessing the credibility of academic sources is a fundamental skill for researchers and students. By applying criteria such as evaluating author credentials, peer review, publication venue, and objectivity, individuals can ensure their work is based on reliable and trustworthy information. In a digital age where misinformation can proliferate, critical evaluation of sources not only enhances the quality of academic work but also upholds the principles of scholarly integrity and ethical research practices.

## REFERENCES

1. Badke, W. (2021). *Research Strategies: Finding Your Way Through the Information Fog* (6th ed.). iUniverse.
2. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The Craft of Research* (4th ed.). University of Chicago Press.
3. Harris, R. (2017). *Evaluating Internet Sources*. VirtualSalt. Retrieved from <https://www.virtualsalt.com/evalu8it.htm>
4. Rumsey, S. (2008). *How to Find Information: A Guide for Researchers*. Open University Press.
5. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, 2(B7), 17-21
6. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, 3(10), 10-15.
7. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, 3(11), 45-49.
8. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, 1(1), 1173-1175.
9. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNCIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, 2(19), 700-703.
10. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

## FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

11. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.
12. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB-SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.
13. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.
14. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – С. 464.
15. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – Т. 8. – №. 1. – С. 5-10.
16. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – Т. 6. – С. 485-487.
17. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – Т. 2. – №. 9. – С. 369-373.
18. Ахмедова С. Р. и др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари //Science and Education. – 2021. – Т. 2. – №. 10. – С. 492-496.
19. Ахмедова S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – Т. 2. – №. 10. – С. 608-612.
20. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, 2(11), 1076-1080.