



Problems of Testing in Teaching A Foreign Language to Students of Secondary Schools

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ABSTRACT

In domestic and foreign pedagogy, an important place is occupied by the problems of monitoring learning outcomes. Currently, in the field of education, a new system for monitoring and evaluating students' educational achievements is being widely developed, focused on the widespread use of pedagogical tests. The relevance and importance of the development of test methods are determined by their technological capabilities, which make it possible to obtain objective information about the quality of training of students and contribute to the implementation of the competitiveness of the quality of education.

Keywords:

test tasks, verification tasks, evaluation and control system, final tests, current control, conceptual and methodological foundations

I. Introduction

Pedagogical tests have become one of the most popular and well-developed methods for assessing student achievement. However, pedagogical testing has been considered within the framework of the knowledge approach until today. Currently, an urgent request from the practice of education at various levels is the assessment of the formation of competence and competencies of trainees. To assess the level of formation of competencies that determine the quality of education, it is necessary to create tests of a new generation based on the pedagogical model of testing competencies. An analysis of the results of foreign and domestic research on testing problems showed that the developers of test items pay special attention to the form and standardization of test items, methods of automatic generation of tests from the base of test items, questions of mathematical processing of test results and interpretation of the latter. At the same time, the most important issues of the content of tests, their validity, not only in form, but also in essence, remain not fully investigated, both due

to the novelty of the problem in general, and because of the complexity of analyzing the content of education due to the lack of methods and technologies that guarantee compliance content of the educational standard.

II. Methods

A test is a system of specially selected test tasks of a specific form that allows you to quantify educational achievements in one or more areas of knowledge.

General testing problems were developed in the scientific works of V.S. Avanesov, B.A. Ashmarin, V.P. Zakharov, A.F. Kudryashov, S.A. Myshko, O.V. Soboleva and others.

Tests as an integral component of modern education are interpreted in the works of O.B.Zaitseva, V.J.Kuklin, I.A.Lipsky, V.I.Meshalkin, V.M.Monakhov, V.G.Navodnov, B.A.Savelyev, V.A.Sadovnichy, T.S.Nazarova, V.P.Ovechkin, G.I.Sarantsev, N.A.Senognoeva, T.T.Sidelnikova, V.A.Testova, etc. However, recently tests and testing have been reinterpreted, they are the subject of scientific controversy, as evidenced by the research of

S.M.Abdurazakov, I.V.Tekucheva,
V.A.Khlebnikov, M.Ya.Yakhyaev, etc.

The objectivity and effectiveness of testing students' knowledge and skills will depend on the methods for implementing the conditions, such as a clear definition of the parameters controlled by the tests; levels of implementation of test criteria and principles in the created final tests; formation of an optimal system of tasks, to objectively evaluate the educational achievements of students in a foreign language, etc.

III. Results

Despite the in-depth attention to the issues of test control of educational achievements, a main contradiction is revealed: on the one hand, the pedagogical community is aware of the need to create a new evaluation and control system in the country based on the development and improvement of test methods for certification purposes, to monitor the educational achievements of schoolchildren to collect information about education in order to monitor its quality. On the other hand, the practice of assessment is dominated by the usual traditional forms of monitoring educational achievements, which most teachers cannot and do not want to give up. In addition, there are no unified conceptual and methodological foundations necessary for the correct solution of all problems of the quality of education and the creation of standardized tools for its assessment. To resolve the indicated contradiction, it is necessary to find answers to a number of questions: what should be the methods of test modeling? What should be the scaling of test results? In addition, it is necessary to check whether the test form of control has high predictive validity and what should be the optimal content of sets of test items?

IV. Analysis

In favor of testing, such arguments are given as:

a) test tasks of varying degrees of complexity allow taking into account the individual characteristics of students, their level of knowledge;

b) test tasks of varying degrees of complexity allow you to check the student's vocabulary
c) test tasks of varying degrees of complexity allow you to check the grammar of the student
d) testing develops observation and conjecture;
e) testing allows minimizing the role of the teacher and objectively assessing students' knowledge;
f) with the help of tests, you can quickly check the presence of a certain amount of information in the student's memory.

It is also advisable to consider the shortcomings of testing and highlight them as follows.

a) when testing, it is impossible to evaluate creativity, interactivity, joint search for truth among students;
b) any test items can be solved randomly;
c) testing checks the knowledge of the student about certain facts and does not give an idea of the abilities and skills of the student;
d) it is not possible to evaluate listening and writing skills during testing.

V. Discussion

To justify the importance of testing in the process of teaching a foreign language, it is important to identify the methodological and practical foundations for the creation and use of tests designed for final control and assessment of knowledge and skills of school students in a foreign language. Current control, carried out in a test form, allows you to identify not only adequate knowledge acquired in the course of several current lessons, but also the ability of students to master and analyze each lesson. The final control, carried out in a test form, makes it possible to objectively identify not only the knowledge of a foreign language among graduates, but also learning skills at various levels of mastering the material. It can be more than emphasized that testing in the educational process can significantly reduce the teacher's time to determine the level of knowledge and assess students, which makes it possible to devote the rest of the time to the use of other additional activities using advanced pedagogical technologies.

The research hypothesis is based on the assumption that testing different types of

students' skills not only improves the quality of foreign language acquisition, but also actively stimulates students' cognitive activity, their personal motivation in learning a foreign language, if:

- apply to the development of forms of training and control testing the model of algorithmization of the content of the material;
- to coordinate the content of the test system aimed at checking the level of foreign language proficiency with the goals and objectives of teaching students a foreign language;
- when compiling control tasks, use technologies based on the regulative skills of self-control among students;
- use of input, current, boundary, intermediate and final types of testing control.

Thus, it should be emphasized that in recent years the processes of diversification and integration of all levels of education have intensified, which has led to a difference in the requirements for successive educational levels. In this regard, not only the system of teaching and assessing the preparedness of students is radically changing, but also the means, methods and systems of quality control of the educational process and educational systems are changing. Issues related to increasing the efficiency of using the results of mass standardized testing for students in schools are becoming important. The problem of this article is due to the creation of a testing system to improve the efficiency of using the means and methods of test control in educational practice and education quality management.

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