

Eurasian  
Research Bulletin

## Testing as a quality control of knowledge and an opportunity to show the acquired knowledge

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### ABSTRACT

The article is devoted to testing not only as a quality control of knowledge in teaching foreign languages in the modern education system, but also to enable students to show and demonstrate the skills gained during a certain period of study. At the same time, the testing method allows you to consolidate the knowledge and skills gained, and to identify gaps in the material passed by students, enable the teacher to adjust the further curriculum in accordance with the test results and pay attention to poorly mastered material. When compiling tests in foreign languages, it is necessary to select tasks that cover all grammatical and lexical aspects, at the same time to give students freedom of creativity based on the knowledge gained. Test tasks force you to strain mental activity, accustom students to independent work. With the help of a well thought out, planned and composed test, the probability of guessing the correct answer is ensured, getting used to working with ready-made formulations and at the same time being able to reveal individuality. And this is the moment when the most promising form of knowledge control appears, which corresponds to the principles of humanization of education, increases the quality and assimilation of the taught material for a qualified specialist in the future.

### Keywords:

testing; opportunity, knowledge control; fixing the material; mental stress;

A foreign language in the modern world is one of the most important conditions for professional competence. In the process of teaching language skills, teachers are faced with the problem of quality control of knowledge, in this case, testing is one of the solutions to this problem. In our time, this is especially important, since pedagogical tests open up promising areas for improving the quality of education by improving the system for monitoring learning outcomes, thereby ensuring cooperation between the teacher and the student. It is important to select the forms and methods of the test material and control. There are many methods of controlling the acquired knowledge - oral questioning, work in pairs, final control, dictation, etc. Testing allows the teacher to cover the entire audience when

assessing their knowledge. Such a control method as testing can be successfully applied for the current, intermediate and final testing of knowledge. Testing is important for consolidating, improving the acquired knowledge, skills, identifying knowledge gaps. Students of higher education institutions are more thorough in testing their knowledge, since their training places higher demands on their mastery of skills and independence. The thinking activity of students changes as they grow up. They must be able to reason and draw conclusions. Critical thinking develops, i.e. when teaching students, the use of testing is especially justified and leads to an increase in motivation, as in the study of foreign languages. Test tasks should meet several criteria: the test task should be short and technological, the test task should be formulated logically, and the

rules for evaluating the answer and instructions for implementation should be the same for all subjects. The benefit of such assignments is that they allow teachers to assess the degree of mastered or not assimilated material in short periods of time. The testing method has many advantages. Testing enables the student to work at a pace that is available to him, with a gradual transition from one level of knowledge development to another.

Test assignments give you time to think about how well you have learned the material. When applying testing to consolidate language knowledge, it is concluded that both grammar and vocabulary are checked by the teacher synchronously and correct and plan the further educational process in accordance with the results of the conducted. The absence of time-consuming verification of written work allows you to carry out tests quite often and creates in students a feeling of total control of knowledge and gets rid of psychological problems associated with the personal relationship between the student and the teacher, which may not always be positive. Compared to other types of control, the use of testing is an effective technique that motivates preparation for each lesson. Testing makes the educational process easier. Activity in the classroom also increases, the psychological atmosphere and the connection between the teacher and the student improve, which has only a positive effect on learning in general. Testing takes time, but it should be considered part of the learning process. And motivation depends on how we design tests and use the test results.

If testing is viewed as a competition between students, then they may not cause motivation, and if testing is used as an opportunity to identify progress in students, then they motivate them and make them think about how to improve their level of knowledge. Test assignments contain questions, the answers to which require a comprehensive implementation of the acquired knowledge, skills and abilities and contribute to the preparation of solutions to new, more complex questions. Alternative answer tasks are simple, but not the most common when writing tests.

Such tests can provide students with valuable information. In the methodological literature and practice of teaching foreign languages, two types of tests have become widespread: norm - referenced test and criterion - referenced test. The first type of test is designed to compare the educational achievements of students. This test is widely used to assign students to study groups based on their language skills and abilities. The second type of tests is used to check the degree of mastery of the educational material. This type of test is currently the most popular and easier to implement in practice. The types of test items in teaching foreign languages to control the grammar and vocabulary passed, and the logic of thinking are as follows: 1) matching; 2) multiple choice; 3) ordering (rearrangement); 4) completion; 5) substitution; 6) transformation. This is a change in the structure of the text given in the test - its reduction, expansion, change in the order of words; 7) intra-language paraphrasing - this means the transmission, in your own words, of thought, understanding it as much as possible; 8) cross-language paraphrasing / translating involves the ability to find an equivalent form to convey the content of the text, expressed by the means of the target language; 9) filling in gaps in a coherent text. Such a test should be economical and include all the grammar and vocabulary that is to be tested and that would be interesting and informative. Question-answer tests can be selectively used for current or intermediate control of knowledge. It is also advisable to use tests such as error correction (editing procedure) and tests for the selection of headings for coherent statements. The tasks for the tests should be formulated in such a way that they most fully cover all grammatical and lexical aspects of the language and make it possible to control not only skills, but also the assimilation of theoretical knowledge by students. In the process of creating test variants, it is advisable to selectively invite students to complete several exercises on a given topic. This method identifies any errors in the test design. Such a measure is also necessary because the teacher may not see ambiguity and ambiguity in the proposed

options, because what is obvious to a specialist may raise well-grounded questions in a student. Of course, there are difficulties in the design and application of testing and one must be able to overcome them. Therefore, the friendliness of the teacher is important. Difficulties in writing tests can be overcome by following these rules: 1) give clear and unambiguous theoretical definitions of the skills to be tested; 2) precisely define the conditions that should be adhered to during the test (the time given for its implementation and monitoring of its implementation); 3) determine (in points) the results. Every year the quality of tests improves, the likelihood of using test materials increases, a variety of testing technologies and test formation are offered for various levels and areas of study.

With its opportunities for both learners and teachers, testing will improve the process of education and teaching foreign languages.

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