



DIFFERENT TYPES OF TESTING AND THEIR ROLE IN TEACHING

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Abstract

This article discusses different types of testing in teaching foreign languages and their functions. It determines which type of test is appropriate for detecting a student's specific abilities and skills depending on the scenario.

Keywords: testing, pedagogical tests, psychological tests, linguo-didactic tests, educational achievement, skills, abilities, general proficiency tests, selection tests, aptitude tests, achievement tests, diagnostic tests, lexical tests, grammar tests

Testing and assessing knowledge, skills and abilities is an integral part of the educational process. The success of the entire learning process largely depends on the correct setting. One of the most important and most difficult tasks facing the teacher is mastering the method of testing knowledge and giving marks. Currently, testing is a widespread means of checking knowledge, abilities and skills. The main advantages of tests are cost-effectiveness, ease of use, and uncomplicated verifiability of execution. It should be noted that testing has gained recognition in our country and has become a generally accepted form of not only current, but also final control. I would especially like to note that the final school certification, namely, the Unified State Exam, is carried out in the form of testing, for which it is necessary to prepare students. In organizing the control of knowledge and skills, it is necessary to take into account a large number of test varieties. Teachers need not only work with the test, but be sure to take into account at what stage the knowledge is tested and what speech skills are tested. This determines the relevance of the selected topic.

It is worth noting that the main theoretical and practical provisions of testology were developed for psychological tests and later extrapolated to pedagogical tests. But, of course, pedagogical tests have their own specifics. The differences between pedagogical tests and psychological tests are very clearly stated by I. A. Rapoport and are as follows:

- Firstly, the functional differences between psychological and pedagogical tests are quite obvious. Psychological tests are designed to identify and measure the corresponding properties of the psyche, while pedagogical tests are used to measure the level of mastering of a particular academic subject (discipline) studied in a given educational institution;
- Secondly, the standardization and development of norms for assessing the results of psychological tests is usually carried out on the basis of the normal distribution curve [1, 41].



Thus, we can conclude that pedagogical tests form a specific group of tests. Linguo-didactic tests are a special case of pedagogical tests. The term "linguodidactic test" was introduced by the Russian scientist V. A. Kokkota. It correlates the linguo-didactic test with a set of educational tasks, which:

- Developed in accordance with certain requirements
- Passed a preliminary check in order to identify quality indicators
- Allow to determine the level of test subjects' language (linguistic) and speech (communicative) competence
- The results of which lend themselves to a certain assessment according to predetermined criteria [2, p.38].

The development of linguodidactic testing as a common means of control has led to the emergence of various types of linguodidactic tests. Most Russian authors, headed by E. A. Shtulman, classify language tests into 3 categories. The overwhelming majority of foreign testing theorists (R. Lado, A. Davis) single out four.

To the first category, domestic linguists include tests of general skill, which allow you to check the level of language proficiency in accordance with the activity for which the subject prepares himself. The second category is tests of success, or as they are often called tests of educational achievement. These tests allow the teacher to assess the success of mastering specific knowledge and even individual sections of academic disciplines. This type of testing is a more objective indicator of learning than assessment. And the third category is diagnostic tests, which make it possible to determine not only the level of knowledge, abilities and skills, but also to reveal the reasons for their insufficient formation. [3, p. 169].

A. Davis distinguishes four types of language tests. In his works, he gives a detailed description of each of the above types.

1. General Proficiency tests (ability tests) - tests to determine the level of proficiency in foreign languages. In this category, the scientist distinguishes several types of tests, depending on their purpose. If the goal is to test the knowledge of applicants to determine the level of proficiency in a foreign language, then such tests are called selection tests; if their goal is to distribute students into groups depending on their knowledge - placement tests, etc.

2. Aptitude tests - a category of tests to determine the ability of the examiner in a foreign language, as well as the time required for him to master the language. This category of tests is often called Prognostic tests, that is, tests that predict a student's possible success in learning a foreign language, which depends on his ability.

3. Achievement tests (tests of progress and achievements) - tests to determine the achievements of knowledge, skills and abilities acquired in the learning process for a certain period. This category of tests is better known as Progress tests.

4. Diagnostic tests - tests to identify the weaknesses of students' knowledge of individual language skills, as well as the reasons for their lag. With their help, the teacher is given the opportunity to take appropriate measures to eliminate the backlog [4, p.102].

According to the frequency of use, the following types of tests can be distinguished:



- Current, which are carried out as the study of a certain topic or section;
- Periodic tests used at a certain stage of the educational process and usually coinciding with the moment of completion of work on a certain section or topic;
- Global, summing up a longer period of study. [6, p. 231].

Modern tests are multilevel and do not depend on teaching methods or a teacher. With the help of them, all four types of student activities are tested - reading, listening, speaking and writing. When working with tests, it is necessary to take into account what is being tested and what types of work this is achieved.

In the scientific and methodological journal "English in school" I. A. Kukushkina in her article offers the following classification of tests. Speech tests to test writing, speaking, reading and listening skills. A separate group can be divided into lexical and grammatical tests that test the skills of vocabulary and grammar. [5, p. 18].

In turn, lexical and grammatical tests can be divided into lexical and grammatical.

1. Lexical tests check the skills of spelling, word formation, distinguishing words that are similar in meaning or spelling, that is, synonyms and homonyms.

2. Grammar tests test the skills of proficiency in various grammatical phenomena, namely:

- The use of the tenses of the English language in the active and passive voice;
- Agreement of times;
- The use of impersonal forms of the verb, gerund, infinitive and infinitive constructions and participial expressions [8, p. 202].

Also, a separate group can be distinguished by tests for checking written speech. Writing tests the skills of conveying ideas and thoughts in a foreign language, the ability to extract information from tables, graphs, etc. and convey it in writing. Among the written tests are the following:

- Filling out forms;
- Description of tables and graphs;
- Writing a personal and business letter [9, p. 105].

The next group is the reading tests. These tests test the level of comprehension and retrieval of information presented in writing. The most common types of tests: texts with gaps (close tests) and texts with various tasks [10, p. 291].

There are also listening tests. Listening in itself is considered a rather difficult type of work that requires a lot of attention and concentration. These tests check the level of understanding and extraction of information from the oral message, and also help the teacher control the ability of students to extract specific and factual information from the listened; identify speakers, their names, dates and times; to establish a connection between ideas of cause and effect, the order of events, comparisons. They also show the ability to follow oral instructions and instructions, as well as make conclusions and conclusions [11, p. 154].

Speaking tests, check the communication skills of students, as well as the command of vocabulary; the ability of students to express their opinions, assess, generalize, answer questions and ask them, with the correct intonation to respond to remarks and remarks. It is also important that these tests allow



you to check the pronunciation skills of students and their ability to grammatically correct their speech [5, p. 18].

So, of course, with all the variety of test tasks, the teacher needs to be able to navigate them. A detailed classification will give the teacher the opportunity to plan his work with tests, and, consequently, to predict the results of his work. This information will help the teacher to better allocate his working time and direct it to practical work with students.

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