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TESTING AS A FORM OF CONTROL THE LEVEL OF STUDENTS' SKILLS AND ABILITIES

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Abstract: The process of learning a foreign language provides two essential components: the formation of a foreign language (communicative) competence and the level of its diagnosis of formation (control knowledge, skills and abilities of students). Formation of communicative competence is foreign language lessons throughout the learning process, while the control is carried out in a specially allotted time, therefore, it must be clearly organized so that in as short a time to assess the maximum number of students to meet standards of quality and objectivity of the results.

Keywords: language, second language, motivation, competence, reading, professional training.

At the present stage of development of society, proficiency in a foreign language is becoming truly in demand both in practical and in intellectual activities of a person. In the course of the globalization process, the world labor market requires students to have a high level of proficiency in foreign languages, increases professional competitiveness, and expands the area of scientific and business contacts.

When studying foreign languages, the most significant results are obtained by the project method. It allows you to create a creative atmosphere in the lesson, where each student is involved in an active learning process based on a collaborative methodology.

The learning is the active process which is carried out through involving pupils in a various activities, thus making it active participant in reception of education. In this bilateral process it is possible to allocate the basic functions which are carried out by each the parts. The teacher carries out organizational, teaching and supervising functions.

Traditional forms of control in the opinion of many researchers do not satisfy all the requirements, because:

- Conduct an independent and control work requires a lot of time (half a lesson or a lesson);
- Chances of cheating by students;
- There is a strong emotional stress of student during the execution of tasks;
- It takes too much time to check the results.

The presence of these shortcomings encourages supervisors to seek new and alternative ways to control the learning process. The most promising area in this study is to test that offers compelling benefits in terms of reducing both emotional stress test, and the time to check the result. In addition, the test form of control makes it possible to systematize the knowledge of students, identify their potential and to determine the possible causes of difficulties and may be receiving increased interest students in the learning process.

The problem of test control in the teaching of foreign languages studied for a long time.

In the history of the study of testing is determined by two main periods: the pre-scientific (traditional) and scientific (modern) within the boundaries of each period are isolated approaches to testing. Thus, in the pre-scientific stage of development prevailed transferable approach (the essay-translation approach).

Testing was seen as fulfillment of the translation, the tests consisted of the following tasks: to write an essay to translate the sentence or text to analyze linguistic phenomena. Therefore, focused on the control of formation of writing skills, it does not take into account other types of speech activities (listening, reading and speaking). Writing essays was seen as a test, although this type of

work does not provide a range of tasks, and is a creative process, the product is not standardized, and the original and different for everyone who creates it.

In the 50's and 70's, new approaches to testing: structural, discrete, analytical, structural - psychometric. Structural, discrete and analytical approach involves the development of a test as a set of stimuli to which must meet the test. In numerous works of scientists developed extensive test battery, consisting of a hundred or more jobs. Structural and psychometric test approach is claimed as a collection of small tasks aimed at testing the knowledge in one aspect of language (grammar, phonetics, vocabulary). Characteristic of the test of this approach was the lack of communication of linguistic phenomena with communicative context. Thus, the 50 – 70's have a history of testing the basic foundation of the test TOEFL, which is now widely used to determine the general level of English proficiency, but was not considered a foreign language as a means of communication, which triggered tests, divorced from the realities of life.

The purpose of testing was to test the knowledge of a foreign language as a medium of communication. This period marked the beginning of the development of the theory of communicative testing, which now has more improved. However, in the 70 – 80's, there were other approaches to drawing tests, such as integration, pragmatic, synthetic, composite, hybrid. These approaches have not gained popularity in teaching science, and none of them was basic. Since the 80's theory of communicative testing is actively developing and ceases dominant. It is characterized by a new reflection test control facilities, new approaches to the development of tests. Becoming one of the leading interactive approaches to testing. The core competence of this approaches - the idea of the relationship between the components of the process of foreign language communication in the real world, and while doing the test, as well as between the components of the test and the interaction between the components of the testing process. Hence, each test task must have some connection to the realities of life test and related to the particular stage of the testing process.

The central concept of testing as a form of control is a test. Currently, the test in a foreign pedagogy called any form of formal assessment in any area of language, which is carried out under conditions allowing the estimation of personal achievements in any given area. Russian scientist V.A. Kokkota gives a more specific definition of a test as prepared in accordance with the specific requirements of a complex task, which was pre - tested to determine its quality indicators and provides a revealing he tested the extent of their language (linguistic) competence. S.I. Voskerchyan test calls short, is technically a reasonable trial in equal conditions for all subjects and having the form of such a task whose solution is to quantify and is an indicator of the degree of development to date of known function in a given subject. G.V. Barabanova defines the test as a set of questions and tasks imposed test to determine the level of formation of language skills and speech abilities. Thus, the essence of the test is the Methodists in the broadest sense of any form of assessment, and in bringing it to just short assignments or tests. Characteristics of the test as a set jobs of V.A. Kokkota and G.V. Baranov, in our opinion, more accurately interprets the character and nature of the test, as well as its purpose and characteristics of the organization, so it may be more appropriate for use in school practice.

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