

EVALUATION OF STANDARDIZED TESTS

Kenesova Jazira Baurjan qizi

jkenesova@bk.ru

*Faculty of Foreign Languages, Uzbekistan State
World Languages University, Tashkent, Uzbekistan*

Annotation: This article gives information about the standardized tests, its aspects to determine the effectiveness, fairness, and reliability and impact on students' perception of their language level.

Key words: standardized tests, tailored assessments, homogenization, proficiency, system, language level.

INTRODUCTION

A standardized test is the method that assesses the knowledge of test takers based on the principle of consistency. All of them are provided with same questions for which they are estimated in the similar way. These are the exact testing types to provide how much knowledge a person has in all four skills: reading, listening, writing and speaking. These types of tests are becoming increasingly popular among people to be admitted to international universities, immigration processes, get a dream job. There are different types of modern standardized tests serving for a variety of purposes. It is important to note that all 4 skills are estimated in standardized tests depending on its purpose: listening, reading, writing and speaking. To check your ability to understand spoken language in different situation the test to evaluate your listening can be taken. If it is about fluently and coherently using the language in real conversation on a daily basis while speaking with natives then speaking has to be considered. Reading skill is to understand written texts, grammar and vocabulary whereas the production of written texts using correct grammar structures, vocabulary with coherence can be checked as well. In addition, standardized tests are conducted fairly and under controlled conditions[1].

LITERATURE REVIEW AND METHODOLOGY

Here are some popular types of modern standardized tests to assess skills:

-Proficiency Tests: A test taker's overall language proficiency in reading, writing, listening, and speaking skills are evaluated in these tests. For instance, TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) which are aimed to gauge all 4 skills of a learner.

-There is also Admission Tests: In order to assess the academic potential of university or college applicants these tests are mostly required. Examples include SAT (Scholastic Assessment Test) and ACT (American College Testing).

-Cambridge English Exams is a test that is taken with specific purposes and for people with different language levels that can be related to academic, business English.[2]

The main goal of standardized tests is to assess a diverse range of test aspects according to how effective, fair and reliable they are. Testing English Language skills cannot be ignored in English Language classrooms all over the world. Most importantly, it is pertinent to describe how students view their own achievements. Reports have repeatedly shown that students' grades often differ from their expectation [3]. Testing English language skills is interconnected with English language education worldwide. Additionally, what the author wants to emphasize is the way students understand how it is important for students to perceive their own achievements. Frequent inconsistencies between students' expected grades and their real performance is mentioned as well. It is reported that students' evaluation of their abilities and their actual academic outcomes are disconnected leading them to assess themselves wrong.

RESULTS

The results of the analysis of standardized tests which was aimed at evaluation of various aspects of language proficiency, academic performance, and particular language levels pointed out how it is essential to assess reading, writing, listening, and speaking. The role of tests like TOEFL and IELTS is important as it helps to gauge learners' abilities within these four key aspects. Likewise, admission tests like SAT and ACT play crucial role in bringing the potential of college and university applicants to the top.

The emphasis on Cambridge English Exams for individuals with different language levels highlights the importance of tailored assessments, especially in academic and business English contexts. Standardized tests aim to evaluate effectiveness, fairness, and reliability, providing valuable insights into students' language skills worldwide. English as the global academic language facilitates the international mobility of young researchers[4]. The author thinks that the common use of English to communicate worldwide makes it possible for young researchers to move and work with international countries with ease. Having a common language like English, it would be easy for researchers to take part in conferences, share their research findings, working with colleagues from all over the world, and have an access to academic resources more effectively.

DISCUSSION

As an educator, it is important to address these differences and help students develop realistic expectations while also providing support and guidance to bridge the gap between expectation and achievement. Encouraging students to reflect on their learning process, set achievable goals, and receive constructive feedback can help align their expectations with their actual performance. Additionally, creating a positive and

supportive learning environment where students feel empowered to seek help and improve their skills can enhance their overall learning experience and academic outcomes.

The assertion that the widespread use of English as a global language facilitates communication and collaboration for young researchers across various countries is indeed, a valid point. The dominance of English in academic and professional settings has become a driving force behind international exchanges and cooperation in research fields. One significant advantage of having English as a lingua franca in the academic world is the ease of dissemination of research findings. Researchers can easily present their work at international conferences, publish in English-language journals, and collaborate with experts in different parts of the world. This not only expands their professional network but also allows for the exchange of ideas and expertise on a global scale.

Furthermore, the ability to communicate in English provides researchers with access to a vast array of academic resources. Most scholarly publications, research papers, and online databases are available in English, making it easier for researchers to stay updated on the latest developments in their field. In addition, collaborations with international colleagues become more seamless when there is a shared language for communication. However, while the widespread use of English does offer numerous benefits to young researchers, it is essential to recognize the potential drawbacks as well. The dominance of English as a global language can lead to linguistic and cultural homogenization, where non-native English speakers may face challenges in expressing themselves effectively or having their voices heard in academic discussions.

CONCLUSION

In conclusion, aligning student understanding of their achievements with standardized testing can provide a more global understanding of their progress and assist educators to adjust their teaching strategies to meet individual needs effectively. It is important to acknowledge and address these dissimilarities to foster a positive and productive learning environment for students. Although English as a common language undoubtedly facilitates collaboration and communication between young researchers worldwide, it is important to maintain a balance between its advantages and potential disadvantages. Researchers should continue to support multilingualism and cultural diversity in higher education to ensure that different perspectives and ideas are valued and shared across borders..

REFERENCE:

1. https://en.m.wikipedia.org/wiki/Standardized_test
2. Gulchehra T., Makhzuna P. Evaluation of Standardized tests. Integrated Course of Teaching Foreign Languages.
3. Bacha, N. N. (2002). Testing Writing in the EFL Classroom: Student Expectations. English Teaching Forum Journal, 40(2), 14–19.
4. Graddol, D. (2006). English next. Retrieved December 12, 2006, from www.britishcouncil.org/files/documents/learning-research-english-next