

THE ROLE OF TESTING IN DEVELOPING LANGUAGE LEARNER'S OVERALL ABILITY

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Annotatsiya: Ta'lim jarayonida muammolarni hal qilish vositasi sifatida test muhim ahamiyatga ega. Bu, shuningdek, ta'limning asosiy maqsadini - tabiatan yangi ma'lumotlarga ochiq bo'lgan shaxsning barqaror o'sishini anglashning samarali usullarini o'qitishning barcha sohalariga samarali tatbiq etilishini anglatadi. Ushbu maqolada, til o'rganuvchilarning umumiy qobiliyatlarini rivojlantirishda baholashni ro'li haqida gap ketadi.

Kalit so'zlar: xolis va sub'ektiv test, diagnostik testlar, testning haqiqiyliigi va ishonchliligi, umumiy atamalar, baholash, o'z-o'zini baholash, test turlari.

Аннотация: Как инструмент решения задач в образовательном процессе тестирование приобретает большое значение. Это также означает, что во все области преподавания и, следовательно, обучения будут эффективно внедряться продуктивные методы понимания фундаментальной цели образования — устойчивого роста личности, по своей природе открытой к новой информации. обсуждается тестирование в развитии навыков изучающих язык

Ключевые слова: как объективное, так и субъективное тестирование, диагностические тесты, валидность и надежность тестов, общие термины, оценивание, самооценка, виды тестов.

Abstract: As a tool for problem solving in the educational process, testing takes on significant importance. It also means that productive methods of understanding the fundamental purpose of education—the sustained growth of a personality that is by nature open to new information—will be introduced effectively into all areas of teaching and, consequently, learning .In this article the impact of testing in developing language learners' skills is discussed

Key words: both unbiased and subjective testing, diagnostic tests, test validity and reliability, general terms, estimation, self-estimation, types of tests.

INTRODUCTION

The fact that testing is a necessary, required, beneficial, successful, and frequently very interesting method of correcting and clearing up not only the foreign language level, but level of personality, open to know the true stage of preparation in the subject, and readiness to prolonged improvement in studying as a whole, has given rise to a variety of opinions on its meaning and context in the educational process. The word "prolonged" means "consistently." First, it pays attention to testing as a procedure and

a distinct issue of determining the accuracy of the knowledge obtained. Teachers define, estimate, measure, develop, and adopt their students' abilities as appropriate to be successfully introduced in the professional field process in the near future as part of the educational process.

For those being tested, testing serves as both intellectual and emotional and psychological training. It is an identifying tool, so it requires an identifying approach to every position, including the types of tests, the various types of testing, their close and prolonged purposes (aims and goals in total), and the number of tests because of their specific task of accurately measuring the abilities of the people we are interested in.

When teachers are planning the testing, it is crucial to identify the specific situations in which the tests "are likely to influence teaching." The educational program is focused on stocking the knowledge items that are in demand, ranging from the easiest to the most challenging and complicated. Therefore, it is crucial to consider terminological basics in light of all specific themes and chapters of the educational program.

MATERIALS AND METHODS

The teacher assesses the student's proficiency in the target language, or his capacity to use it in both written and oral contexts. As a result, the testing items should perfectly match the goals and objectives. The four are: 1) oral and silent reading; 2) speaking; 3) aural comprehension (listening); and 4) writing (words, sentences, dictations, written reproductions, etc.).

Oral comprehension tests will be given on more challenging language material, such as sentences, dialogues, and entire texts. The passage is read aloud to the class. Students must then identify the sentence that accurately describes the text.

Fred's early years were spent in France.

Fred had a job in France before.

Fred was raised in France.

France is now where Fred calls home.

Fred just got back from a trip to France.

A dialogue can be used to administer the analogous test.

Testing speaking is the most challenging because the teacher wants to assess vocabulary use, pronunciation, stress, sustained speaking, and grammatical structures. Testing each student individually is the best way to gauge their speaking abilities. However, this takes a lot of time, and even though the teacher tries his best to question as many students as he can, he often neglects to listen to them all, which leads to a situation in which this crucial language skill is frequently completely uncontrolled. Instead, the teacher assesses students' vocabulary and sentence structure knowledge, as well as their ability to ask and respond to written questions and to describe a given

situation or topic. This can be prevented by using the testing method that is described below.

This is available thanks to modern teaching resources. According to calculations, it takes a student 1–1,5 minutes to compose a response with 3–4 sentences. The test must be designed so that the student wouldn't need to give a long response, but his response would still need to demonstrate his ability to pronounce and intone, use specific vocabulary and grammatical structures, and show whether or not his speech is sustained. The teacher will be able to assess each student's performance on a given topic and gain a clear understanding of each one in less than 30 minutes.

RESULTS AND DISCUSSION

Because tests precisely reflect what the student has learned, they are all simple to evaluate and the teacher's marks are objective. Marks are given based on the work completed in a specific class. When giving a test, the instructor might suggest using the following scale of marks:

"5" - more than 80% accurate responses From 60 to 79% of answers were right, "4". "3" - between 40 and 59% accurate responses. Less than 39% of answers correctly were "2."

As a result, grades frequently lack consistency. Numerous researchers discovered significant discrepancies regarding the appropriate meanings for various marks and the criteria that should be used when assigning them. It still wants its investigators to develop a system of impartial exams for every level of instruction and linguistic proficiency in foreign languages. A system of tests like this will enable accurate marking. Currently, the methods for assigning grades are about as effective or ineffective as the teachers who use them. The teacher relies on his intuition, the school's traditions, his own experience, and other chance factors to assess the students' academic achievement because there is no objective way to do so.

The students discover that taking effective action results from being prepared to overcome challenges and from maximizing communication channels with teachers and fellow students in order to improve their students' professional competence in a clear sense of productive being in learning action. The students learn that testing is a useful action that results from diligent intentions, methodical research, and recognition of everyone's responsibility in achieving educational goals. Nowadays, testing is closely connected with possession of a number of competencies as a foundation of a professional stability. Therefore, the group testing work is based on obvious and natural righteousness with explained and adopted rules and regulations for an effective inclusion of groups into the control process.

CONCLUSION

The source of the teacher's ability directly affects the students' capacity for test success. A teacher is in charge of a group at all times during the course of his or her

professional activity, and is constantly aware of what is occurring and how events are developing. This method of teaching allows a teacher to be both essential and effective while avoiding trouble (students' satisfactory or failing grades). A teacher must act appropriately even if they don't create or answer the test themselves. Why does that matter? Because their teacher is a source of strength, endurance, and excellence for them, it follows that for the students, testing as a process and means signifies universality, telling all about their professionalism and personal value. Because of this, the teacher's ability to support students while they are being tested and taught to become more conscious and successful comes from consciousness or awareness.

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