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**SUGGESTIONS FOR THE USE OF TESTING IN THE EDUCATIONAL  
PROCESS**

**Nuritdinova Yorkinoy Abdulkhoshim kizi.**

*Teacher of department of foreign languages, faculty of agro engineering and  
hydro melioration,  
Andijan Institute of Agriculture and Agro technologies,  
Andijan, Uzbekistan*

**Annotation:** The need to improve the quality of training in the context of radical education reform determines the search for new forms and methods of organizing the educational process, the use of advanced learning technologies in a market economy. Accordingly, the educational process must take into account trends in social development and psychology of youth, and forms and methods of educational process - the principles of democracy, competition, comprehensive control and self-control, discipline and responsibility, pedagogy of cooperation in the student-teacher system.

**Key words:** educational process, self-control, assessment, public, effective, student, social status, teacher.

In the educational process, assessment (the level of knowledge of the student) is also an important organizational factor in meeting certain social needs of the individual, is a condition to stimulate increased learning activity and the development of skills and abilities. But to become a means of meeting social needs, in our opinion, the assessment can meet certain requirements. First, it must reflect the level of knowledge of the student and be meaningful not only for the student and the teacher, but also for the study group as a whole. Otherwise, regardless of the level of assessment, the attitude to the acquisition of knowledge may be indifferent to those who study. Secondly, it must necessarily lead to public recognition. Lack of interest in it and contempt will inevitably lead to a decrease in learning activity and lack of interest in acquiring professional skills, knowledge, skills. Third, evaluation must be effective in its

consequences. On the one hand, the assessment should encourage the student to further deepen knowledge of the subject being studied, on the other - to form a certain social status of the student in the eyes of classmates, teachers and the student, should ensure adequate stimulation of student learning. Fourth - for the assessment of knowledge to be effective, and its meaning was clear, it must have clearly defined criteria within each subject. Moreover, starting to study the discipline, the student must be acquainted in detail with the requirements for the amount of material studied, the forms and frequency of knowledge control, and most importantly - to know the place of the discipline in the formation of his professional knowledge. With this in mind, each student from the first days of study should be acquainted with the model of the specialist, with a set of disciplines that provide his professional training, with annotations showing which within this discipline should be formed knowledge, skills and criteria. assessment of knowledge in each subject. The organization of control should be based on the implementation of certain requirements, which, in particular, should include:

The control of knowledge must be subordinated to the goal of learning. The formulation of the goal should be based on the content of educational material, the assimilation of which will be controlled. The goal itself should be aimed at solving specific problems of orientation of the educational process and its elements, as control reflects the outcome of learning, education and upbringing, and its main functions are subordinated to the overall purpose of learning.

The general purpose of control should be specified through the principles of its organization. Indicators of the result of control are knowledge, skills and abilities.

This requirement is implemented simultaneously through the functions of control and the principles of pedagogical control. In the process of control it is necessary to determine not only the level of knowledge of students.

It is equally important to establish what they do not know and do not know how and how to fix it. It is necessary to remember the main purpose and end result of the learning process - the acquisition of scientific knowledge, skills and abilities in a particular specialty.

The main principle of diagnosing the level of formation of knowledge and skills of students by the method of test control can be called the principle of scientific design of didactic tests and accuracy of assessment.

The diagnosis should be based on a system of test control as an ordered set of interconnected elements, which contains thematic, final, residual test

Identifying the amount of initial knowledge of students in a particular discipline, assessing this knowledge in quantitative and qualitative terms, determining their share of the entire curriculum provides diagnosis with the help of specially designed tests. Such tests should contain tasks that allow to identify the orientation of students in the basic terms, concepts, provisions of the discipline studied, the level of traditional "household" knowledge and erudition in the relevant field of scientific knowledge.

In thematic control, the texts are used in the control mode and in the learning mode. In this case, testing allows you to implement the following functions: providing feedback, diagnosing the development of the didactic process, determining the personal rating of the student, evaluating the results of the educational process.

The use of thematic test control serves as an incentive for regular student work during the term.

The final test control after graduation from the whole course plays the role of an element of the general system of diagnostics of the level of assimilation of knowledge and skills of students, which allows to systematize and generalize the educational material. It is organized as a personality-oriented process based on propaedeutic diagnosis and prediction of student activities and provides freedom of choice in determining the complexity of tests.

Residual (residual) control allows to identify the formed and consolidated level of knowledge and skills of students in the field of specific scientific knowledge after a certain period after completion of the study of a particular discipline.

One of the significant limitations of testing is the limitation on responses. Due to this circumstance, the analysis of the ways of solving problems and mental operations used by the student is in most cases complicated or impossible at all. This fact suggests that testing cannot be considered as an ideal and the only method of objective diagnosis of knowledge and skills. During training, testing must be combined with other forms and methods of control.

However, even within the existing limitations, diagnosing the level of knowledge and skills of students by testing is the most thorough, reliable and objective.

Higher education as a social institution is designed to provide students with solid scientific knowledge, develop skills and abilities to apply them in practice and later in life. The solution of this social problem is directly related to the improvement of forms, methods, teaching aids. Testing of knowledge and skills plays a significant role in achieving the requirements for student learning outcomes and improving the educational process. The most important function is the control, which is to control knowledge and skills, determine the basic level of training, mastering the mandatory minimum content of the discipline.

In addition to the controlling function, the knowledge test also provides educational, developmental, educational functions and separately - the task of managing the educational process. Traditionally, there is a current, thematic, final test of students' knowledge, which is carried out using various forms, methods, techniques.

Test has a number of advantages over traditional forms and methods, it is naturally embedded in modern pedagogical concepts, allows more rational use

of feedback from students and determine the results of learning, focus on gaps in knowledge and make appropriate adjustments. Test control provides simultaneous testing of knowledge of students of the whole group and forms their motivation to prepare for each lesson, disciplines students. The term "test" is defined as a system of tasks of a specific form, defined content, increasing difficulty, which allows you to objectively assess the structure and qualitatively measure the level of preparedness of students.

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