

## MECHANISMS OF FORMATION AND DEVELOPMENT OF TEACHER'S TESTOLOGICAL CULTURE

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### ANNOTATION

In these works, the main provisions of didactic testology are highlighted, test materials are developed to achieve specific learning goals, methods of using didactic testing are described, however, no attention is paid to the issues of teacher training in this area. This article discusses about the mechanisms and ways in order to develop teacher's testological skill.

**Keywords:** formation of teacher's testology skill, testology culture, development, mechanisms.

### INTRODUCTION

Considering the question of the use of pedagogical testing and testological activity of the teacher, many researchers mention the importance of the formation of a special testological culture of the teacher, who identifies the following components in its composition: worldview, content-operational and personal-creative. At the same time, the conditional levels of manifestation of testological culture are also determined, among which there are adaptive, reproductive, heuristic and creative. The teacher's testological activity is directly related to testing in the educational process. At the same time, his testological competence is important, which, following V.I. we define it as possession of a set of organizational-managerial and analytical-constructive testological competencies, personal attitude to them, as well as to the subject and the result of the activity on the use of testing in the learning process. According to the researcher, organizational and managerial testological competencies reflect the teacher's ability to set goals for didactic testing, determine the time required to complete an individual test task and the entire test as a whole, scale and interpret the results obtained. The second type of competence characterizes the teacher's ability to reproduce the theoretical foundations of didactic testology, related to the main characteristics of test materials and the peculiarities of their development, as well as the ability to analyze, evaluate, correct and design test materials. In this regard, the question naturally arises about the need for an English teacher to master strategies for preparing for tests. Organizational and management testological competences, according to the study, indicate the teacher's capacity to create goals for didactic testing, assess the time required to complete an individual test task and the entire test as a whole, scale, and evaluate the data acquired. The teacher's ability to reproduce the theoretical foundations of didactic testology, related to the main characteristics of test materials and the peculiarities of their development, as well as the ability to analyze, evaluate, correct, and design test materials, is characterized by the second type of competence. In this context, the question of whether an English instructor needs to know test-preparation procedures naturally

arises. Thus, the formation and development of testological competence of teachers is one of the priority tasks for education in connection with the growing need for optimal methods of control. The demands made by society today for a modern specialist - a teacher of a foreign language, imply a constant improvement of their qualifications, including through the performance of tests. In this case, the process of forming professional competence should consider the inclusion of testological competence as its component.

This paper looks into the subject of optimizing university language teaching for future engineers. The educational potential of control means, the applied character of university language instruction, and students' self-development were the pedagogical ideas chosen for the project. These concepts are regarded as strategies that have an impact on the quality of language instruction and, as a result, professional education. The importance of the following testological notions for successful educational practice is demonstrated: educational process monitoring, test task validity, test training and development potential, and student work autonomy. The impact of these integrated strategies on the quality of university language teaching for future engineers is investigated using experimental data. The study of educational and testological approaches reveals that a good effect can be achieved by a harmonic interplay of pedagogical and testological ideas. This result can be seen in the shift of testing from a controlling method to a testing procedure. An independent objective control can be a test control that measures the degree and level of proficiency in a foreign language, regardless of the time, place and form of language teaching. This type of control has become an integral part of the teaching and learning process, as it helps the teacher evaluate the passed learning period in terms of identifying the weaknesses of the students and developing further language teaching strategies. To conduct high-quality test control, an teacher must have testological competence, which consists in the ability to compose test tasks, test tasks and apply them in accordance with the objectives of the lesson or the control. This competence involves the inclusion of such components as: knowledge about the testing system and knowledge of the testology itself, the ability to analyze test items and tasks of a test nature, the ability to evaluate a speech product in the testing process, the ability to conduct the testing process. The article provides an example of test items used for the final control in teaching foreign medical students studying, developed taking into account the theoretical foundations of the preparation of test items and test items. In this regard, it appears that particular training for modern English language teachers in the development and application of test technologies in the educational process is required. Although there have lately been textbooks on testing concerns, evidence reveals that only a tiny percentage of teachers are equipped to master new test technology on their own. It is self-evident that today's teacher must possess a set of skills that enable him to not only monitor students' knowledge and skills, but also to participate in the testing process. Preparing pupils for certification, or passing tests administered in the form of testing, necessitates the teacher's knowledge of test methodology. It is no secret that outcomes are viewed by teachers as a natural danger to their professional career and suitability. In this regard, it appears that particular training for modern English language teachers in the development and application of test technologies in the educational process is required. Although there have lately been textbooks on testing concerns, evidence reveals that only a tiny percentage of teachers are

equipped to master new test technology on their own. It is self-evident that today's teacher must possess a set of skills that enable him to not only monitor students' knowledge and skills, but also to participate in the testing process. Preparing pupils for certification, or passing tests administered in the form of testing, necessitates the teacher's knowledge of test methodology. It is no secret that low outcomes are viewed by teachers as a natural danger to their professional career and suitability.

Thus, the formation of the professional competence of teachers of the English language must necessarily take place taking into account the formation of testological competence as an integral part of it. In these works, the main provisions of didactic testology are highlighted, test materials are developed to achieve specific learning goals, methods of using didactic testing are described, however, no attention is paid to the issues of teacher training in this area. The testological activity of the instructor is inextricably linked to testing in the educational process. Simultaneously, his testological competence is critical, which we define as the possession of a set of organizational-managerial and analytical-constructive testological competencies, as well as a personal attitude toward them, as well as the subject and outcome of the activity on the use of testing in the learning process. Organizational and management testological competences, according to the study, indicate the teacher's capacity to create goals for didactic testing, assess the time required to complete an individual test task and the entire test as a whole, scale, and evaluate the data acquired.

The second type of competence characterizes the teacher's ability to reproduce the theoretical foundations of didactic testology, related to the main characteristics of test materials and the peculiarities of their development, as well as the ability to analyze, evaluate, correct and design test materials. In this regard, the question naturally arises about the need for an English teacher to master strategies for preparing for tests. Considering the question of the use of pedagogical testing and testological activity of the teacher, many researchers mention the importance of the formation of a special testological culture of the teacher. In this regard, who identifies the following components in its composition: ideological, substantive - operational, and personal - creative. At the same time, conditional levels of manifestation of testological culture are also determined, among which there are adaptive, reproductive, heuristic and creative. Thus, the formation and development of testological competence of teachers of English is one of the priority tasks for Russian education in connection with the growing need for optimal methods of control. The demands made by society today for a modern specialist - a teacher of a foreign language, imply a constant improvement of their qualifications, including through the performance of tests. In this case, the process of forming professional competence should consider the inclusion of testological competence as its component.

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